



Sunday School Curriculum Level 4

Unit 1

God's People

Unit 2

My Witness

Unit 3

My Questions



Focusing on the needs of Children in Southern Asia

Teachers Guide

Instructor's Guide

Grade 4 Bible Curriculum **by** **AnnaLee Conti**

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Developed in Cooperation with
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Translated/Contextualized

And

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By

CHILD FOCUS INDIA

www.childfocusindia.org

Bible Curriculum

Kindergarten

God's Creation
God's Love
God's Help

	First Grade	Third Grade	Fifth Grade
Spiritual Life	Who God Is (Your New Life)	Devotional Life (When You Pray)	God's Plan for Me (God's Design)
The Bible	The Bible: An Exciting Book (Your Bible)	Mark's Gospel—Bible Skills (How to Study the Bible)	Ephesians: An Epistle (John's Gospel)
Theology	Jesus Gives New Life (Who Jesus Is)	The Holy Spirit (Your Helpful Friend)	Last Things (We Believe)
	Second Grade	Fourth Grade	Sixth Grade
The Church	The Church (The Church)	God's People (Christian Worship)	The Church: Its Origin and Destiny (What Churches Do)
Service	Sharing God's Love (Personal Evangelism)	My Witness (Christian Workers)	Ministry and Missions (The Teaching Ministry)
Christian Ethics	The Family (Bible Ethics)	My Questions (Marriage & Home)	A Life of Faith (The Christian in His Community)

Developed in cooperation with Global University staff

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Instructor's Guide for GOD'S PEOPLE Bible Curriculum 4-1

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Philosophy of Bible Curriculum

The materials presented in this curriculum are designed with an educationally sound commitment to evangelize and disciple students. The six major topic areas of all ICI University study courses are used as a basic framework for each of the grade level courses. As a student faces our puzzling world, he will learn that the Bible is the guide for the pieces of his life.

As a student completes the 30-lesson program for 1 year, he will have received the content necessary for reaching the objectives in 3 of the basic areas, at a comprehensive level adjusted to abilities and age level characteristics. Every two years, a student will have cycled through the six topic areas pictured in the puzzle, in an effort to place the biblical pieces in his life. He will be enabled to accept and reflect Christ, and His great plan.

This curriculum is designed to be beneficial for training a student, under a complete and systematic doctrinal design, at a specific age-oriented level of presentation. The use for this material is broad, and limited only by lack of vision for those who desperately need biblical pieces fit into their life. This curriculum is

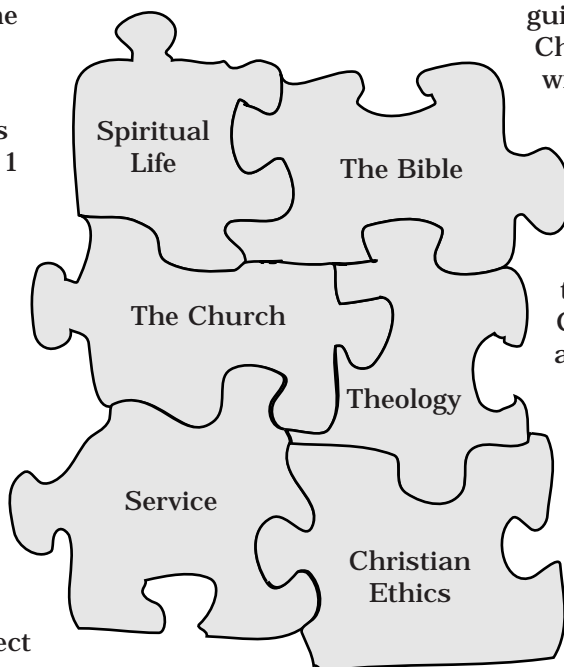
extremely useful for the school setting, yet it is not limited to that area. The growing use of ICI University study materials for adults in learning centers can also utilize these materials for the children previously unreached in the church. These courses can also be used for independent study in the home, with parental guidance for younger children.

Children's ministries in general will now have a solid curriculum for evangelizing and then discipling the fast-growing majority of our world.

Now you will take part in the exciting process of Christian Education. This is a unique opportunity to combine the solid basis of a strong biblical curriculum, with prayerful preparation, and the anointing presence of the Holy Spirit in your presentation. Each student will be encouraged to accept Christ and His word for his life, with the

responsibility then to live a life reflecting that spiritual growth. Life changing results will be the challenging goal for every lesson.

"Suffer little children to come unto me, and forbid them not: for of such is the kingdom of God" (Luke 18:16).



Age Level Characteristics

Fourth Grade

CHARACTERISTICS

NEEDS

Physical

1. Slower growth, full of energy
2. Improved motor skills
3. Generally healthy
4. Girls physically ahead of boys
5. High activity level

1. Balanced activity and rest
2. Large muscles-athletic skills
Small muscles-refining skills
3. Develop personal hygiene
4. Avoid direct boy/girl competition
5. Varied exploration activities

Mental

1. Increased attention span
2. Developing reasoning skills
3. Improved reading/communication abilities
4. Building abstract thinking
5. High memorization ability

1. Limit games, stories, activities (10-20 min.)
2. Problem solving practice/thinking activities
3. Varied teaching materials/techniques
4. Provide multiple illustrations
5. Meaningful memorization plan

Emotional

1. Worry and instability
2. Strong sense of justice
3. Desire role in problem solving
4. Struggle with belief/skepticism
5. Struggle with death and dying

1. Place confidence in God
2. Guidance toward Godly standards
3. Opportunities to develop solutions
4. Base belief on God/Bible
5. Accept God's plan

Social

1. Form close friends
2. Highly competitive
3. Peer group pressures
4. Struggle with favoritism
5. Desire for independence

1. Guidance for choosing friends
2. Support fairness
3. Develop biblical standards
4. Taught to cooperate impartially
5. Learn to desire Godly character

Spiritual-What the Fourth Grader can learn about:

I. God

1. God loves me, others, and the world
2. God made and cares for the universe
3. God knows and provides for our needs
4. God has all power to help me
5. God desires our prayers and answers them
6. God is holy and just
7. God can be trusted not to fail

II. Jesus

1. Jesus is God's Son who came to be the Savior
2. Jesus died on the cross for sin
3. Jesus rose from the dead and now is in heaven
4. Jesus loves me and is my best friend
5. Jesus never sinned, yet loves the sinner
6. Jesus does many miracles
7. Jesus wants to be our personal Savior
8. Jesus want me to be a disciple and follow Him

III. Holy Spirit

1. The Holy Spirit helps me learn about God
2. The Holy Spirit helps me do what is right
3. The Holy Spirit is part of the Trinity
4. The Holy Spirit is promised to believers

IV. The Bible

1. The Bible is God's Word and tells of Him
2. The Bible tells us what God wants
3. The Bible shows God at work in others
4. The Bible is true not fiction
5. The Bible is to be read, studied, and memorized
6. The Bible has 66 books and 2 major parts called the Old and New Testaments

Leading a Child to Christ

I. SALVATION EXPERIENCE

A. Belief

Teaching very young children is an exciting opportunity. They are curious, searching for new information, building friendships, and struggling with right and wrong. As a teacher, leader, or parent, we have a responsibility to evangelize and disciple these children. Bearing in mind the level of understanding of the presented concepts, we must present the salvation message and Christian life-style in terms they are able to grasp. (See page 5.) As children mature, they will need the same message, but can generally accept and apply truth at a more complex level. Knowing each child is important.

For some children the plan of salvation may be difficult to understand completely. It is important to remember that our teaching does lay a foundation for salvation. Even before children accept Christ as their Savior, they can learn about Him, love Him, and learn to do things that please Him. Their lives will be touched as they repeatedly hear some of the steps to salvation that will arise in each lesson. It is crucial that children see you explain salvation and God's plan from the Bible. As children's reading ability increases, they should read appropriate Scripture verses in the Bible themselves.

Even though some young children may be at a preevangelism stage, some may be ready to accept Christ. It is our responsibility to be sensitive to the Holy Spirit so we take time to talk individually with those children.

Following are statements we can share often, although not necessarily all at one time. If a child asks questions that indicate a readiness for salvation, then we can share all the points, looking for a personal response.

- God loves us very much. He wants us to be part of His family.
- All of us have done things that are wrong. These wrong things are called sins. Our sins keep us from being part of God's family.
- God loves us so much that He sent Jesus to die for us. He took the punishment we deserved for our sins when He died.
- We need to tell Jesus we are sorry for the wrong things we do. We can tell Jesus we love Him and want to be in God's family.
- Jesus is happy when we are sorry, and He forgives us for the wrong things we do. When we want to become part of God's family, He is glad to have us join and learn to live a life that pleases Him.

We do not convict children of sin; the Holy Spirit does, and He guides them into all truth (John 16:7,8,13). He will help us guide children along God's path, not pushing them faster than their little spiritual legs can go. We must pray always that, whether it be today or years down the road, all children will receive the gift of salvation and will grow spiritually.

B. Confession

Once children believe that Jesus Christ died for their sins, the Bible says they are to confess Him as Savior. Each child should share with you, family, and others this wonderful news. In their own words they will tell you that Christ has become their personal Savior.

The Bible also teaches that water baptism is a public confession of the faith we have. Through biblical examples children can learn the significance of dying to their sinful life and being raised to new life in Christ. Though this form of confessing is biblical, it is not a requirement for salvation. Be sensitive to the level of each child's understanding in this area and the practices of the local church.

II. SPIRITUAL GROWTH

A. Devotional Life

Those who work with children must understand that the Great Commission includes children. We are also to disciple them. The purpose for this Bible Curriculum is to bring an evangelistic message to children that is also combined with discipleship. Children at early ages can begin to have an appreciation for the Bible as God's Word, and for prayer or times of talking with God. You can begin to instill the habit of daily devotional times with children. They need to learn that their relationship with God is a 7-day-a-week, 24-hour-a-day life-style. A devotional time should include both prayer and Bible reading. This will also be a key time in their life for beginning to memorize the Bible. Help each child find the passages from these lessons to begin reading and memorizing at home. Be sure they have a Bible or access to these materials for this devotional use.

B. Church Life

Another important support for growing young Christians is the church. Children need positive teaching and models, and the church is a place where children can receive continued support. They can learn early to be a part of the church through attendance, giving, and service in simple ways. Young children love being helpers, and this can begin a desire to serve the Lord.

III. THE HOLY SPIRIT

A. Promise

At early ages children learn that the Holy Spirit helps us learn about God. He is the person of God that lives in us when we accept Jesus as our personal Savior. They can learn that He has been sent as part of God's promise. Some young children will understand this promise and will desire to be filled with the Holy Spirit. This should not be an emotional choice, or one caused by following the crowd. But again, the Spirit will direct you to see the readiness of children to seek the baptism in the Holy Spirit.

B. Prayer

Solid teaching should be given to the children that receive the baptism in the Holy Spirit. They can learn the advantages of having the Holy Spirit direct their prayers. Young children can be prayer warriors. The Holy Spirit also helps us to worship God in a special way. We can use the prayer language to worship Him for who He is and praise Him for what He does.

C. Power

Teach young children the advantages of the Holy Spirit helping them make right choices, share their testimony with others, and live a confident and victorious life for Christ. He is the director of our conscience or the voice in our head that cautions us about right and wrong. We need to listen for His direction. He can help us know when and how to share with other people God's love. He will direct us to people in need and give us the right words and actions to tell them about the Lord.

How To Use the Bible Curriculum

Basic Format

Title Box—This part of the page will provide the Unit and Lesson numbers, the Unit Theme, Scripture Text, Lesson Objective, and the Memory Verse.

Focusing Attention—You are provided simple and interesting ways to begin each lesson. These ideas will create interest for the Bible lesson that follows.

Communicating God's Word—The Bible story is presented in a form ready for the student's use.

Applying the Lesson—Every Bible lesson will be made applicable to the student's life. There will be an opportunity to respond in some way to what has been presented.

Directions for Study Guide—Answer keys or helpful directions will be provided for the Study Guide pages.

The Instructors Guide gives the Bible text and basic materials for creating a lesson. After prayerfully reading through the Bible account and the lesson materials provided, you will need to plan the lesson strategy that best fits your students, your time and setting for ministry, and your personal teaching style. The following page is a sample of how you may choose to plan your lesson presentation.

A basic lesson needs to include Bible reading, scripture memorization, the Bible story, and time for personal application and response. Choose the methods for accomplishing the objectives of the lesson and also plan how to use the Study Guide as a reinforcement for the presented lesson.

Each lesson has a general objective that will help you to plan the aim of your lesson. There are also enabling objectives at the beginning of each part of the lesson in the Instructors Guide to provide direction for that part of the lesson. Evaluate your own teaching by reviewing your presentation after class and checking the box in front of the enabling objective if you reached that goal in your lesson. Do this in pencil so it can be erased for use on another occasion.

Putting It to Use

There are many ways to use the Bible Curriculum:

- These materials have been designed for use in a school setting as a 1 hour a week religion class. The Instructors Guide will be helpful for the teacher, and the Study Guide will provide homework or extra classroom work for the student.
- Another way to use these materials is in the local church. Children's groups can use this for weekly Bible study, or they can provide a children's learning center program during adult learning center classes.
- A neighborhood Bible class or outreach ministry to children can use these materials to evangelize and disciple students beyond the church walls. This is a way to teach those who are not yet a part of the local church.
- These lessons can help with follow-up discipleship for those who have been reached through a crusade or evangelistic effort.
- Families can study the Bible together in the home. Parents can work with their children through these lessons, providing a family devotional plan.
- An individual student can study these materials as an independent Bible study course. There is a form available in the Study Guide for mailing in the Unit Exam.

Lesson Plan

Unit_____ Lesson_____ Date_____ Prayer Requests _____

Scripture Text _____

Memory Verse _____

Objective _____

Preparation

☐ I have read the Scripture text and lesson materials.

Materials Needed_____

Other advance plans _____

Presentation

I. Welcome:

Attendance _____

Offering _____

Songs _____

Prayer _____

II. Focusing Attention:

Method _____

III. Communicating God's Word:

Method _____

Visuals _____

IV. Applying the Lesson:

Application _____

Response _____

Methods _____

V. Directions for Study Guide:

Use now _____

Assign _____

VI. Closing:

Activity _____

Prayer _____

Evaluation

☐ Accomplished Objectives

Followup Ideas _____

Other lesson ideas _____

Memory Activities

The Bible Curriculum is based on one text, God's Word. The goal of every lesson is a better knowledge and understanding of the Bible, and then a deeper relationship with its Author. Students will read, understand, and memorize Scripture for every lesson. This unit contains 10 lessons, which results in 10 key memory verses. The list of verses can be found on page 12. We also want to provide you with several creative ways to help your students memorize these verses. Following you will find ways to enrich this learning process by adding variety and skillful techniques.

Scriptpix

Repetition is a key to memorization, and ICI University has developed a special tool to facilitate that process. In some cases your students may lack reading skills, making it difficult to read and memorize Scripture. *Scriptpix* is a specially designed system of simple line drawings that help the student follow the thought content of a verse using picture concepts. *Scriptpix* is not intended to be a word-for-word translation of Scripture, but it uses symbols to aid in the process of understanding and recall.

Scriptpix materials are being developed for the use of the entire church to aid in Scripture memorization. A special *Scriptpix* instructor's chart and individual student practice cards are available for direct use with your Bible Curriculum. Each memory verse for the unit has been developed using the drawings and format of this special program. *Scriptpix* can be a wonderful tool for helping your students memorize God's Word.

Memory With Motions

Adding motions or gestures to a verse as it is repeated can help the students understand the meaning of the text as well as increase the level of retention. Some verses may be acted out. The students must silently dramatize the context or actual action stated in the verse as they repeat the words. This can help them think about what the words are really saying. Some motions can also help the students to remember various parts of an extensive verse or passage.

Music

One of the most effective aids to memorization is music. Adding a tune and then singing a memory verse can help the student. You may want the students to help you fit a tune to the verse or even get the help of a musically talented person. A simple tune will aid in retention or long-term memorization. Younger students also like to tap, clap, or stomp out the verse to an added rhythm. You may also want to add simple rhythm instruments to the memory verse time.

Erase-a-Word

One effective way of learning a memory verse is through a technique often called "erase-a-word." Write the verse out clearly and have the students repeat that verse a number of times until they are sure of it. Now remove a word from the verse and have the students repeat the verse without seeing that word. Word by word remove parts of the verse and have the students continue to repeat the verse until they are able to repeat the whole verse without any help from words or picture clues.

This technique can be used on a chalkboard or whiteboard with words being erased. You can also use it with a poster by covering the words, or with word cards by removing words or phrases.

Group Activities

Dividing your students into groups or teams can create competitive situations that challenge some students to work even harder at memorization. Develop your own games and activities or

use some of the ideas on these pages in team situations. Bible quiz programs also increase the memorization of Bible verses.

Rewards

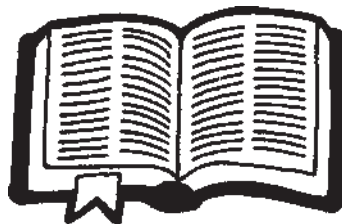
Encourage students to memorize Scripture and recognize them for their achievements. Each grade level has a different ability to memorize and every student has his own unique ability. Know your students and find ways to recognize their achievements. This guide provides you with reproducible masters for the memorization of the Unit's memory verses. A simple word of praise and a certificate can be a big source of recognition for your students. You may want to plan an award ceremony, or just send the certificate home with the students who have earned them at the end of the unit. Encourage students to memorize God's Word because of Psalm 119:11 and not for earthly rewards.

Final Note

Vary your memory verse activities. Try some new ways. No really effective method will remain effective when used forever. Try to bring variety to your presentation; never feel that you must use or even try every new idea. These pages, along with added ideas found in your lesson Resource Pages offer you new ways to add variety. Allow the Holy Spirit to direct your lessons and any teaching technique for the glory of our God.

Memory Verse List 4-1

1. 2 Corinthians 6:17 “Therefore come out from them and be separate, says the Lord.... and I will receive you.”
2. Romans 8:28 “And we know that in all things God works for the good of those who love him, who have been called according to his purpose.”
3. 1 Samuel 15:22 “To obey is better than sacrifice.”
4. Romans 10:4 “Christ is the end of the law so that there may be righteousness for everyone who believes.”
5. Acts 4:32 “All the believers were one in heart and mind.”
6. Acts 1:8 “But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.”
7. Romans 12:5 “So in Christ we who are many form one body, and each member belongs to all the others.”
8. Matthew 28:20 “Teaching them to obey everything I have commanded you.”
9. Mark 10:45 “For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.”
10. 1 Corinthians 4:2 “Now it is required that those who have been given a trust must prove faithful.”



Bible Memory Award

Bible Curriculum

This certifies that

has memorized all 10 key Bible verses in 4-1.

Date

Signature

Bible Memory Award

Bible Curriculum

This certifies that

has memorized all 10 key Bible verses in 4-1.

Date

Signature

Using Drama and Puppetry

Drama and puppetry are powerful tools for capturing attention, presenting the message effectively, and clarifying concepts. Whether these methods are used at the beginning of a presentation to gain the students' attention or as a means of actually conveying the message, there are guidelines for their use.



Drama

The simple forms of drama known as skits or pantomime can add a new dimension to your lesson presentation without much added work or resources. Choose to have students participate in this technique, or invite people from outside your group to make a special presentation.

Student participation may include the group acting out a real-life situation of sharing the gospel with friends at school, or a quick drama of a family dealing with a decision or illness. These short breaks from lecture-style lessons can encourage students to think through the application of the lesson in their own lives.

Outside participation may include examples like a lady from the church coming dressed as Tabitha, or a man dressed like Paul coming to share his life experiences. Bible heroes can come to life with the help of a simple cloth or robe. Without a lot of preparation, props, or space, a single person can bring the ancient past to your students.



Puppets

Puppets can dramatize either a story or the life application of your lesson. Whether your students or those outside your group use puppets, it is important they not become just entertainment. They must enrich your presentation. Puppets can also help with other activities in your group like announcements, greetings, or special events. The key is to have them enrich your lesson, not just provide variety or entertainment.

Both drama and puppetry can be helpful teaching tools.

Evaluating Learning

Evaluation is a helpful process that measures the instructor's ability to communicate and the student's receptivity. Our teaching is constantly being evaluated by our students, their parents, others, and God himself. Evaluation can be the key to measuring your effectiveness, seeing areas for improving skills, communicating with parents, and measuring your students' progress. Plan what you will evaluate and how.

What To Evaluate

1. *Relationship to Christ*

Know if your students have accepted Jesus Christ as their personal Savior.

(Followed Him in water baptism, evidence of lives committed to Christ?)

2. *Spiritual Growth*

Know if your students are involved in a personal devotional time.

(Read the Bible and pray daily, life-styles reflecting biblical principles, sharing their faith, good stewards of their resources, time, and talents, involved in the church?)

3. *Bible Knowledge*

Know if your students have an adequate understanding of the Bible for their age.

(Basic understanding of salvation, healing, Baptism, the Second Coming, developing Bible study skills?)

4. *Attitude and Actions*

Know if your students are developing positive attitudes, reflected in their actions, toward God, church, Christians, missions, and moral standards.

How To Evaluate

The Bible Curriculum provides a Unit Exam and a course evaluation at the conclusion of every 10 lessons. The Study Guide has the Unit Exam and the Evaluation Form. The Exam Key for this unit is on the next page of this Instructor's Guide.

Ways to evaluate your own teaching, and your students' progress can include:

- *Observation* of the teaching sessions can help the instructor and measure students' progress.
- *Files* of lessons and student notations can also give a good view of progress.
- *Tests*, quizzes, *assigned projects* or *activities* are good measuring tools.
- *Evaluation forms* can help you measure the effectiveness of both materials and teaching techniques.

Let us not be satisfied with teaching, but determined to disciple others.

Exam Key

Draw a circle around the letter beside each correct answer(s).

1. How did Abraham show his faith in God?
 - a. By praising Him
 - ☒ b. By obeying Him
 - c. By going to church
 - d. By praying
2. The man who led the Children of Israel out of slavery in Egypt was
 - a. Joshua.
 - b. Isaac.
 - c. Jesse.
 - ☒ d. Moses.
3. The first king of Israel was
 - ☒ a. Saul.
 - b. Samuel.
 - c. David.
 - d. Jesse.
4. We no longer follow the Old Testament laws of sacrifice because
 - a. God changed His mind.
 - ☒ b. Jesus is the final sacrifice for sin.
 - c. we are not as sinful as the people in the Old Testament.
 - d. we can now earn salvation by good works.
5. Redemption means (circle all that apply)
 - a. being delivered (set free) from sin.
 - ☒ b. being sorry for our sins.
 - c. God's unearned favor and forgiving mercy.
 - ☒ d. the price paid for our deliverance from sin.
6. Circle all the phrases that describe the Early Church.
 - ☒ a. Had all things in common
 - ☒ b. Fought among themselves
 - ☒ c. Praised God in all things
 - ☒ d. Were good witnesses for Jesus
 - e. Hated all who were not believers
 - ☒ f. Went to the temple to pray every day
 - ☒ g. Gave to those in need
 - ☒ h. Shared meals with other believers
 - ☒ i. Obeyed the Apostles' teachings
7. What did the early Christians do when persecution came against the church at Jerusalem?
 - a. They hid in their homes.
 - b. They sold everything they owned.
 - c. They took their persecutors to court.
 - ☒ d. They took the gospel to other cities.
8. We remember that Christ's blood was shed to save us from eternal death at
 - a. water baptism.
 - b. Passover.
 - c. communion.
 - ☒ d. dedication.
9. Circle all the reasons believers should be baptized in water.
 - a. To show Christ's death until He comes again.
 - ☒ b. To show that our old sinful nature is dead.
 - ☒ c. To tell the world that we are Christians.
 - ☒ d. To show that we are living a new life in Christ.
 - e. To receive power to be a witness.
10. Circle all the qualities the Early Church looked for in deacons.
 - a. Wealth
 - ☒ b. Wisdom
 - ☒ c. Full of the Holy Spirit
 - ☒ d. Good looks
 - ☒ e. Honesty
 - f. Good reputation
11. The most important role we can have in the Church is to be a
 - a. pastor.
 - ☒ b. faithful steward.
 - c. evangelist.
 - d. missionary.

Unit 1

God Called Out a People

Lesson 1

Unit Theme: God's People

Scripture Text: Genesis 12; 17; 22

Lesson Objective: The learner will see how God called out a people to be His own.

Memory Verse: "Therefore come out from them and be separate, says the Lord. . . . and I will receive you" (2 Corinthians 6:17).

Focusing Attention

- ❑ *The learner will see that it took trust in God for Abram to leave his home and move to an unknown land.*

Focus attention on today's lesson with these thoughts:

Have you and your family ever moved from one town to another town where you didn't know anyone? It is scary to do that, isn't it? (*Allow responses.*)

Abram lived in a city called Haran. Everyone who lived there worshiped idols. God saw that Abram was different. He longed to know the one true God. God knew Abram had to get out of the wicked influence of the idol worshipers, so He told Abram to take his family and travel to a land he would show him. "If you obey Me, I will make of you into a great nation," God promised Abram.

Abram didn't even know where they were going when they left Haran. He really had to trust God.

Communicating God's Word

- ❑ *The learner will read the Bible story of how God led Abram to a new land and fulfilled his promises to him.*

Abram and his family and their flocks of sheep and cattle walked for many days, sleeping in tents at night. When they came to the land of Canaan, God appeared to Abram. "To your offspring I will give this land." Abram built an altar to God and worshiped Him there at Bethel. Abram was thankful that God had safely led them to a new place to live. (*Show Visual 1-2.*)

Abram and his wife Sarai had no children. When Abram was 99 years old, God again appeared to him and again promised that he would be the father of many nations, and that Sarai, who was 90, would be the mother of nations. Then God gave them new names. Abram was to be called Abraham, which means "father of many nations," and Sarai became Sarah, which means "princess" or "mother of nations."

Abraham laughed to think that he and Sarah could have a son at their age. It was impossible! But with God all things are possible, and the following year Sarah gave birth to a son. They named him Isaac, which means "laughter." God had kept his promise.

Years passed, and Isaac grew into a strong young man. One night God began to test Abraham to see whom he loved more, his son or God. "Take your son, your only son, Isaac, whom you love and go to the region of Moriah. Sacrifice him there as a burnt offering on one of the mountains I will tell you about."

With a heavy heart, Abraham arose the next morning and began to prepare for the journey. He gathered a bundle of wood and a pot of fire for the sacrifice and food and supplies for the three-day trip. With a couple of servants, he and Isaac set off for Mount Moriah to worship God.

“Father,” said Isaac, “The fire and the wood are here, but where is the lamb for the burnt offering?”

“God himself will provide the lamb for the burnt offering, my son,” Abraham replied.

When they reached the base of Mount Moriah, Abraham said to his servants, “Stay here with the donkey while I and the boy go over there. We will worship and then we will come back to you.” The Book of Hebrews tells us (11:17-19) that Abraham believed God could raise Isaac from the dead.

At the top of Mount Moriah, Abraham and Isaac built an altar of large stones for the sacrifice. Then Abraham tied up Isaac and laid him on the altar. Isaac did not resist. He trusted his father. Abraham raised his knife to kill his son.

Suddenly the angel of the Lord stopped him. “Do not lay a hand on the boy. Now I know that you fear God, because you have not withheld from me your son, your only son.”

At that moment Abraham noticed a ram caught by his horns in some bushes nearby. God had provided the lamb. Abraham and Isaac joyfully worshiped God together. It had been a hard test, but Abraham put God first in his life, and God took care of him.

Applying the Lesson

- ❑ *The learner will see that God is calling out a people today.*
- ❑ *The learner will respond by committing himself to be one of God’s called-out people.*

In our memory verse, we read that God is still calling people to come out of the sinful world and become people of God. Abraham responded to God’s call by obeying Him, even when it was hard. That is how we too become God’s people. God is calling whoever is willing to leave behind the evils of this world to obey His will. Just as God made promises to Abraham, He has given us many wonderful promises in His Word, the Bible. And just as God kept His promises to Abraham, so He will keep all His promises to us too, as long as we obey Him.

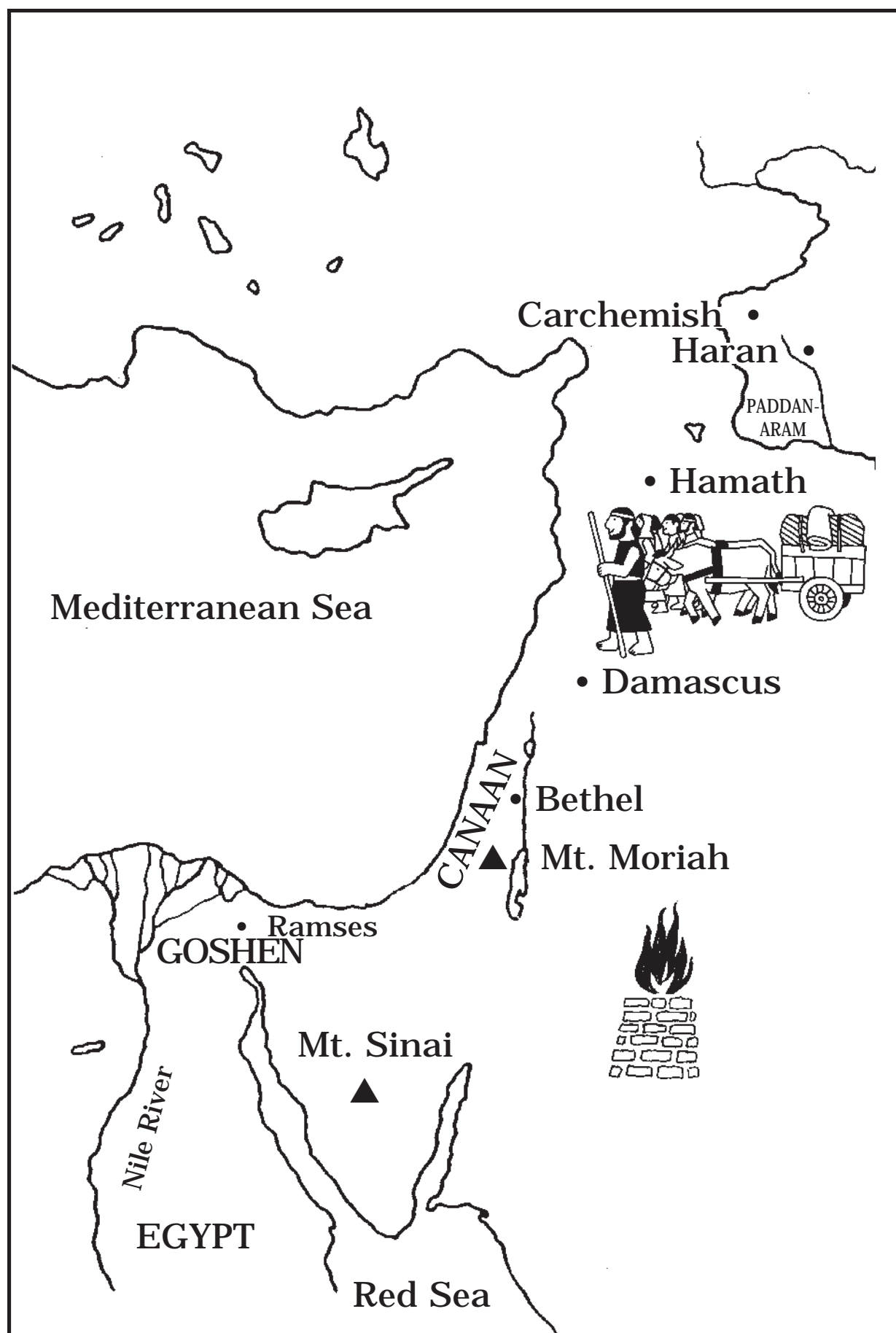
Will you commit yourself to be one of God’s called-out people? *(This would be a wonderful opportunity to have prayer with the children. Explain the simple plan of salvation for those who need to accept the Lord, and also pray for dedicated commitment from the Christian students.)*

Directions for Study Guide

Follow the instructions in the Study Guide for each of the activities.

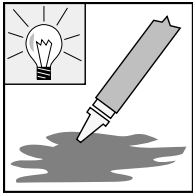
2. faith; trust; obeying; faith (or trust); obeying
3. 2 Corinthians 6:17
4. evil friends; stealing; lying; smoking; cheating; drugs and alcohol

OLD TESTAMENT WORLD





IN THE DAYS OF THE PATRIARCHS



Resource Pages

Moving Fears

If the children have never experienced the upheaval of moving to a new home, help them understand what is involved. Discuss the various emotions they might feel: fear of the unknown, excitement in anticipating new experiences, sadness over leaving friends and loved ones behind, hard decisions of what to take and what must be left behind, the inconvenience of living out of a suitcase during the trip, etc.

How difficult it is sometimes to trust God and to obey Him. Use the Bible story to help them realize that even though it may be hard to trust God, He will never let us down. He keeps His promises.

Use the Bible

As you share the lesson, use your Bible as much as possible. Refer to the *Scripture text*. When talking about the promises God made to Abraham, read those verses. Have the children look up the memory verse and read it aloud from the Bible.

Maps

A map can be a helpful tool to clarify a Bible lesson. As you teach this lesson, use the map on pages 20 and 21 of the Instructor's Guide to show the children where Abraham traveled. First, locate the Middle East on a world map or globe to help the children understand in what part of the world the story took place. Then point out the various place names as they appear in the story. The city of Ur of the Chaldees is also on this map. Point out to the children that Abram's father, Terah, had begun to move his family from Ur of the Chaldees to the land of Canaan. However, they stopped at Haran and stayed there. After Terah died, God told Abram to leave Haran. That is where today's Bible story begins.

Drama

Drama is very useful in helping children experience the feelings of the Bible story characters. Ask volunteers to act out the various parts of the story. Allow as many children as possible the opportunity of playing Abraham, Sarah, Isaac, the voice of God, and Abraham's servants. To help them with dialogue for the servants and Sarah, ask them how they would feel or what they would think or say if they were in that situation. The scenes to be dramatized include God calling Abram out of Haran, Abram telling Sarai about his plans to obey God, packing for the trip, traveling to Canaan, building the altar to God in Canaan, God changing their names, the promise of a son, the birth and naming of Isaac, the journey to Mount Moriah to sacrifice Isaac, and the sacrifice scenes. Use the *Scripture text* for the lesson to provide more details as needed. If you have access to books about life in Bible times, you can gather more information from them.

Helping Children Remember

The five senses are the doorway to the mind: sight, hearing, touch, taste, and smell. Touch has the largest organ—the skin. Most learning comes through the sense of sight. Hearing is the last sense to be lost at death. Smell has the most powerful effect on the memory. Over a lifespan the average person learns 83 percent by the sense of sight; 11 percent through the sense of hearing; 3 percent through the sense of touch; 2 percent through the sense of smell; and 1 percent through the sense of taste.

There may be various ways that you can include activities or objects into the lessons to add variety and help the students retain more. Using the senses in the lesson presentation will increase retention. An added benefit will be greater student interest and fewer discipline problems.

The senses work “synergistically.” That means that using more than one sense in the teaching-learning process results in greater learning than the sum of each percentage individually. Therefore, the more senses involved in the teaching-learning process, the greater the amount of learning that takes place.

Emotions heighten memory. We remember what we want to remember. We remember what we sense a need to remember. The task of the teacher is to create learning activities that involve as many of the senses as possible, that create in a learner the sense of need and desire to learn.

Pupil's Ability to Retain Information

up to 10 percent of what they hear

up to 30 percent of what they see

up to 50 percent of what they see and hear

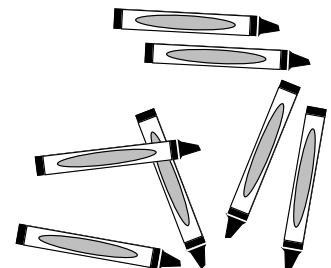
up to 70 percent of what they see, hear, and say

up to 90 percent of what they see, hear, say, and do

<u>Method of Teaching</u>	<u>Recall 3 hours</u>	<u>3 days</u>
telling alone	70%	10%
showing alone	72%	20%
telling and showing	85%	60%

An old Chinese proverb says, “I hear and I forget; I see and I remember, I do and I know.” Learning by doing, or activity learning, is necessary for retention and for life change. The above chart and graph show the importance of learning by doing and involving the senses in the teaching-learning process. Use the suggestions found on the “Resource Pages” to help the children retain more of the lesson, and the activities in the Study Guide to help reinforce the memory verse and the lesson. You may also find other materials or ideas that will enhance the lessons. Write these ideas into the margin or the blank spaces in your Instructor's Guide, or make a note in the lesson to refer to them if they are kept in a separate file or book.

We serve a creative God that wants to be known and loved. We are creative creations that can search for new ways to help children grasp biblical truth and be disciples of Him. Prayerfully prepare the lesson, with an openness for the Holy Spirit to guide your preparation and the presentation.



Unit 1

God Keeps His People

Lesson 2

Unit Theme: God's People

Scripture Text: Genesis 37; 39–50; Exodus 1–15; Joshua 1–6

Lesson Objective: The learner will see God providing leaders for his people and miracles to keep them.

Memory Verse: “And we know that in all things God works for the good of those who love him, who have been called according to his purpose” (Romans 8:28).

Focusing Attention

- ❑ *The learner will identify the qualities of a good leader.*

Have a Bible search to learn about leadership, using Matthew 22:17–21; Mark 10:42–45; Acts 5:27–29; Romans 13:1–7; 1 Thessalonians 5:17; Hebrews 13:17; 1 Peter 2:13–17. Then discuss the following questions: “According to the Bible, what is the purpose of governments and rulers?” “What is a leader?” “Why do we need leaders?” “What qualities make a good leader?” “According to the Bible, how are Christians supposed to respond to leaders?” “Does that response apply only to good leaders?”

Communicating God's Word

- ❑ *The learner will observe how God prepared leaders for His People.*

God promised Abraham that his descendants would become a great nation. Abraham's son Isaac had two sons, Esau and Jacob. Jacob had twelve sons, but everyone knew Joseph was his favorite, especially when Jacob gave him a beautiful coat of many colors. Joseph's brothers were jealous. When Joseph dreamed his family was bowing to him, the brothers hated him even more.

Joseph's ten older brothers had taken the flocks to pasture and had been gone longer than Jacob expected. Jacob sent 17-year-old Joseph to find them. When they saw Joseph coming, they began to plot how they could get rid of him. Stripping him of his coat of many colors, they threw him in a pit. Just then, a caravan bound for Egypt approached them. “Let's sell him to the Ishmaelites and not lay our hands on him,” Judah said. And that's what they did. Then they killed a lamb and dipped Joseph's coat in its blood. When they returned home they told their father, “Some ferocious animal has devoured him.”

Meanwhile, in Egypt God was with Joseph. He was not there by chance. Through hard trials, God was preparing him for a special mission. When Pharaoh had a disturbing dream, Joseph was able to interpret it. The dream was a message from God that Egypt would experience seven years of plenty followed by seven years of famine. Joseph recommended that food from the years of plenty be stored up for the bad years. Pharaoh put Joseph in charge of that project and made him second in command in all of Egypt. (*Refer to the map on pages 20 and 21.*)

When the years of famine came, Jacob's family had no food. Word came to them that there was food in Egypt. When Joseph's brothers came to Egypt to buy food, they bowed down to the man in charge, who was Joseph, just as he had dreamed. Soon Jacob and Joseph were reunited when the family moved to Egypt. When Jacob died, Joseph's brothers were afraid he would seek revenge on them. But Joseph assured them, “God sent me ahead of you to preserve for you a remnant on earth and to save your lives by a great deliverance.” Joseph was a wise, kind and forgiving leader whom God had provided to deliver His people. (*Show Visual 1.*)

The years passed. Joseph died, and the Pharaoh died. Then there came a Pharaoh who did not know Joseph. Abraham's descendants had become numerous and were called Hebrews. Pharaoh made the Hebrews his slaves. He made them work hard making bricks and building cities. Then the Pharaoh commanded that all their baby boys be killed at birth. This way he could stop their growing population.

When baby Moses was born, his mother hid him for three months. When she could no longer hide him, she built a little boat of bulrushes, and made it waterproof with slime and pitch. Placing Moses in the boat, she set it in the tall grasses of the Nile river where Pharaoh's daughter came to bathe. Moses' older sister Miriam hid nearby to watch. When Pharaoh's daughter opened the top of the little boat, Moses began to cry. Immediately she recognized him as one of the Hebrews' children. The Bible tells us she had compassion on him and took him as her own son. Miriam came out of hiding and asked, "Shall I go and get one of the Hebrew women to nurse the baby for you?" And Miriam then brought Moses' own mother to be the nurse! She was able to care for her own baby son.

When Moses was old enough to leave his mother, he went to live in Pharaoh's house as the son of Pharaoh's daughter. There he received the finest education and training to be a king. When Moses grew up, he too had many trials, but God was preparing him to become the man who would lead the Hebrews out of slavery and into the promised land. (*Show Visual 2 and talk about Moses.*)

Applying the Lesson

- ❑ *The learner will see that God is preparing people today to be the leaders of His people.*
- ❑ *The learner will trust God that the hard times in his own life are preparing him for service.*

Throughout the history of the Hebrews, God prepared leaders to bring His deliverance in hard times of need. We read how God prepared and then used both Joseph and Moses. When Moses died, God called Joshua to lead the Hebrews into Canaan, the Promised Land. Joshua had been Moses' army commander during the long journey through the wilderness, so he was ready to win battles for God's people in Canaan.

God works through men and women who love Him and want to serve Him. Today God is still calling and preparing leaders and workers for His church. God has a plan for each one of you. You may experience trials in your lives too. Just remember our memory verse, "And we know that in all things God works for the good of those who love him, who have been called according to his purpose." (Romans 8:28). When hard times come, you can trust that God is preparing you to fulfill His purpose for your life.

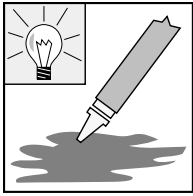
Directions for Study Guide

Follow the instructions in the Study Guide for each of the activities.

2. Moses, Joseph, Moses, Joshua, Moses, Moses, Joseph, Joshua, Moses
3. Romans 8:28
4. loves people, wise, sacrifices, obeys God, unselfish, brave: spells leader







Resource Pages

Training Tomorrow's Leaders

Today's children are the church leaders and workers of tomorrow's church. To prevent a dearth of leaders tomorrow, it is important to begin leadership training in childhood. Children need to be taught what leadership is and how to be a good leader. This Bible lesson and the next one about the leaders God called and prepared to lead his people provide a natural opportunity to begin leadership training.

Children spend much of their lives doing what adults tell them to do. Of course, due to their lack of experience, they need such guidance. They need to learn to obey their parents and teachers so they will know how to obey God. Suddenly, however, when children reach adulthood, we expect them to make mature, independent decisions and to take their places in the world, using their authority responsibly and relating constructively to those around them.

Children do not want nor can they handle complete authority. They do, however, need safe but challenging learning situations in which they can learn leadership skills and test their abilities to use authority properly. They need to know that being a leader does not mean being "the boss," but that leadership provides a means of serving, just as one who follows serves.

Learning Games

In developing learning situations, begin with simple games in which children are leaders: "Sculptor" (where one child "molds" another child by moving the child's arms, legs, and body into the desired position to achieve a desired shape, such as an animal, bird, etc.); "Mirror" (the children imitate the actions of one child); "Follow the Leader" (one child leads the group around the area, and the group must imitate the actions and manner of the leader). Make up or adapt other games of your own.

When the children are comfortable with these simple games, let them improvise skits, having one child direct the action of the other children. The children can also role-play how to resolve conflict situations in relationships between leaders and followers, such as parent-child or teacher-pupil. In role-playing, one child extemporaneously plays the role of the parent or teacher and another plays the child or pupil. You can set up the situations or problems to be dramatized in role-playing. This is an effective means of helping children experience in some measure how another person feels, and why he reacts as he does in certain situations.

Roleplay

Roleplays can be easily adapted to the Bible lesson. A roleplay of Moses leading the Children of Israel in the wilderness or Joseph and his brothers can give the children insight into the feelings of these Bible characters. Skits can be developed around the lesson theme. In the game of "Sculptor" the leader could mold the other children into the Children of Israel marching around Jericho. Some could be molded to blow trumpets, and some could carry the Ark. Use your imagination to come up with usable ideas for the particular lesson.

Guidelines

To make these learning situations comfortable and fun for all, begin by expressing the following guidelines for leadership games. Then enforce them strictly.

- Rule One: The followers will treat the leader just as they want to be treated when it is their turn to be leader. Let the children know that everyone will have an opportunity to be a leader sometime in the next sessions. Explain that part of learning to be a good leader is to learn to be a good follower.
- Rule Two: Each child must do what the leader asks him to do. If the request is not appropriate, you, of course, will intervene.
- Rule Three: Opportunity will be given afterwards for the followers to express their reactions. Each child needs to learn that while it may be exciting to possess authority and power, there is no guarantee that every one will like the way he used it. By listening to the reactions, the leader will begin to understand how to use authority effectively. Here, again, remind the children to be kind in how they express themselves.
- Rule Four: No interruptions nor rudeness to the leader will be allowed.

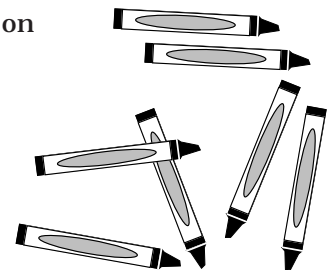
When the children seem comfortable being in front in leadership situations, begin assigning them short roles in the teaching of lesson activities. Spend time explaining to them how to plan and prepare for their assigned activity. Once again, give everyone an opportunity, not just the “natural” leaders.

As children participate actively in leadership, they will develop a sense of pride and belonging and will be more cooperative because of the confidence the teacher has shown in them. And as we develop their leadership potential, we are helping to provide leadership that has been well prepared for the church of tomorrow.

Making Memory Work Meaningful

Guidelines for making memory work more meaningful and effective:

1. Repeat with variety. Memorization depends primarily on repetition. The challenge to the teachers is to find ways to involve repetition without boring the students. Memory verse game ideas are included in subsequent lessons.
2. Use as many of the senses as possible in the memorization process. Activities that involve the senses in memory work include reading the verse silently (sight); reading it aloud (sight and hearing); writing the verse as it is read aloud (sight, hearing, and touch or doing); making up motions to represent the words in verse (motion or doing, along with sight and hearing). Games involve one or more of the senses. Illustrating the verse artistically involves the senses. The more of the senses involved, the longer the student will retain what is learned.
3. Associate it with daily life. Help the children see how it relates to them. Quote the verse to them in every appropriate situation.
4. Teach it in context. The memory verse is not something to be tacked on at the end of the lesson. Introduce it in the Bible lesson where it fits into the context. Explain what the verse means.
5. Give individual attention. Allow each child the opportunity to quote the verse from memory. Help him with the rough spots.
6. Recognize and comment on achievement. See “Memory Awards” on page 13 for ideas.



Unit 1

God Gave Kings and Prophets

Lesson 3

Unit Theme: God's People

Scripture Text: Judges 2:7–23; 21:25; 1 Samuel 7–16; 1 Kings 2:1–4, 10–12

Lesson Objective: The learner will understand that the people wanted a king, so God provided kings and prophets to speak to his people.

Memory Verse: “To obey is better than sacrifice” (1 Samuel 15:22).

Focusing Attention

- ❑ *The learner will identify both good and bad qualities of kings.*

Ask the children what qualities they think should be found in a good king. List their ideas on a chalkboard. Explain that in this lesson they should listen for what God thinks makes a good king.

Communicating God's Word

- ❑ *The learner will observe how and why God gave his people kings and prophets.*

All the days of Joshua, the children of Israel served the Lord. After Joshua died, they began to worship idols. Then the Lord allowed their enemies to mistreat them. Whenever they would cry out to the Lord for help, He would raise up a leader or judge to free them from their enemies. This cycle went on for many, many years.

Finally, God called Samuel to be a prophet, a special messenger from God to his people. When Samuel was old, the people began to fear what would happen to them when he died. They begged Samuel to set up a king to judge them so they would be like the other nations around them. Samuel prayed to the Lord for wisdom. The Lord answered, “Listen to the people. They have not rejected you, but they have rejected Me. They don't want Me to rule over them. Warn them of the problems a king will make for them. They will have to pay taxes and obey his orders. The king will make their sons join his army or do his work. If they still insist on having a king, then set up a king. I will show you the man to be king.” The Lord directed Samuel to a tall, handsome young man named Saul, and Samuel anointed him king over Israel by pouring oil on his head.

Calling all the people of Israel together, Samuel presented them Saul as king. “Here is the king you desired,” Samuel said. “If you obey the Lord and serve Him and do not turn against His commandment, all will be well. If, however, you do not obey the Lord, both you and your king will be destroyed.”

One day God sent Samuel to Saul. “God wants you to punish the Amalekites for their wickedness. Go and attack the city of Amalek and completely destroy it. Kill every person and animal.” Saul gathered his army, and they attacked the Amalekites. They killed all the people, but Saul took King Agag alive. He also spared the best of the cattle and sheep. He just didn't want to kill them, but he had everything else completely destroyed.

Then the Lord spoke to Samuel. “I regret having made Saul king because he has disobeyed me.” In the morning Samuel set out to meet Saul. When they met, Saul said, “I have done everything the Lord commanded.” “Then what is the bleating of sheep and lowing of cattle I hear?” Samuel asked. “Oh, we brought back the best sheep and cattle to sacrifice to the Lord,” Saul replied. Then Samuel said, “Be quiet! Last night the Lord told me, ‘I sent Saul to completely destroy the Amalekites, but he has disobeyed Me.’” “But I did destroy them completely,” Saul

argued. “The people took the best things to sacrifice to the Lord.” Then Samuel said, “Does the Lord enjoy sacrifices better than obedience? No, to obey is better than sacrifice. Because you have rejected the command of the Lord, He has rejected you from being king.”

Samuel mourned for Saul, until the Lord said, “Samuel, I want you to go to the house of Jesse and anoint one of his sons king in place of Saul.” When Samuel saw David, Jesse’s youngest son, who was still a boy, the Lord said to Samuel, “This is the one I have chosen. Don’t look at his outward appearance. I see his heart. Anoint him king.” (*Show Visual 1.*)

David did not become king until after the death of Saul. God called David “a man after My own heart.” David was not perfect. He committed some terrible sins, but he always repented quickly, never trying to excuse himself before God. And God set up the throne of David as an everlasting kingdom in Israel. As long as the king and the people obeyed the Lord, the kingdom did well and a descendant of David sat on the throne. Because of sin, they were taken many years later as captives to another land. But Jesus, a descendant of David, now reigns on the throne of David forever and ever.

During the reigns of the kings, God continued to send his special messengers, the prophets, to speak to the kings and the people. Stories of the kings of Israel are recorded in 1 and 2 Samuel, 1 and 2 Kings, and 1 and 2 Chronicles. The stories of prophets such as Nathan, Elijah, and Elisha are in 1 and 2 Kings. Some prophets wrote down their messages. The Old Testament books of Isaiah through Malachi were written by the prophets for whom the books were named. Let’s use this chart to see how God provided leadership for His people. (*Show Visual 2.*)

Applying the Lesson

- ❑ *The learner will understand that disobeying God brings hard consequences in our lives. The learner will determine to obey God.*

Saul certainly learned the hard way that disobeying God brings punishment from God. We too, will be unhappy if we disobey God. Whenever you are tempted to disobey, remember that disobedience cost Saul his position as king. Remember our memory verse, “To obey is better than sacrifice” (1 Samuel 15:22). Who can explain that verse using the information from the Bible lesson? (*Allow responses. Check for clear understanding.*)

The first step of obedience to God is to ask Him to forgive us of our sins and to make us part of God’s family. (*There may be students in your group that need to begin obeying God by praying for salvation. This is an excellent opportunity to pray with these children.*) Some of you are already Christians, but today you realize that obeying God is very important. Today you may want to ask God to forgive you for disobedience in your life. You can ask Him to help you be obedient to His Word, the Bible, and to His plan for your life.

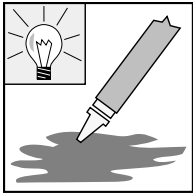
Directions for Study Guide

Follow the instructions in the Study Guide for each of the activities.

2. P, K, K, KP, P, P, K, P
3. 1 Samuel 15:22
4. Find and circle the names.

Judah			The Propehts and Kings of Israel and Judah		
Prophets	Kings		The Kingdom		
Samuel	Saul	40	1050		
			1025		
	David	40	1000	2	Ishbosheth
Nathan			975		
	Solomon	40	950		
	Rehoboam	17	Division of the Kingdom 925	22	Ahijah
	Abijah Asa	3 41	900	2 24	Nadab Baasha
Azaroaj Hanani			875	2 7 12	Elah Zimri Omri
	Jehoshaphat	25		22	Ahab
			850	2 12	Ahaziah Jehoram
	Jehoram Ahaziah Athaliah Jehoash	8 1 6 40	825	28	Jehu
					Elijah
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Resource Pages

Using Charts and Time Lines

Charts and time lines are an effective way to summarize information and show relationships in an easily-grasped, concise, visual presentation. They can be as simple or as complex as needed. In this lesson, the visual aids consist of a time-line chart of the kings and prophets of Israel. This chart includes a lot of information, but you can construct your own time-line charts that show simply a sequence of events. You can stretch a string across a room and have the children attach to it in the right order cards lettered with the events.

The time-line chart in this lesson not only shows the sequence of the reigns of the kings of Israel, but the length of their reigns is indicated by a number after each name. The name of the prophet(s) who spoke for God during each reign is shown, as well as the key historical events that occurred, whether the king was good or evil in the sight of the Lord, and the historical dates of their reigns.

Use these questions to help the children observe the information contained in the time-line chart visual aid. Since the print is too small to be seen from a distance, you may wish to have two or three children at a time use the time-line chart to answer these questions, which may be made into a worksheet and duplicated.

Who was the last just man of Israel? Hint: He was also a prophet. (Samuel)

Who was the first king of Israel? (Saul)

How long did David reign? (40 years)

Who became king when David died? (Solomon)

After whose reign was the kingdom divided? (Solomon's)

During the reign of which king was Elijah prophet in the northern Kingdom of Israel? (Ahab)

List the kings who did what was right in the sight of God. (David, Solomon, Asa, Jehosaphat, Jehoash—also called Joash, Amaziah, Azariah—also called Uzziah, Jotham, Hezekiah, Josiah)

Who was king of the Southern Kingdom of Judah when the Northern Kingdom of Israel was taken into captivity by the Assyrians? (Hezekiah)

What prophets ministered in the two kingdoms just before the fall of Samaria, capital city of the Northern Kingdom? (Amos, Hosea, Isaiah, Micah)

In what year did the fall of Samaria occur? (722 B.C.)

What king reigned the longest of all the kings in both kingdoms? (Manasseh—he reigned 55 years)

Was Manasseh a good or a wicked king? (wicked)

Who was king when Jerusalem, capital city of the southern Kingdom, was destroyed by the Babylonians? (Zedekiah)

Memory Verse Game

This game is especially effective for getting children to repeat the memory verse many times without becoming bored. Write the verse and reference on a chalkboard. Lead the children in reading the verse aloud. Then ask them to close their eyes. You will then erase one word from

the verse. Tell the children to open their eyes and raise their hand when they know which word you erased. The first one to raise his hand and correctly identify the word just erased is allowed to erase the next word and so forth. Each time the missing word is identified, lead the children in reading the verse aloud, including the missing words. They will be so engrossed in the game they will not even realize how many times they have repeated the verse. When all of the words have been erased, call on volunteers to recite the verse from memory.

More about Role-Plays

In Lesson 2 suggestions for preparing children to become leaders included some ideas for role-playing. Role-playing is an unrehearsed portrayal of a problem which allows the group to see and feel the real problem situation. It permits the group to be more objective in discussing the problem presented. If the students know their ideas and feelings will be respected by you and the other students, then role-playing allows students to express emotions and feelings in “make-believe” situations when they may not otherwise be willing to express them. Through role-playing students may find answers to their problems. Role-playing can also prepare them to handle difficulties in interpersonal relationships, in witnessing, in life situations without becoming discouraged or doubting that God cares.

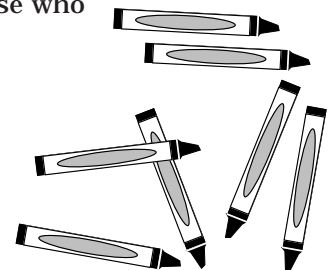
The first step in role-playing is to define the situation. For example, let’s say a child can’t understand why his parents won’t allow him to be involved in a certain activity. The second step is to assign the roles. In our example situation, let’s have the child play the role of one of his parents and another child can play the role of the child. The third step is to brief the players and the group. It is not necessary to tell the group who is facing this situation in real life, but the teacher needs to explain what has happened up to the point where the role-players begin to enact the situation. For example, the teacher might say, “Mario (*use a name that no one in the class has*) wants to go on an outing with a friend and his family, but they will not get home until 2:00 a.m. Sunday. Mario’s mother (or father) has said he cannot go. Role-play their conversation from this point.” When the action has gone as far as seems appropriate and meaningful, cut the action. Then discuss the scene. Allow each participant to express what he was feeling during the role-play and what insights each gained. Allow the group to suggest other solutions, which may lead to further role-playing.

Role-playing that would be appropriate for this lesson could include how Samuel felt when the people wanted a king, or how David felt when he was totally forgotten by his father and brothers when Samuel came to offer a sacrifice at their home. Ask the children if they have ever had those same feelings. In Psalm 27:10 David wrote, “When my father and my mother forsake me, then the Lord will take me up.” Encourage the children to look to the Lord for comfort and healing from their hurts, just as David did.

Sensitivity

Always be sensitive to the leading of the Holy Spirit and His work in the lives of students. This lesson provides a natural opportunity for inviting children to become Christians. In presenting Christ’s call, be sure to point out the need to forsake sin. Make it clear that Jesus will forgive their sins, yet they must also decide in their heart to turn away from sinful living and have a desire to become more like Christ. This means they may have to change their old way of living, actions, and talk. Never promise them that their lives will be easy because they are Christians. You should, however, share with them Christ’s promises to walk with them through every trial, with the same faithfulness that He showed to Abraham. Pray with those who indicate their desire to accept Jesus. Ask them to repeat after you:

Dear Jesus,
Thank you for dying on the cross for my sin.
I want to forsake sin and follow You.
I trust You now as my Savior.
Thank you for making me Your child.
Help me to obey You all the days of my life. Amen.



Unit 1

Jesus' Life, Old Covenant to New Covenant

Lesson 4

Unit Theme: God's People

Scripture Text: Genesis 3:15; Exodus 12; Leviticus 16; Matthew 5:17,18; Romans 10:4, 10-13; Galatians 3-4; Ephesians 2:8,9

Lesson Objective: The learner will discover Christ's covenant role.

Memory Verse: "Christ is the end of the law so that there may be righteousness for everyone who believes" (Romans 10:4).

Focusing Attention

- ❑ *The learner will be able to explain why we need both the Old and New Testaments.*

Use these questions to focus attention on the lesson: "Why did God give us the Bible?" "Why do we need the Old Testament when the New Testament contains the story of Jesus and salvation?" Tell the children to listen for the answers in the Bible lesson.

Communicating God's Word

- ❑ *The learner will be able to define "testament" and "covenant," "law" and "grace," and will be able to explain why we no longer follow the Old Testament laws of sacrifices.*

The Old Testament was written to tell us how sin began and why we need a Savior. It also shows how God prepared mankind to understand the meaning of Jesus' death on the Cross. The Old Testament contains the story of the nation and the family through whom the Savior would come. While the Bible contains many stories, it is one big story of God's plan of salvation for all mankind.

When Adam and Eve sinned in the Garden of Eden, the curse of sin brought pain, sorrow and death into their lives and into the lives of all who would be born after them. They were helpless to change the consequence of their sinful disobedience. But God did not leave them without hope. God first promised the coming of the Savior to them.

Years later, God made a special covenant with Abraham. A covenant is a formal, solemn, and binding agreement between two people or groups of people, especially for carrying out some particular action. The word "testament" means "a covenant between God and man." The Old Testament tells about the covenant between God and the Hebrew people. In His covenant with Abraham God promised to bless him if he would obey. And God promised to bless all the nations of the world through Abraham's descendants. God renewed this covenant with Abraham's son Isaac, and with Isaac's son Jacob.

Through Moses, God again renewed this covenant with the Hebrew people when He brought them out of slavery in Egypt. For the first Passover Feast, which was a celebration of Pharaoh letting them leave Egypt, they were to kill a lamb and put its blood on the doorposts. When the death angel saw the blood, he would pass over that house. God commanded them to celebrate Passover every year. It was an annual picture to them of how Christ would shed his blood to save us from God's wrath. Jesus would be the Lamb of God who would die for our sins.

At Mt. Sinai God gave the law through Moses. In the law God commanded the people to do certain things in order to receive forgiveness for their sins. Every year they were to observe the Day of Atonement. On that day they were to sacrifice a lamb for sin. Animal sacrifices could not

take away sin, but they pointed ahead to the day when the Savior would die on the Cross for the sins of the world. The high priest would also lay his hands on the head of a goat, confess the sins of the people, and send it away into the wilderness. It was a picture to the people that the Savior would take away their sins. These were not to be simply ceremonies, but a message of what God was going to do. God looked for faith in their hearts. Salvation has always been received by faith.

The law of sacrifices for sin continued for hundreds of years. Then Jesus came. His life fulfilled all the Old Testament prophecies concerning the coming Messiah. His people, the Hebrew people, did not accept Him. They falsely accused Him and had Him crucified. But He arose from the dead! Now He is seated at the right hand of God the Father, where He is praying for us. Jesus was the final sacrifice that was needed to pay the price for our redemption from sin. He said, “I am not come to abolish the law but to fulfill it.” And He did.

Applying the Lesson

- ❑ *The learner will be able to explain how to receive God’s grace under the New Covenant.*
- ❑ *The learner will want to accept God’s grace by receiving Jesus as his personal Savior.*

The word “redemption” refers to two ideas: 1) being delivered from sin, and 2) the price paid for that deliverance. Satan has stolen mankind from God, our Creator. We live in bondage, chained by sin. But Jesus, God’s Son, came to earth to buy us back from Satan and to set us free from sin. Jesus paid the ransom price with His blood which He shed on the Cross. He redeemed us. When we accept His sacrifice for our sins, He gives us the power to have a new life free from the chains of sin. (*Study together Visual 1 and 2 to review the concepts being presented.*)

Romans 10:4 states, “Christ is the end of the law so that there may be righteousness to everyone who believes.” Now that Jesus has come and been sacrificed on the cross for sin, we no longer need to follow the laws of sacrifice under the old covenant. Now we are saved by God’s grace. Grace is God’s favor that we do not deserve and which we cannot earn. The only condition to receiving God’s grace under this new covenant is that we **Admit** we are sinners and cannot help ourselves, **Believe** that Jesus died for all our sins, and **Confess** our sins to Him, asking His forgiveness—the ABC’s of salvation. Maybe someone would like to pray with me right now to accept this wonderful gift that Jesus has given through salvation. (*Allow opportunity for prayer and response.*)

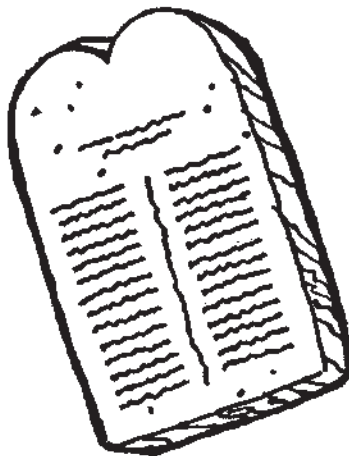
Directions for Study Guide

Follow the instructions in the Study Guide for each of the activities.

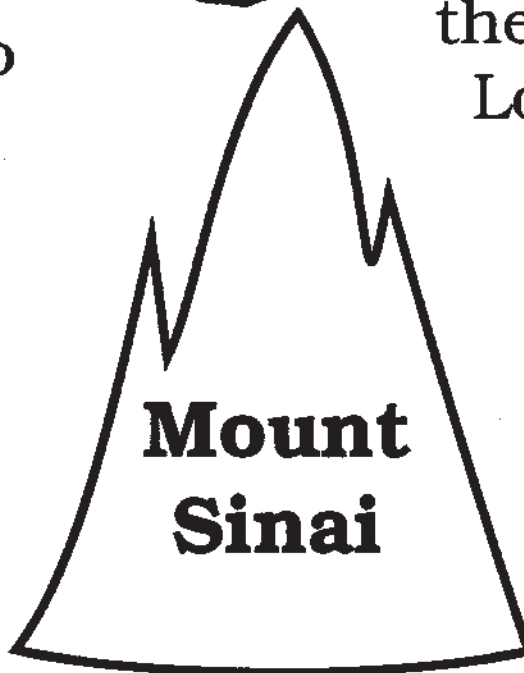
2. 1f, 2d, 3a, 4b, 5c, 6e
3. Romans 10:4
4. altar of sacrifice

OLD COVENANT

Old Testament
Believers living
in light of the
Promise to
Abraham

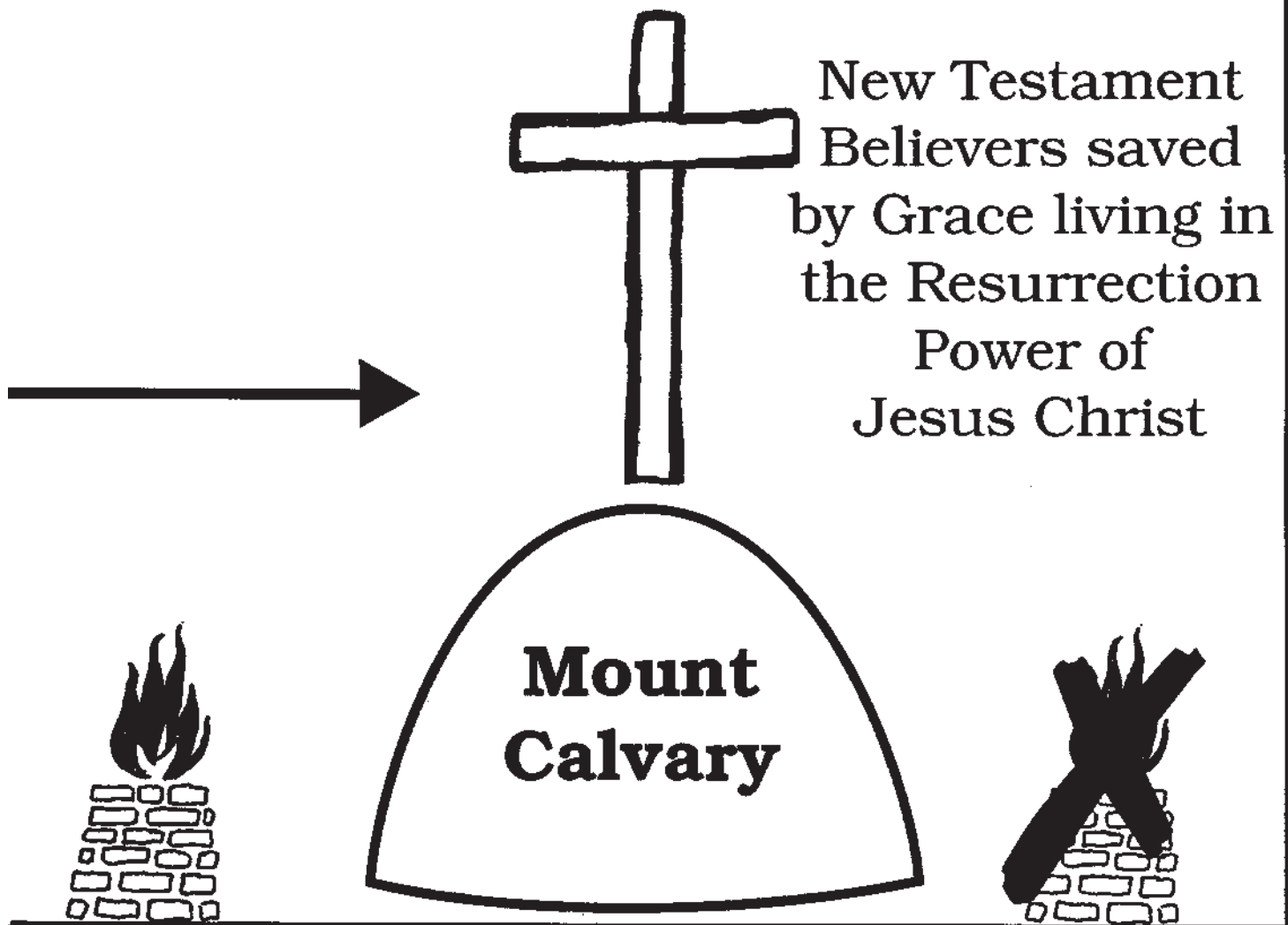


Old Testament
Believers living
in obedience to
the Law of Moses
Looking Ahead --



SALVATION HAS ALWAYS

NEW COVENANT



BEEN BY FAITH



Resource Pages

Developing a Bible Vocabulary

Children usually enjoy learning big words. They like to impress adults by knowing words many adults don't know. Capitalize on this when introducing Bible terms. Say, "How would you like to learn some words your parents may not know?" In this lesson the children will learn the meaning of several new Bible words: redemption, testament, covenant, law, grace, atonement, righteousness. Before you teach the lesson, list them on the chalkboard. As you come to teach one in the lesson, point to the word in the list. Pronounce it clearly and ask the children to pronounce it several times after you. Ask if anyone knows the meaning of the word. You can clarify their understanding. Always explain the new word or concept in terms of what the children already know. Sometimes they can figure out the meaning of a new word by dividing it into parts, looking for a root word, such as "right," which they already know. Encourage them to use a dictionary to learn the meaning of unknown words. If you make learning new words sound like fun, the children will be challenged to remember them.

The Blood-red Thread of Redemption

One way to get the students involved in this lesson is to stretch a length of red string or heavy yarn across the room. On the left attach with a clothespin a card or sheet of paper lettered "GENESIS" and at the other end attach the word "REVELATION". In between, from left to right attach these Bible verse references in order: Genesis 3:14-16, 22; Genesis 12:2, 3; Genesis 22:1-18; Exodus 12; Leviticus 4:32-35; Leviticus 16; Psalm 22; Isaiah 53; Zachariah 12:10; 13:1; Matthew 1:21; John 1:29; Mark 10:45; John 19:16-18, 32-36; Acts 2:22-24, 32, 36; Hebrew 9:12-14, 28; Revelation 5:5-13.

Introduce this activity by saying, "The story of redemption runs through the Bible from Genesis to Revelation like a blood-red thread." then have volunteers look up the verses and read them in order from left to right. As each passage is read, point out how the shedding of blood was necessary for redemption from sin. First came the animal sacrifices, and then Jesus became the final sacrifice that was needed to pay the penalty for our sin. (Exodus 12 and Leviticus 16 are long chapters. You may want to summarize them instead of reading the entire passage.)

Sword Drill

To show the students the Old Testament prophecies concerning the Messiah and their fulfillment in the life of Christ, have a sword drill. For the Christian, their sword is the Word of God (Ephesians 6:17). Each student will need a Bible. Have the students hold their closed Bibles in front of them between their two hands. You will give the reference and they will begin to search quickly to find the verse. The first one to stand and read the verse aloud wins that round. Here are some of the prophecies and their fulfillment:

Descendant of Abraham: Genesis 12:3; Matthew 1:1

From the tribe of Judah: Genesis 49:10; Luke 3:33

Heir to the throne of David: Isaiah 9:7; Luke 1:32, 33

Born in Bethlehem: Micah 5:2; Luke 2:4, 5, 7

Born of a virgin: Isaiah 7:14; Luke 1:26, 27, 30, 31

Galilean ministry: Isaiah 9:1, 2; Matthew 4:13-16

To heal the brokenhearted: Isaiah 61:1,2; Luke 4:18, 19

Rejected by His own people: Isaiah 53:3; John 1:11

Triumphal Entry: Zachariah 9:9; Mark 11:7, 9, 11

Betrayed by a friend: Psalm 41:9; Luke 22: 47, 48

Sold for thirty pieces of silver: Zachariah 11:12; Matthew 26:15

Silent to accusers: Isaiah 53:7; Mark 15:4, 5

Spat upon and smitten: Isaiah 50:6; Matthew 26:67

Crucified with thieves: Isaiah 53:12; Mark 15:27, 28

Pierced through hands and feet; Zachariah 12:10; John 20:27

Scorned and mocked: Psalm 22:7, 8; Luke 23:35

Given vinegar and gall: Psalm 69:21; Matthew 27:34

Soldiers gambled for His coat: Psalm 22:17, 18; Matthew 27:35, 36

No bones broken: Psalm 34:20; John 19:32, 33, 36

His side pierced: Zachariah 12:10; John 19:34

Buried with the rich: Isaiah 53:9; Matthew 27:57–60

To be resurrected: Psalm 16:10; Mark 16:6, 7

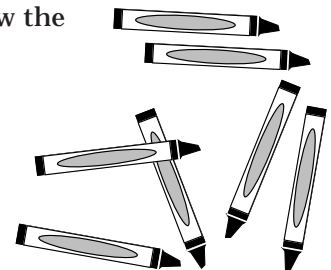
Ascension to God's right hand: Psalm 68:18; Mark 16:19

Memory Verse Game

Most lessons have an objective that plays a large part in it. In this lesson, for example, an altar on which sacrifices are offered is prominent. Make two or more jigsaw puzzles in the shape of the object. Use colored construction paper or poster board. Use a different color for each puzzle to make it easier to keep them separate. To make a puzzle, draw the outline of the object. Cut it into as many pieces as there are words in the verse. Write a word of the verse on each piece. Divide the group into teams. The teams can race each other to see which team can put the puzzle together first. Or, the teams can have a relay race in which one member of each team puts the verse together, then the next team member put it together, and so on. The first team whose members all complete the puzzle in turn wins the relay race. Puzzles can be used individually too. For this lesson, cut about 18 stones of gray and tan paper and write the words and reference of the verse on them. Let the students “build” altars with the stones arranged so the words are in correct order. If no object suggests itself, make wordstrips to be lined up in the correct order.

Charts

The students may want to make a chart like the one found in Visuals 1 and 2. This can be a helpful way to see and better understand the transition from old covenant to new covenant. You may want to copy this chart for them, or help them to draw and create their own charts on a sheet of paper. This is a wonderful way to review the lesson.



Unit 1

The Early Church

Lesson 5

Unit Theme: God's People

Scripture Text: Matthew 16:18; John 17:21; Acts 1:4–8; 2; 4:32–35

Lesson Objective: The learner will observe the book of Acts as a record of the Early Church.

Memory Verse: “All the believers were one in heart and mind” (Acts 4:32).

Focusing Attention

- ❑ *The learner will discover that the Church is people, not a building.*

Use this riddle to focus attention on the lesson: “What is sometimes called a building, but is always made up of people called out by God?” (*Allow responses.*)

Communicating God's Word

- ❑ *The learner will be able to list the identifying characteristics of the Early Church.*

Jesus told his disciples, “I will build my church; and the gates of hell will not overcome it” (Matthew 16:18). The book of Acts tells the story of the birth and growth of the Early Church.

Before Jesus went up to heaven, He told His disciples, “Do not leave Jerusalem until you receive the promise of the Father, the baptism of the Holy Spirit. When you have received the Holy Spirit, you will have the power you need to be witnesses of Me at home, in your neighborhood, and around the world.” (See Acts 1:4-8).

The disciples gathered in an upper room to wait for the Holy Spirit. On the Day of Pentecost, a special feast day for the Jews, Acts 2 tells us 120 followers of Jesus were “all with one accord in one place.” They were there for one purpose, to receive what God had promised them. And suddenly there came a sound from heaven as of a rushing mighty wind, and it filled the whole house where they were sitting, and there appeared to them small flames of fire, which sat on the head of each of them. And they were filled with the Holy Spirit, and began to speak with other tongues (languages they didn't know), as the Spirit gave them the words to speak. (*Show Visual 1.*)

Because of the feast, people from all over the Roman world were in Jerusalem. They all heard the good news about Jesus in their own language as the disciples spoke in other tongues. They were all amazed and wondered what it all meant. But some thought the disciples were all drunk. Then Peter stepped forward and began to preach to them. His message was so powerful because of the Holy Spirit that 3,000 people got saved that day. That is why we refer to that day as the birthday of the Church.

What was the Early Church like? Acts 2:42-47 and 4:32-35 tell us. Why don't we stop right now and read it? First, it says they “devoted themselves to the apostles' teaching” That means they spent as much time as possible listening to the apostles teach about Jesus, and they obeyed His commandments. Next, it says they continued in “fellowship, and in breaking bread, and in prayers.” They spent time with fellow believers, eating together, and praying. In fact, verse 46 says they went to the temple for prayer every day, and they ate in each others' homes everyday. The believers sold their possessions and shared with each other as each one had a need. No one went hungry. They were happy serving God and one another, and they spent a great deal of time

praising God. These verses also tell us that the apostles preached with great power, and did many signs and wonders (miracles). Because of their lives, many people were saved and joined their number every day.

Applying the Lesson

- ❑ *The learner will want to pattern his life after the members of the Early Church by being filled with the Holy Spirit and by keeping in fellowship, in the Word of God, and in prayer.*

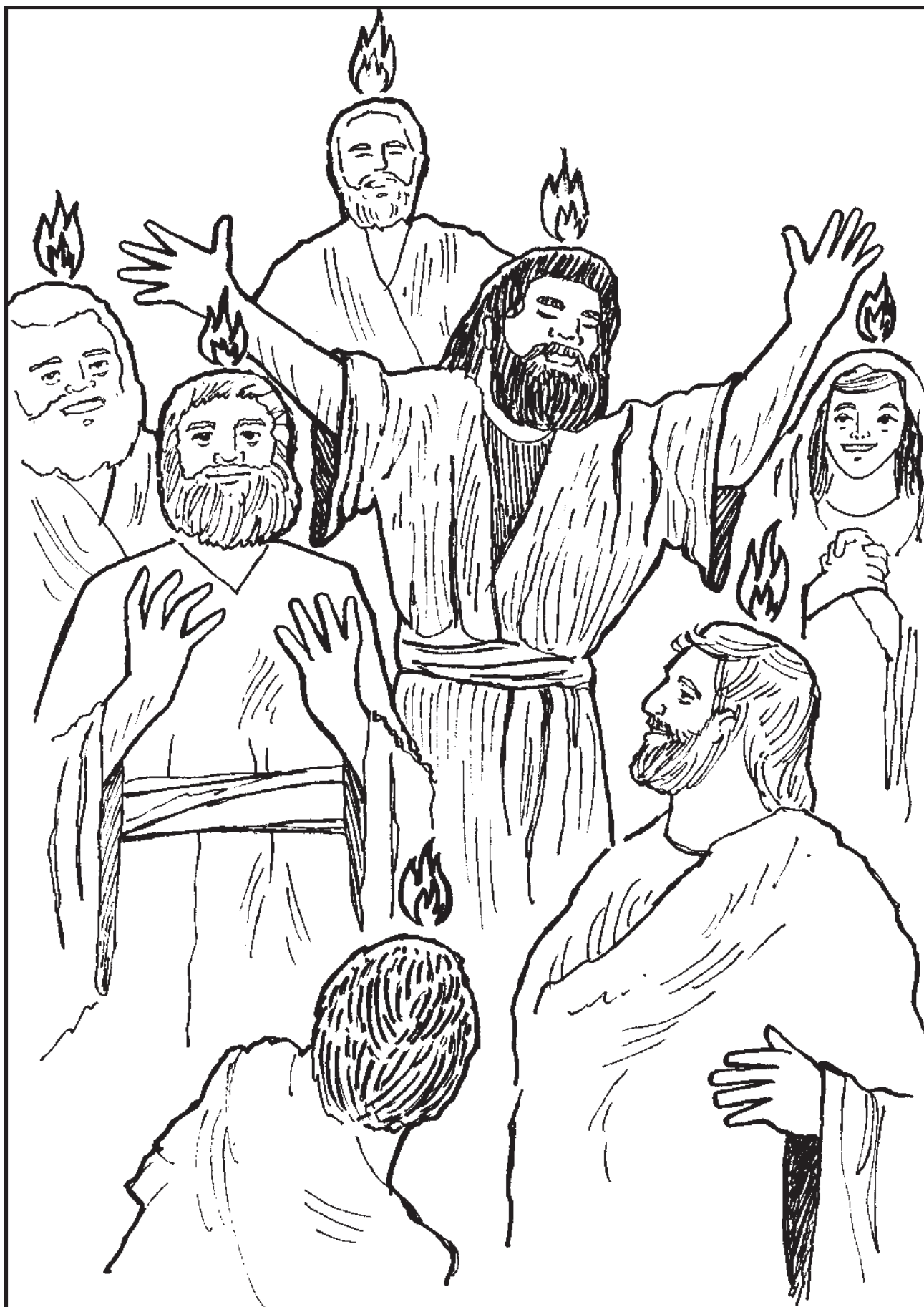
Here is an equation that describes the Early Church: “Many = One.” (*Show Visual 2.*) God’s math is different from ours. God wants all people in His Church to act as one. John 17:21 gives the reason: “That all of them may be one, Father, just as you are in me and I am in you. May they also be in us so that the world may believe that you have sent me.” Just as God the Father and God the Son are in perfect harmony, God wants the Church to be in love so the world will see Jesus in us. Only God can bring about that kind of harmony as we yield to Him.

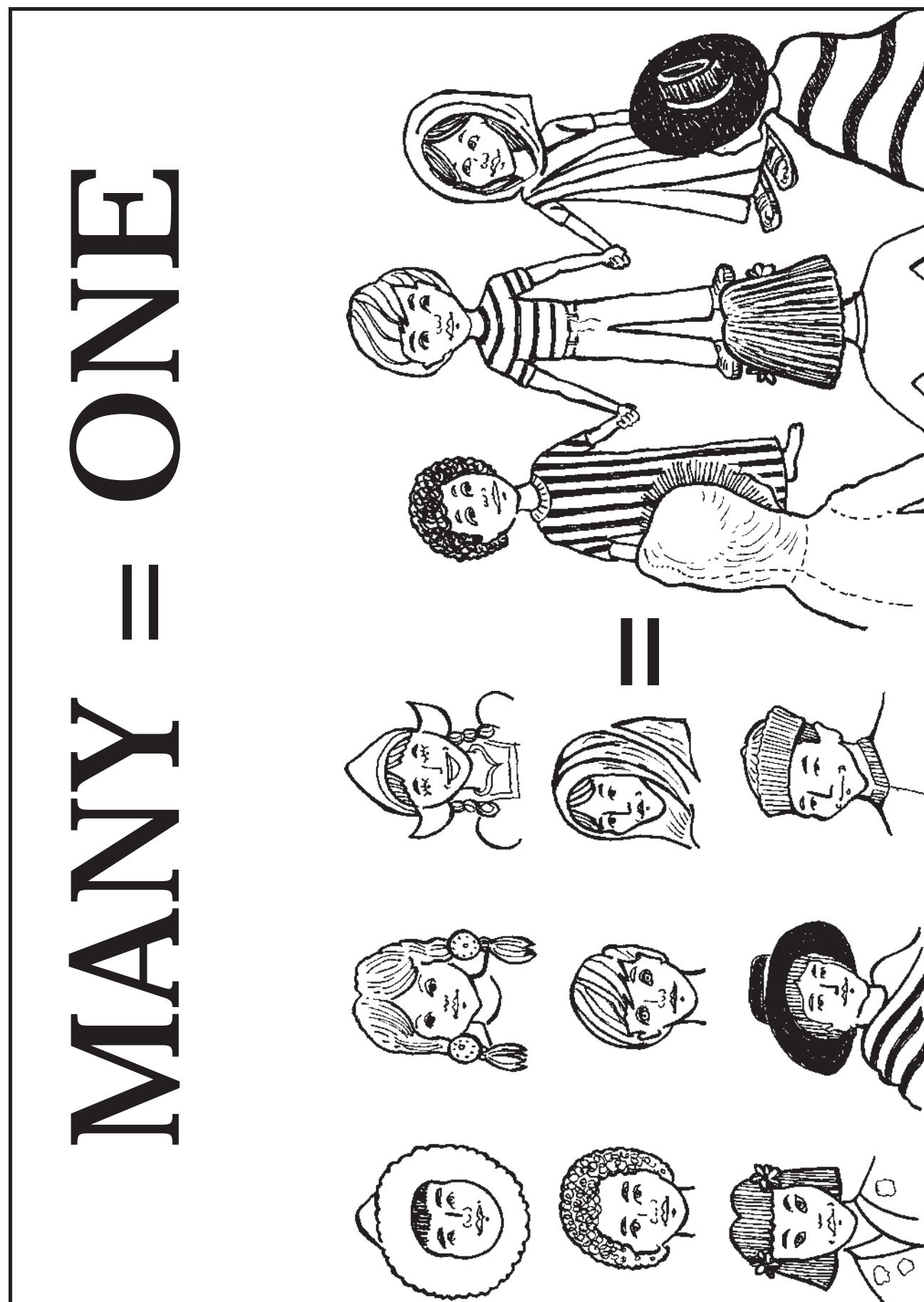
Our memory verse, Acts 4:23, helps remind us of what the Early Church was like so we can be like that too: “All the believers were one in heart and mind.” We need to be baptized in the Holy Spirit to receive the power to live the kind of life that brings honor to God, so that others will see Jesus in us. Then we need to take every opportunity to learn more about Jesus, by going to Sunday school and church, and by reading the Bible and spending time in prayer. This will help us to live in a way that will show God’s love to others. Then we too will be like the Early Church, and we will see our friends and families saved because of our example.

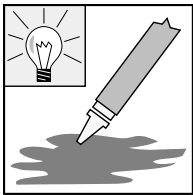
Directions for Study Guide

Follow the instructions in the Study Guide for each of the activities.

2. To receive power to be a witness
3. Many = One, Believers, Heart, Mind, Acts
4. Draw pictures







Resource Pages

Helping Children Receive the Baptism in the Holy Spirit

In Acts 2:39, Peter stated on the Day of Pentecost, “The promise is for . . . your children” (NIV). Children need the baptism in the Holy Spirit as a stabilizing spiritual experience in their life. This lesson provides a wonderful opportunity for teaching your students about the baptism in the Holy Spirit and encouraging them to seek for the infilling.

The reason many children do not receive the baptism in the Holy Spirit is not age, but because (1) they have no knowledge of the Holy Spirit, (2) they fear the experience because of lack of teaching, or (3) they have no desire to receive because they don’t see the reality of the Spirit in the life of Christians. To stimulate desire and eliminate fear, we must teach children about the Holy Spirit and what he wants to do in their lives from the moment they are saved. They need to know how to receive the baptism in the Holy Spirit and the importance of continually being filled with the Spirit. As young Christians, the children may be struggling with trying to live victorious Christian lives and with witnessing. We need to teach them by word and deed that the infilling of the Holy Spirit will give them the power to live the Christian life and to be a witness. Then we must provide opportunities for children to observe the Spirit in action in our lives and in our church worship services. As their teacher, you must allow the children to see by your life that you value the infilling of the Spirit.

Then, we must instruct them how to receive. They need to realize the Holy Spirit fills only clean hearts (John 14:15, 16), those that hunger and thirst after righteousness (Matthew 5:6), and those who obey God (Acts 5:32). To receive, a child need only ask in faith (Luke 11:13) and receive the promise of the Father. Be sensitive to the leading of the Holy Spirit and provide opportunities for the children to pray to receive the infilling of the Holy Spirit.

In praying with a child to receive, be certain he understands that the baptism in the Holy Spirit is a gift. It cannot be earned. We can never be good enough to deserve it. Help him realize God wants to give him a priceless gift to show him his love and to help him be like Christ. Remember, too, that the baptism is the Spirit’s work, not ours. Speaking in tongues is only the initial physical evidence of his work; it is not to be sought after for itself. Do not coach the child in techniques of speaking in tongues, such as repeating sounds over and over. Avoid high-key emotional responses. Allow the Holy Spirit to move freely in prompting the child to speak in a heavenly language as he gives the utterance.

Fear often accompanies the unknown. A child may hesitate to open himself to a new experience. Take time to reassure him that God loves him and will not allow anything bad to happen to him when he yields to him. Have him read Luke 11:9-13. Then encourage him to praise the Lord and to allow the Holy Spirit to give him a new language in which to praise God.

Allow the Spirit to move as he chooses. He is sovereign. The Spirit will move in a unique way with each personality. Some children will feel great joy; others, a deep sense of peace; and others, a greater desire to share Christ. Don’t press for a testimony before the Spirit has completed His work. A child will know when he has been filled, and he’ll want to share it. Above all, the child’s experience must be rooted in the Word of God so that the enemy will not rise against his experience, trying to convince him it was not of God.

Be sure the children understand that speaking in tongues is not a toy for entertainment. It is not a stamp of spiritual achievement, nor proof of spiritual maturity. The Baptism is not a one-time experience; it is continually being filled with the Spirit (Ephesians 5:18), walking daily in the Spirit (Galatians 5), in order to become more like Christ, which is the work of the Holy Spirit in the lives of believers.

How To Teach the Question and Answer Method

The question and answer method, or discussion, is one of the most effective ways of teaching. Children like to talk, and this method allows them to do so in a constructive manner. This method involves the children in the teaching-learning process. It helps them to focus their thinking and to express themselves verbally. Because of the dynamics of group interaction, discussion can cause them to change their thinking and behavior to align with the group. It also provides a means of feedback to the teacher. You know immediately what they do not understand and can provide immediate corrective measures.

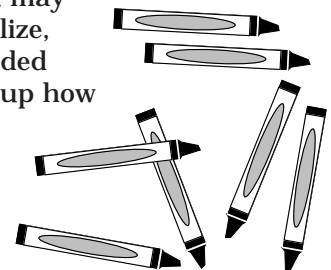
Here are some basic principles for leading effective discussion:

1. Plan the discussion to center on a problem or situation with which the children can identify and become personally involved.
2. Have a clear purpose in mind. Know where you want to go with the discussion.
3. Construct good, thought-provoking questions. Write them out beforehand. They must be brief, clear, and specific, but not too general, too simple, too difficult, or too personal. Avoid questions that can be answered with “yes” or “no.” Effective questions often deal with life application of the lesson and ask “Why?” or “How?”
4. Plan a good introduction to the discussion using techniques such as an open-ended story, a case study, or a role-play.
5. Maintain a relaxed, accepting atmosphere in which the students feel free to respond, without fear of criticism if they give a wrong response. When an incorrect response is given, use what may be right in the reply and then call on others for further information. Or, you may take the blame for wording the question poorly, and restate it.
6. Encourage everyone to participate. Make sure a few students do not monopolize the discussion.
7. Allow time for the students to formulate answers. Don’t be afraid of silence. Remember that children must digest the question, realize an answer is expected, think through the possible responses, formulate a response in words, consider the appropriateness of their potential response, and the answer. This takes time. Any question worth asking is worth waiting for the answer.
8. Keep the discussion moving and on the subject.
9. Summarize the main points of discussion and restate the conclusions of the group.

Role-Play

This lesson provides a perfect opportunity for role-play. To role-play a topic, or to act out examples, often helps the students to make a stronger application of the message to their own lives. You may want to have them act out the lifestyle of the Christians in the Early Church to see that they understand that part of the lesson. Discuss with them how that daily lifestyle may not work exactly the same way in our society today.

Then ask the students how we can act like the Early Church Christians, but in a way that fits into our lives today. The group may need to discuss ideas first, or you may have to give them a starting idea for how the church today can evangelize, disciple new believers, and enjoy fellowship. The students may be divided into small groups to prepare short dramas to share with the whole group how they can apply this lesson. Encourage them to think of specific ways that they can do this, not just how adults, or the church people can accomplish it. Your desire is to see them be creative in seeking new ways to live for Christ.



Unit 1

The Missionary Church

Lesson 6

Unit Theme: God's People

Scripture Text: Acts 8:1-4; 9:1-30; 11:19-26; 13:1-4; 14:8-20; 16:16-40; 17:16-34; 18:1-4; 19:18-41; 28:1-6, 16, 30, 31

Lesson Objective: The learner will identify the outreach of Paul's missionary effort.

Memory Verse: "But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth" (Acts 1:8).

Focusing Attention

- ❑ The learner will be able to define "missionary."

Ask, "What is a missionary?" Lead the children to conclude that a missionary is one who is sent on a mission to tell others about Jesus, especially in a culture different from one's own. Stress, however, that all Christians are called of God to be witnesses to everyone we meet of what Jesus has done in our lives.

Communicating God's Word

- ❑ *The learner will be able to tell how Saul was converted and became a missionary to the Roman world.*

The Church at Jerusalem was doing well, but God wanted the believers to take the gospel to the whole world. (See Acts 1:8.) God allowed persecution to come against the Church. A Jew named Saul went from house to house arresting Christians and putting them in prison. Then the believers had to leave Jerusalem. As they went, they preached the good news about Jesus. Philip took the gospel to Samaria. Other Christians went to Damascus and Antioch.

Saul followed the believers to Damascus. He had letters to the Jewish leaders there that he was to arrest any Christian he found there and take them to prison in Jerusalem. But God had another plan for Saul. As he was walking along the road to Damascus, suddenly a blinding light from heaven shone on him, and he fell to the ground. A voice from heaven said, "Saul, Saul, why do you persecute Me?" Immediately Saul knew it was the Lord's voice. "Lord, what do You want me to do?" he asked. "Go into the city, and you will be told what you must do." When Saul got to his feet, he realized he was blind. His traveling companions led him into Damascus. After three days God sent a man named Ananias to pray for Saul. He was healed of blindness and baptized in the Holy Spirit. Then he was baptized in water and his name was changed to Paul. After a few days he went to the synagogue, the Jews' "church," and preached that Jesus was the Son of God. That made the Jewish rulers there very angry. They planned to kill him. But the Christians let Paul down over the wall in a large basket, and he escaped.

The church at Antioch was growing. The apostles sent Barnabas to teach them. He brought Saul, who was now using his Roman name Paul, to Antioch. One day during prayer and fasting, the Holy Spirit spoke through a prophet, "Send Barnabas and Paul to do the work I have called them to do." After the believers laid hands on them and prayed, Barnabas and Paul set out on the first missionary journey to take the gospel to the world.

Everywhere they went, they established churches. They had many exciting experiences, as well as many hardships. At Lystra they prayed for a lame man who was healed by the power of God. The people thought they must be gods and tried to offer sacrifices to them. Later because of the

Jews they turned on them and stoned Paul. At Philippi Paul and Silas cast a demon out of a slave girl. She had been using the Devil's power to predict the future and work as a fortune teller. Her owners became so angry when she was no longer able to use the demons in her that they had Paul and Silas beaten and put in stocks in prison. At midnight, as Paul and Silas sang praises to God, an earthquake set them free. As a result, they were able to tell the jailer about Jesus, and he and his family were saved. In Athens Paul found a statue to "the Unknown God". He used it to tell the people there about Jesus, the God of the whole universe. In Corinth Paul worked as a tentmaker while he preached the gospel. In Ephesus he was so successful in preaching that the men who made silver images of the goddess Diana began losing business. They even caused a riot, but God took care of Paul.

On his way to Rome as a prisoner because of the gospel, Paul was in a shipwreck on the island of Malta. While he was building a fire on the beach, a poisonous snake leaped out of the firewood and bit him. When he didn't die, the people were amazed and he had an opportunity to preach the gospel there. While awaiting trial in Rome, Paul wrote letters to the churches he had started. They are now a large part of the New Testament. In Rome he was even able to give his testimony before Caesar, the ruler of the entire Roman Empire. *(Show Visual 1 and 2 as a tool for review.)*

Applying the Lesson

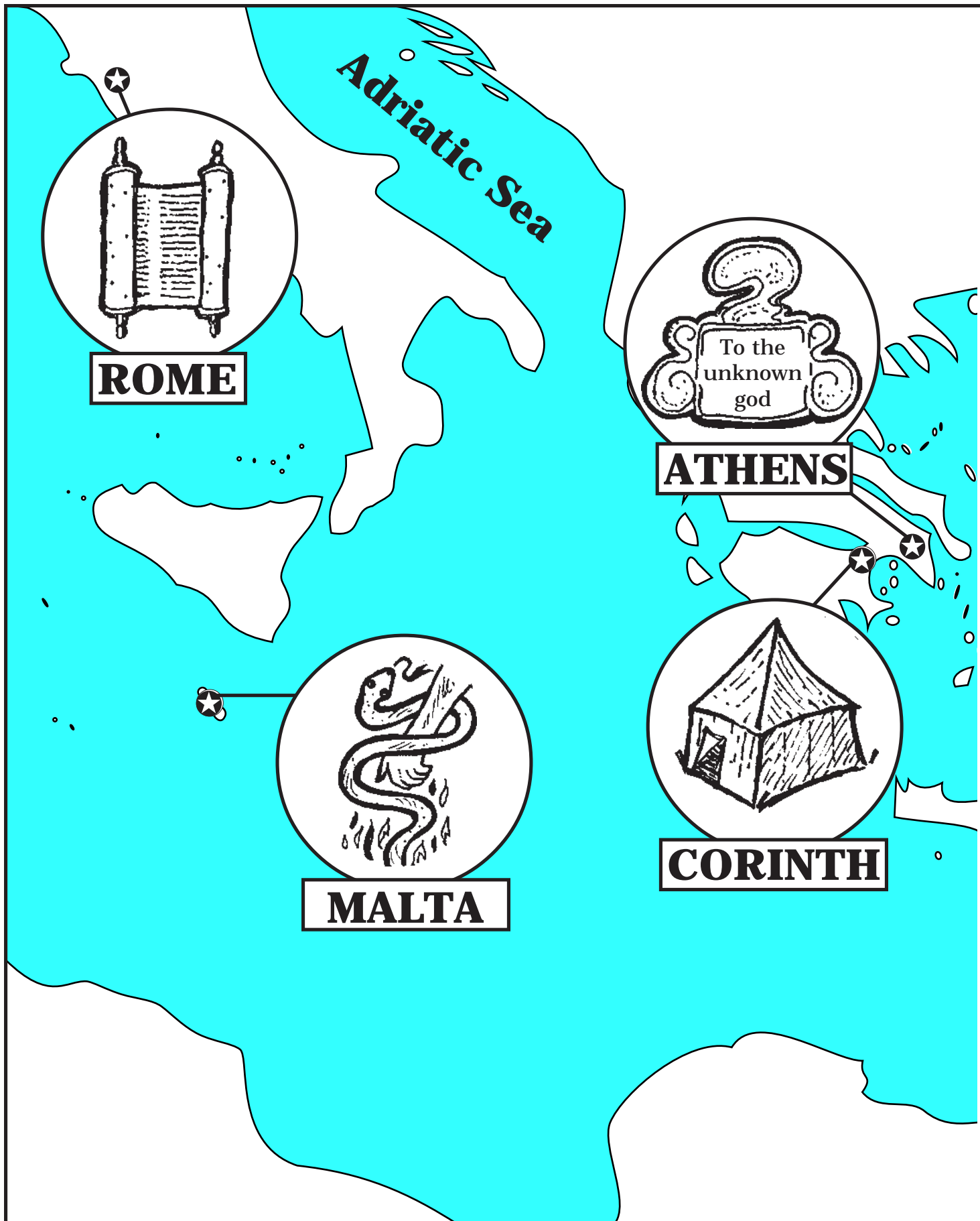
❑ *The learner will want to continue spreading the gospel just as Paul did.*

Paul and his co-workers were the first missionaries. They spread the good news about Jesus to the whole world. They fulfilled Jesus' command in Acts 1:8 "But you will receive power when the Holy Spirit comes on you: and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth." From Jerusalem in Judea they went to Samaria nearby and then to every part of the world. God is still asking us today to take the gospel to everyone in our world. Will you obey God just as Paul and the Early Church did? *(Allow the students to pray and ask God to use them in His plan to reach the world. They need to pray about ways they can evangelize right where they are, and also be open to the call for missions work in their future if that is where God chooses to lead them.)*

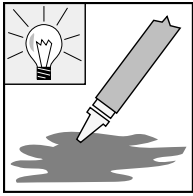
Directions for Study Guide

Follow the instructions in the Study Guide for each of the activities.

2. Fill in the appropriate responses
3. Acts 1:8
4. All, T, F, F, T, Man looks at outward appearance but God looks at the heart.







Resource Pages

Guided Self-Application

In Christian education learning is more than knowing Bible content. If a student has really learned, we will see change in his life. Life change is not the automatic result of teaching. Without specific training, the student will probably not see the relationship of Bible content to his own life. The teacher must relate the truth to the lives of the students. Yet, each student has his own unique personality and his own peculiar set of circumstances in life to which he needs to apply the truths of God's Word. The challenge to the teacher is to help all the students discover their own special areas of need to which the particular Bible lesson relates. The best way to accomplish this important task is through guided self-application.

Guided self-application can be used with every Bible lesson. After the Bible content has been communicated, give the students opportunity to express the Bible truths in their own words. A variety of teaching methods can make this fun as well as educational. The question and answer method, role-playing or other forms of drama, writing activities, drawing or other forms of artwork offer opportunities for the students to express their understanding of the Bible principle. The teacher is able to immediately correct any misunderstandings the students may have.

When you are sure they have understood the Bible principle in the lesson, lead the students to see several areas where the principle applies in life. Life application stories with discussion are one effective way to do this. When the whole class explores together how the lesson may apply to their lives, new ways of thinking are opened up for everyone. To enable students to participate without fear of exposing their own weaknesses and sins to the group, set up a situation in which ideas can be shared objectively. Instead of saying, "How would you feel or act if...?" ask, "How would people in our church feel or act if...?" The situation is then brought close enough to make it real, but not so close as to make individuals feel uncomfortable responding. Later, the students will have opportunity to respond individually in a non-threatening manner.

The third step in guided self-application is to lead the students to narrow down their individual focus to one area for deeper personal exploration. If they try to work on too many areas of application at once, life change is less likely to result. By focusing on one area at a time, change is less threatening and more attainable.

Fourth, lead the students to think through in depth how the Bible principle applies in this one area on which they have chosen to focus attention. Fifth, help the students plan how to act on the Bible truth in this one area, and encourage and help them carry out those plans.

In guided self-application, the teacher acts as a guide, leading the students to make their own application. The result is a more personal application that is remembered longer and is more likely to be acted upon in their lives. Another advantage is that the students acquire skill in applying Bible truths to their lives, which they can use in their own personal Bible study for the rest of their lives.

Example of This Lesson

Here is how you might apply this method of application to this Bible lesson.

1. The class could dramatize the stories of the expansion of the Early Church, with different children playing the roles of the various people in each story. You will be able to observe if the children have understood the details of the story. (Help the students restate the Bible truth in their own words.)

2. Ask, "What made it hard for the early Christians to witness?" "What keeps Christians today from witnessing?" Their replies may include fear of what people will think or do to them, not knowing what to say, not realizing God wants them to witness, thinking others may not be interested in hearing what they have to say, or because they don't know anyone who is not a Christian. (Lead the students to see several areas where the Bible truth applies in life.)
3. Ask the children to write a sentence stating why they have not been witnessing. Tell them no one will look at their sentence unless they want to show it to someone. (Lead the students to narrow it down to one area for deeper personal exploration.)
4. Talk about ways we can overcome the various problems they suggested in step 2. (Lead the students to think through in depth the implications of the Bible truth in this one area.)
5. Ask the children to think of someone they can witness to this week and have them draw a cartoon-type picture of themselves witnessing to that person. They can write a possible opening sentence in a quotation bubble. Let them take their pictures home with them as a reminder of their decision. Sometime in the next week ask for testimonies of their experiences witnessing. (Lead the students to plan how to act on the truth they learn and encourage them to act.)

Follow this format in developing guided self-application for each Bible lesson you teach. You cannot force students to apply the lesson to their lives; you can only guide them. As you encourage them to follow through on their plan of action, you are more likely to see real change in their lives, which is the ultimate goal in Christian education.

Memory Verse Game

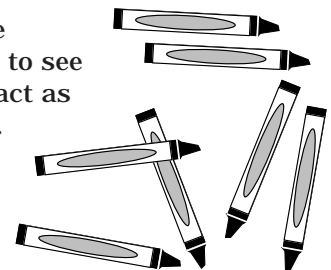
A simple, but effective game to help children remember their memory verse, is the circle game. Have the children stand in a circle. Point to a child and give the first word of the verse. He must give the second word. The child to his left must give the next word, and so on around the circle. If a child cannot give the next word quickly, he must sit down. Continue around the circle, repeating the verse over and over, trying to make it sound as though only one person is saying the entire verse. Continue until only one child is left standing. That one is the winner. A variation of this game is to have one child be "it" and stand in the center of the circle. "It" points to a child at random and begins to count to ten as fast as he can. The child who "it" points to must give the next word of the verse before the one who is "it" finishes counting. If he fails, he becomes "it", and the previous "it" takes his place in the circle.

Other Cultures

This lesson causes the students to realize that there are many other cultures that must also be reached with the gospel message. There may be groups of culturally different people that live in your area. Sometimes people develop a prejudice against those people that are different. Prejudice means to pre-judge someone, or to wrongly accuse them when we do not have the correct information about them. Maybe even the students and their families have prejudices against the people in your area that are culturally different. These people may live differently, or have other ways of speaking, eating, or dressing. Yet we must remember that God loves them and looks at their heart and not the outward appearance.

As Christians we are not to be prejudiced against other people that are different from us. We should love them as God loves them, and desire to see them come to know the Lord as we do. Your students may be able to act as missionaries to these people groups right in their own area or country.

There may be a person from one of these groups that could come to share with the students some of their culture. At times we have a fear of the unknown, and not knowing or understanding about people that are different from us can be the cause of prejudice.



Unit 1

Pictures of the Church

Lesson 7

Unit Theme: God's People

Scripture Text: Romans 12:4–6; 1 Corinthians 3:6–11; 12:12–30; Ephesians 2:19–22; 5:21–33; 1 Peter 2:5; 5:2–4; Revelation 19:7–9

Lesson Objective: The learner will identify various pictures of the Church from the Bible.

Memory Verse: “So in Christ we who are many form one body, and each member belongs to all the others.” (Romans 12:5).

Focusing Attention

- ❑ *The learner will be able to list the pictures of the Church in the New Testament.*

Show the students pictures of the following: a bride, a building, a human body, a flock of sheep, a family, a garden. Ask, “What do these things have in common?” After they have offered their suggestions, tell them that this lesson will give them the answer.

Communicating God's Word

- ❑ *The learner will be able to explain how each picture of the Church illustrates a truth about the Church.*

An old proverb says, “A picture is worth a thousand words.” God often inspired the writers of the New Testament to paint pictures with words to help us understand heavenly truths. The Church was a new idea to God's people. It was to be a group of people working together, not a building. To help them understand what the Church should be like, God inspired the apostles to describe it in terms of a bride, a building, a human body, a garden, a family, and a flock of sheep.

Perhaps the most used picture of the Church in the New Testament is to call it the body. Christ is the head. The body is one unit, even though it has many parts. So it is with the Church. We Christians are one in Christ, yet we each have something only we can do in the body of Christ. Paul asks some humorous questions as he writes in the Bible: What if the foot should say, “Because I am not the hand, do I not belong to the body?” What if the ear should say, “Because I am not the eye, I am not part of the body?” What if the whole body were one big eye? How would it hear? What if the whole body were one big ear? How would it see? What if the eye were to say to the hand, “I don't need you?” What if the head were to say to the feet, “I don't need you?” Wouldn't that be silly? (*Show Visual 1.*) Paul wanted the Church to know that everyone in the Church is important. Everyone has a ministry. Each one's ministry is different, but everyone is essential, just as each part of our human body is necessary. If you hurt your little toe, your whole body suffers. If someone in the Church is hurting, the whole Church hurts with him. If your hand gets cut off, your whole body is affected. When someone in the Church is not doing their ministry, the whole Church suffers. “Each member belongs to all others.”

Another common picture Paul and Peter used is the Church as God's building. Each Christian is a living stone in this building. We are built upon the foundation of the apostles and prophets and Jesus is the chief cornerstone. This imaginary building is also called “a holy temple in the Lord.” (*Show Visual 2.*) It will not be complete until Jesus comes again. How is the Church like a building? In Ephesians 2:22 Paul says we are being built into a “habitation of God through the Spirit.” A habitation is “a place to live in.” God is building His Church as a place where He can

live. Each Christian individually is a temple of the Holy Spirit, and so is the Church as a whole. The picture of the Body reminds us of the ministry we each have to one another in the Church. The picture of the building reminds us of our ministry of praise and worship to God as the Church.

Paul and John also described the Church as the bride of Christ. A bride spends much time preparing herself for her bridegroom. On her wedding day she puts on a beautiful, spotless, white wedding dress. Only those who have been washed clean from sin by the blood of Jesus can be part of His bride. When Jesus comes again to take us to be with Him forever, there will be a great marriage in heaven. The bride, the Church, will be united with Jesus, our bridegroom, for eternity.

Paul also called the Church God's garden. This picture reminds us that we have a ministry to the world—to tell them about Jesus. Some of us plant the seeds of the gospel in people's hearts, others water that seed by witnessing to them again, but God is the One who makes that seed grow. We must all work together to help God's garden to grow.

The New Testament also calls the Church the family of God or the household of God. We are adopted into God's family and become His son or daughter when we get saved. Jesus is our elder brother who takes care of us and helps us please God. The Church is also described as the flock of God. Jesus is the Good Shepherd. Our pastors and teachers are shepherds under Him who take care of His people.

Applying the Lesson


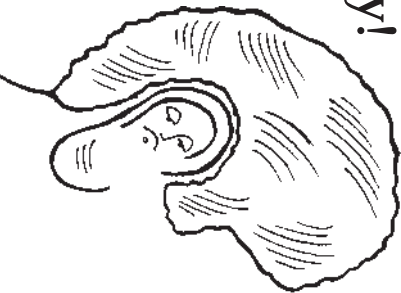

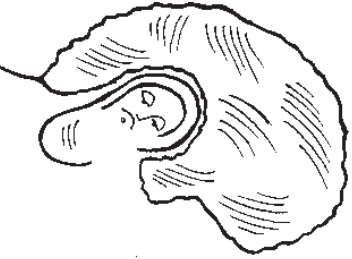


- ❑ *The learner will see how he has a ministry as a part of the Church and will want to fulfill God's purpose for him in the Body.*

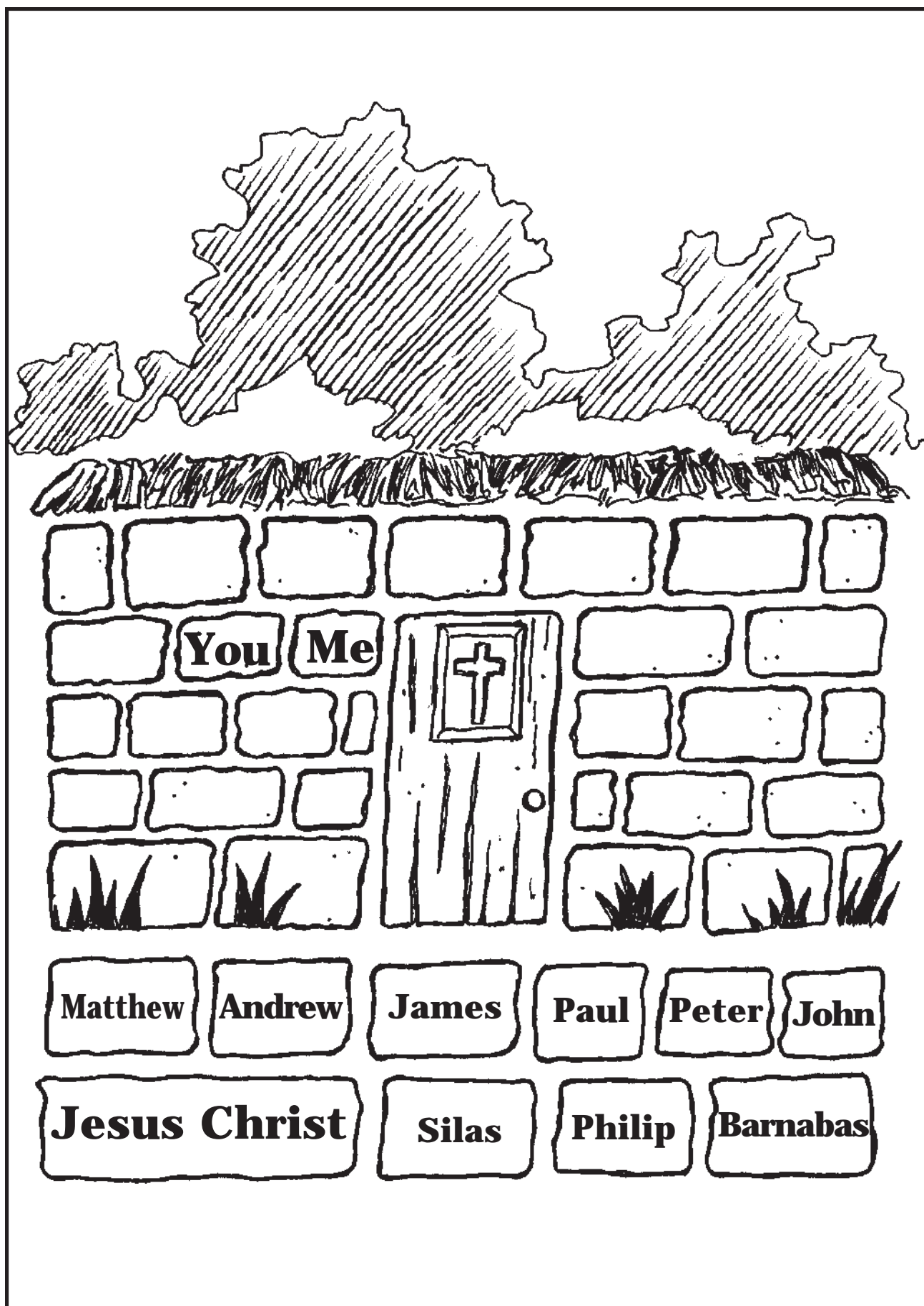
Our memory verse says, "So in Christ we who are many form one body, and each member belongs to all others." (Romans 12:5). Are you a Christian? If so, you belong to the Church, the body of Christ, the building of God, the bride, the family of God. What is God asking you to do in the body? Are you willing to do it? What can you do today to carry out God's plan for you in the Church? (*Discuss together practical ways they can be a part by attendance, learning, helping, and encouraging.*)

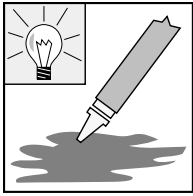
Directions for Study Guide

Follow the instructions in the Study Guide for each of the activities.

2. e, d, f, a, b, c
3. Romans 12:15
4. Tell others about, worship, help become more like

<p>WHAT IF? Because I am not the hand, I do not belong to the body?</p> 	<p>WHAT IF? Because I am not the eye, I am not part of the body!</p> 	<p>WHAT IF? What if the whole body were an eye?</p> 
<p>WHAT IF? What if the whole body were an ear?</p> 	<p>WHAT IF? Hand, I don't need you!</p> 	<p>WHAT IF? Feet, I don't need you!</p> 





Resource Pages

Telling Children About the Church

The word *church* has many definitions. When this term is used in the New Testament, it never means a physical building, a denomination, or Christianity as a whole. Usually it means a group of Christians who come together to worship God and to obey the commands of Jesus. Very often it means all those who are truly born again. The most important thing to help children understand about the term *church* is that it refers to people more than to a physical building or an organization.

Our children are the visible church of tomorrow. Begin today to teach them what the Church is and how it functions. Present the gospel in a way that is meaningful to them in their lives today. Help them as they struggle to find their individual places of service in the body of Christ today. Sunday school and children's church provide natural outlets for service by children.

Tomorrow's church will need leaders. Refer to the leadership training activities suggested in the Resources section of Lesson 2. Incorporate some of them into this lesson. Read or tell stories about pastors, evangelists, and missionaries to provide models or heroes for the children to pattern themselves after. Children need to have opportunities to know their pastor and to meet missionaries. Early exposure to great men and women of faith is often the first means by which God begins to kindle a desire to enter full-time ministry.

Teaching Symbolism to Children

This lesson and the next one involve symbolism. Most fourth graders think in concrete terms and do not understand sophisticated symbolism. They understand that a picture is not the real thing, and that numbers represent objects in mathematics, and the letters of the alphabet stand for certain sounds, but the sophisticated understanding of symbolism required to interpret religious symbolism is beyond them. In teaching symbolism in Bible doctrinal topics, such as the Church, baptism in water, communion, we must concentrate on literal explanations of Bible events, and avoid requiring abstract thought. The words we use must mean what they say and say what they mean.

This lesson deals with the various word pictures used by the New Testament writers to convey important new concepts about the nature of the Church. To help fourth graders understand these ideas, explain that the Church is not really a body, a building, a bride, etc., but that these word pictures help us remember certain facts about the Church. For example, when the Bible refers to the Church as the "bride of Christ," it does not mean a particular woman dressed in a wedding gown. Instead, it reminds us that just as a bride prepares herself for her wedding day, so the Church must prepare for the second coming of Jesus.

This statement, "The white wedding gown is a symbol of the robes of righteousness we must wear," contains a lot of sophisticated symbolism. You can make the same point in these words which fourth graders will be able to understand: "A bride wears a spotless white gown. Christians must have their lives washed clean by the blood of Jesus. This is how we prepare to meet Jesus when He comes again. The Bible talks about the marriage of the Lamb. Jesus is called the Lamb of God because He died for our sins in our place, just like the lamb in the Old Testament sacrifices died in the place of the person who made the sacrifice. When two people get married on earth, they promise to spend the rest of their lives together. The day when all those who are part of the Church are united with Jesus to be with Him forever is called the marriage of the Lamb because we will never again be separated from Jesus. To be ready for that wonderful day, we must live clean, pure lives with the help of the Holy Spirit. To keep

ourselves clean and ready for that day, we need to pray and read our Bibles every day, go to Sunday school and church to learn more about Jesus, fellowship with other believers, and worship God. We need to confess and ask forgiveness for any sins we commit and try to obey God's commands every day. The Holy Spirit will help us. Then we will be ready to meet Jesus."

Using the words "helps us remember" is one of the best ways to refer to symbolism without confusing the children. They will be able to associate a concrete idea with a concrete action. Do not assume that all the children will understand everything you tell them. Encourage feedback through questions and answers. This type of interaction is the best way to know what they are learning or misunderstanding. Keep your answers simple. Explain the concepts in a variety of ways to give a better chance for them to understand.

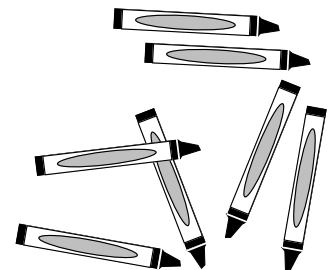
Guided Self-Application of This Lesson

To check the children's understanding of the lesson concepts, use the written work at the end of the story in the Study Guide. Check their answers and discuss any misunderstandings. Then explore together how this lesson may apply in their lives. Ask, "How would people in our church act if they understand what it means to be part of the body of Christ? Of God's building? Of the bride of Christ? Of God's garden? Of the family of God? Of the flock of God?" Then ask the children to think individually of one of these word pictures that they want to act upon in their own lives. Guide them by asking questions such as, "Are you part of God's family? If not, you can become his son or daughter today by asking Jesus to forgive your sins." "Have you begun your preparations for being part of the bride of Christ by asking Jesus to wash your sins away? Are you praying and reading your Bible every day to help you stay clean and pure?" "What do you think God wants you to begin to do today as part of the body of Christ?" "Are you faithful to go to church to worship God as part of God's building?" "What are you doing to work in God's garden? Are you telling others about Jesus?" "Do you honor your pastor as one who works under Jesus, the Good Shepherd, to care for your spiritual needs?" Then ask them to answer to themselves the questions at the end of the story. On the last page of their lesson in the Study Guide is a space for them to draw a picture (or write a story) that shows something they will do as a result of this lesson. This activity provides the opportunity for them to plan how they will act upon the Bible truths. Encourage them to do so.

Interview

Plan ahead to invite a guest to come and be interviewed by the students. You may have one or more people prepared to come in and answer the students' questions about being part of the church. They may be people in the church who are responsible for different tasks or ministries in the church. Explain the purpose of the interview to your guests, and also tell them about the lesson plan for this day.

You will need to help the students prepare good interview questions ahead of time. Make a list of questions with the students' help and then assign a question to several different students. The questions can be about their ministry and their life as a Christian. They may want to ask how God called them to their ministry, how it began, what they actually do, how that fits into the plan of the local church, etc.



Unit 1

The Church and its Ordinances

Lesson 8

Unit Theme: God's People

Scripture Text: Matthew 26:26–29; 28:18–20; Mark 1:9–11; Romans 6:3–5; 1 Corinthians 11:23–29

Lesson Objective: The learner will study the ordinances of the Church.

Memory Verse: “Teaching them to obey everything I have commanded you” (Matthew 28:20).

Focusing Attention

- ❑ *The learner will be able to define the word “ordinance” and to name the two ordinances of the Church.*

Have a child look up the word *ordinance* in a dictionary and read it to the class. Point out that a law or ordinance is an order we are required to obey. The Church has two ordinances; Water Baptism and Communion.

Communicating God's Word

- ❑ *The learner will be able to explain the origin, practices, and meaning of Water Baptism and Communion.*

An ordinance is a law or order set forth by a government or person in authority. Jesus, who has all authority in heaven and on earth, gave his disciples two ordinances to be practiced by the Church: Water Baptism and Communion.

Before Jesus began His ministry, He asked John to baptize Him in the Jordan River. After He arose from the dead, Jesus told His disciples to go everywhere, teaching everyone about Him and baptizing them in water. To *baptize* means “to dip” or “immerse.” When a person is baptized in water, he is dipped under, or immersed in, water. Jesus was baptized in a river. Some people are baptized in a lake or in the ocean. Some churches have a large tank for water, called a baptistry. The place doesn't matter. The only requirement is water deep enough to completely cover the person being baptized.

Every Christian should be baptized in water. The most important reason is that Jesus commands it and has set an example for us to follow. Baptism in water is also an important way that we tell the world we are Christians. Water Baptism doesn't save us. Water cannot wash away our sins. Water Baptism shows others what has already happened in our lives. When we are baptized in water, we go down under the water to show that our old life is dead and our sins have been buried. When we come up out of the water, we show that our sins have been washed away, and that we are a new person, living a new life in Christ. (*Show Visual 1.*)

Since Water Baptism is a picture of having been saved, it doesn't make sense for a baby or someone who hasn't been saved to be baptized. The Bible says we must repent, or turn from our sins, and be able to understand that Jesus died for our sins. Only then should we be baptized. As soon as a person is old enough to understand that Jesus died for his sins and has accepted Jesus as his Savior, he should be baptized.

Just before Jesus was arrested and crucified, He had a last supper with His disciples. That night the Jews were celebrating the Feast of Passover, when they were remembering the night

Pharaoh allowed the Children of Israel to leave Egypt. The death angel had killed the oldest son in every Egyptian family. God had told the Jews to put the blood of a lamb on the doorposts of their homes. When the death angel saw the blood, he “passed over” those homes. Jesus wanted to show His disciples that just as a lamb had to die so the death angel would pass over the Jews’ homes in Egypt, He too would have to die so we might have eternal life.

In that first Communion service, also called the Lord’s Supper, Jesus took bread, broke it into pieces, and gave it to His disciples. He told them to eat the bread to remember that His body would be broken for them. Then He took a cup of grape juice. After praying over it, He passed it to His disciples. He told them all to drink some juice to remember that His blood would be shed for the sins of the world. Jesus told His followers to keep on having Communion. He said, “Do this to remember me and my death until I come again.” (*Show Visual 2.*)

We still have Communion today because Jesus has not yet returned. When we celebrate Communion, we remember two things. First, we look back to Jesus’ death on the cross for the forgiveness of sins. Second, we look ahead to the wonderful day when Jesus will come again to take us to be with Him forever.

Applying the Lesson

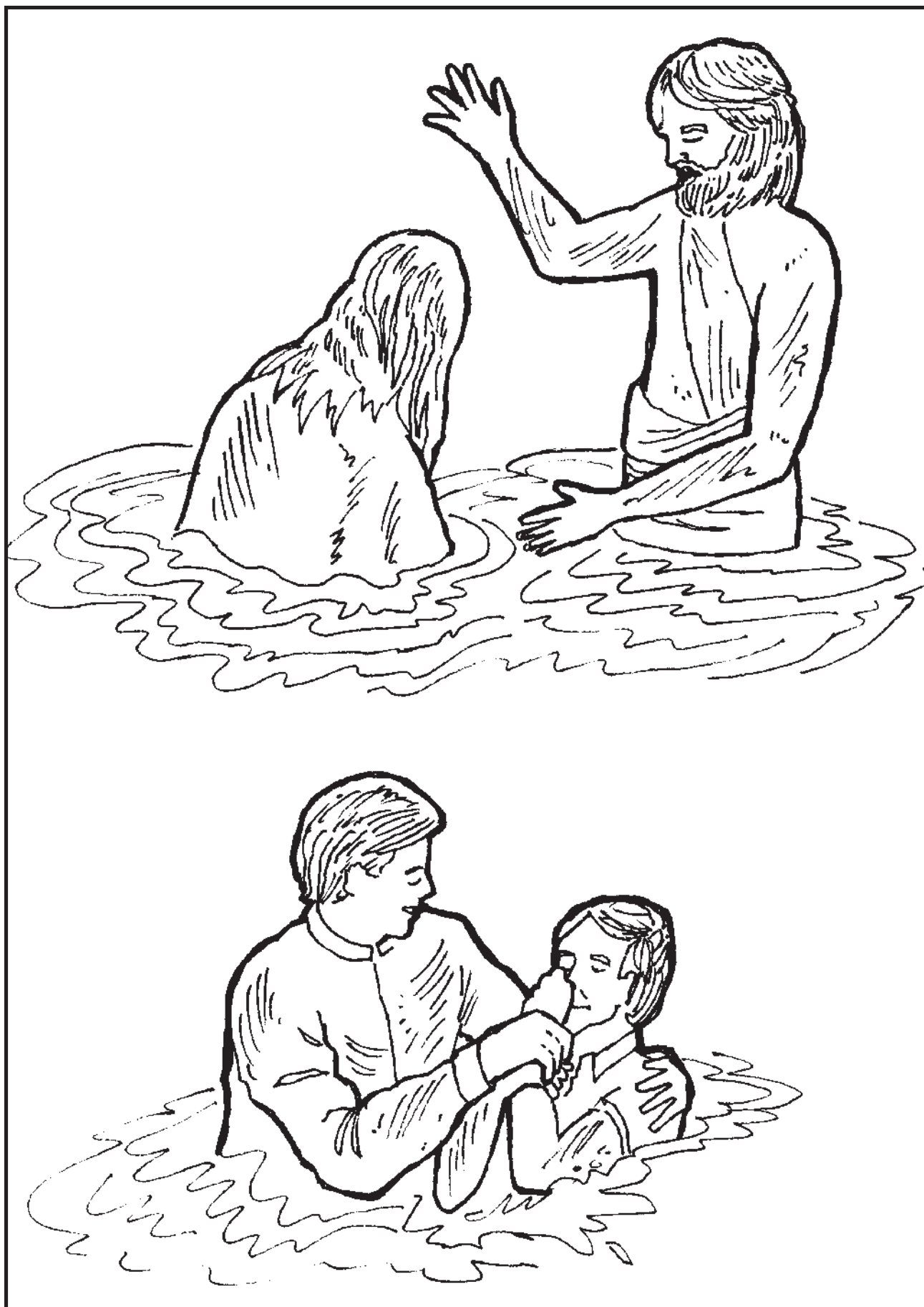
- ☐ *The learner will want to obey the Lord’s ordinances.*
- ☐ *The learner will prepare himself to be baptized in water and to participate in Communion.*

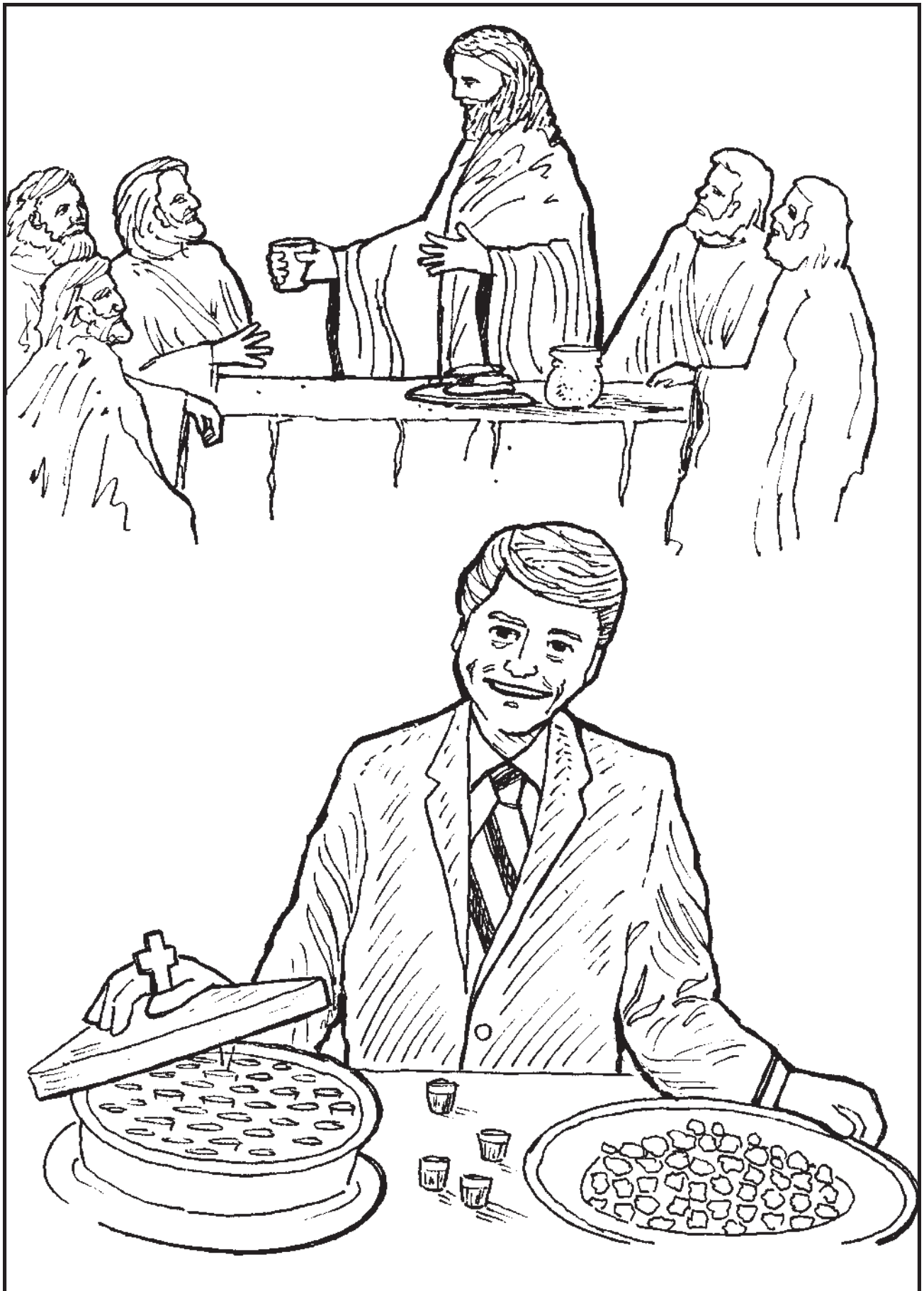
Our memory verse reminds us that Jesus wants us to obey His commandments. “To obey everything” means to obey and do all that Jesus told us to do. Have you been baptized in water? If you have asked Jesus to be your personal Savior, you should be baptized in water. You should also participate in Communion. To take Communion if we have sin in our lives is wrong. Paul tells us that we should first examine ourselves to see that every sin has been confessed to Jesus. We should pray before every Communion service, so that we can ask Jesus to forgive us of any sins, and He will make us clean again.

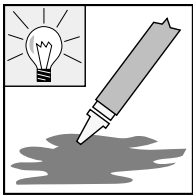
Directions for Study Guide

Follow the instructions in the Study Guide for each of the activities.

2. 1c, 2d, 3b, 4a, 5g, 6e, 7h, 8f
3. Matthew 28:20
4. the Feast of Passover, Communion. Baptized: All believers, once soon after salvation, in water deep enough to cover you. Communion: All believers, often until He comes again, to remember Jesus’ death.







Resource Pages

Teaching Children About Water Baptism and Communion

Water Baptism and Communion are symbolic in nature. Since fourth graders do not understand sophisticated symbolism, these topics must be taught in concrete terms. They can understand the concepts of remembering past events and looking forward to special events. This, then, will be the basis for teaching these topics.

Concerning Water Baptism, emphasize that it follows salvation and is a way of giving their testimony that they love Jesus. It is not the means of their salvation. Explain that as they are immersed in the water, they will remember that their old sinful life is dead and buried and their sins are washed away by the blood of Jesus. When they come up out of the water, they will remember that they are now a new person, living a new life in Christ. Encourage them to be reverent and stress the seriousness of this sacred and holy act.

If possible, arrange for the children to witness a Water Baptism service. Tell them what they can expect to see. Afterwards, let them talk about what they observed. You will be better able to observe their understanding of Water Baptism and will be able to correct any misunderstandings. If your church has a baptistry, arrange for the children to see it when the sanctuary is not being used for a service. Explain how it was built, how it is filled with water, and where people dress. If possible show the children where and how they would be baptized in your church.

To supplement the lesson, you may want to tell the story of Jesus' baptism in more detail. Another important story about Water Baptism is "The Gaza Dip" in Acts 8:26-39. This story clearly shows the sequence of believing in Jesus as Savior first, followed by Water Baptism.

Sample Communion

Before using this activity with your students, talk to the Pastor about this lesson's topics. He may be able to come and serve a special Communion for the children. Some churches have requirements for participating in Water Baptism or Communion. Know what your church requires. If the children are not allowed to participate, explain to them the need to understand the Biblical reason for these ordinances and then encourage them to participate as soon as they can.

Concerning Communion, avoid referring to the emblems as "the body and blood of our Lord." The children might interpret it literally, picturing in their minds actually eating flesh and drinking blood, which would give them the wrong impression of these symbols.

Bring to class some crackers or bread, a plate, grape juice, and a goblet or small glasses. (*If possible borrow the Communion items that your church uses regularly.*) As you talk about how Jesus instituted Communion, break the bread or crackers into pieces and place them on the plate. Show the class the plate of bread and say, "Jesus said the broken bread was a reminder of how His body was broken on the cross for our sins."

As you talk about how Jesus passed the cup to His disciples, pour grape juice into the goblet or small glasses. Explain that when the New Testament talks about "the fruit of the vine," it means grape juice. Explain that today we often use small glasses to make it easier and faster to serve many people. Show the children the cups of juice and say, "Jesus said the 'fruit of the vine' would remind us of His blood which He shed on the cross for our sins."

Explain that Jesus told us to do these things in remembrance of Him. In 1 Corinthians 11:26, Paul said, “For every time you eat this bread and drink this cup you are retelling the message of the Lord’s death, that He has died for you. Do this until He comes again” (*The Living Bible*). Jesus told His disciples He would not drink “the fruit of the vine” again until He drinks it with us in heaven. Say, “Communion is a time for remembering Jesus’ death on the cross for our sins. It is also a time for looking ahead to the great day when Jesus will come again to receive us unto Himself. When we take Communion, we are thanking God for sending Jesus and checking to be sure that we are ready to meet Him when He comes.”

Be sure the children understand that Communion is not snack time. Teach the children that Communion is a sacred occasion that should be entered into with reverence and understanding. Explain that people often seem to appear sad because it is a quiet, thoughtful time. The apostle Paul said we should take a close look at ourselves before we participate in Communion to be sure we have asked God to forgive any sins in our life. If we have sinned, we need to ask Jesus to forgive us. Then we can take Communion.

Feast of Passover

For more details about the Feast of Passover, refer to Lesson 2 of this Unit and Exodus 12 and 13.

Memory Verse Game

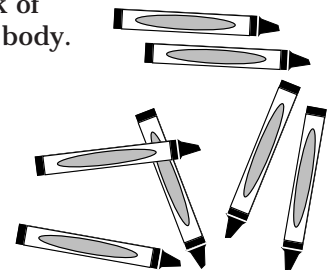
This lesson deals with several objects that can easily be made into memory verse puzzles. Draw a large loaf of bread on tan construction paper. Cut it into puzzle pieces and write the words of the verse on the pieces, one word for each piece, so that the words are in the correct order when the puzzle is put together in the shape of a loaf. Another puzzle could be made in the shape of a goblet, Communion glass, or cluster of grapes, on purple paper. Make enough puzzles so that several students can work together on one puzzle. Form teams and have a relay race. A child from each team will go to their team’s puzzle and put it together. When he has finished, he mixes up the puzzle again, and the next child from his team will put the puzzle together, and so on. This can also be done with pairs of students working together instead of as individuals, which can take the pressure off of new or shy children. The first team to have every child or pair complete the puzzle is the winner.

Guided Self-Application of This Lesson

Use the written work in the Study Guide to help the children apply this lesson to their lives. Give an opportunity for children to be saved. Help the students prepare to be baptized in water, if they have not yet done so, and if this is possible in your church. Encourage the children who have accepted Jesus as their Savior to begin to participate in the church Communion service if that fits with your church’s policy. These decisions need to be discussed with their pastor and parents.

Relationships

Paul wrote to the church in Corinth about the need to evaluate relationships with others and our motives before participating in Communion. You may want to discuss how God desires that we check our heart before we participate, and that He wants us to correct broken relationships before we take Communion. We are celebrating the work of Christ, and as believers we are working together in the Church as His body. (See 1 Corinthians 11:17-34.)



Unit 1

Serving in the Church

Lesson 9

Unit Theme: God's People

Scripture Text: Mark 10:42–45; Acts 6:1–7; Ephesians 4:11–16; 1 Timothy 3:1–13; Titus 1:5–10; 1 Peter 5:1–5

Lesson Objective: The learner will see the various positions and roles within the church.

Memory Verse: “For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many” (Mark 10:45).

Focusing Attention

- ❑ *The learner will identify several positions within the church, and will begin thinking about what those positions involve.*

Have the children write job descriptions for their pastor, a deacon in their church, and their Sunday school teacher. Explain that a job description is a list of what a person does on a particular job. Have volunteers read their descriptions while you list the duties on the chalkboard.

Communicating God's Word

- ❑ *The learner will be able to explain how God instituted leaders in the church and what the Bible says about their qualifications.*

As the Early Church grew bigger, it began to have some problems. The widows needed food and clothing. Then one group of widows complained that they were not getting enough help. The Apostles knew something should be done, but they were already busy preaching and teaching the Word and praying. They must not neglect these important duties. They held a meeting with the believers and told them to select seven honest and wise men who were filled with the Holy Spirit to take care of the business of the church. The Apostles laid hands on them and prayed for them. They knew they would need God's help in their work in the church. These seven men were the first deacons.

As the Church formed other groups of believers in other towns, leaders and helpers were needed in these new churches. God provided men and women for these jobs too. In Ephesians 4:11–16 we read that God gave apostles, prophets, evangelists, pastors, and teachers to the Church to prepare His people to do the work of the ministry. These leaders help God's people grow to become more like Jesus, so they can go out and win others to Christ.

Today God still calls people to serve in these positions. A pastor is the leader of a local church. He preaches the Word of God and cares for the spiritual needs of the people. A deacon is one who helps with the business of the local church and helps the pastor. A teacher often works in the Sunday school, teaching a smaller group of people about Jesus and God's Word. A person who travels from place to place preaching the good news about Jesus is called an evangelist. A person who goes to a foreign country or to a group of foreign people to preach about Jesus is a missionary.

These are just a few of the jobs that must be done in the church. The church needs many helpers. A janitor is needed to keep the church clean. Secretaries keep records and send letters. People who are good at math can count offerings. Some people work especially with children.

Musicians are needed to play instruments and sing. Ushers are needed to help people find places to sit, maintain order during the service, and to collect the offering. The church also needs people who give their tithe and offerings to help the church reach more people. Other people are needed to do works of mercy and kindness for those who are in need. Some are able to encourage God's people as they work for Him. Carpenters are needed to build churches. Artists can make the church more beautiful. Gardeners can care for the grounds around the church. (*Show Visual 1-2.*)

Jesus told His disciples that leaders in the Church are to be different from those in the world who treat people like slaves. The Christian leader is to be the servant of all. That is what the word "minister" means. All Christians are to be "ministers" and serve one another. And Jesus set the example for all leaders to follow. He came "not to be served, but to serve, and to give His life a ransom for many" (Mark 10:45).

Paul described to Timothy and Titus, who were young pastors, the kind of character to look for in pastors and deacons. They are to be ones who are well thought of for their good lives. They are to have only one wife and to teach their children to be obedient and respectful. They must not be proud or impatient, not greedy, not drunkards or fighters. They must enjoy having guests in their home. They must be able to teach. They must be full of the Holy Spirit and be wise, honest, fair, clean minded, earnest, wholehearted followers of Christ, who set good examples for others to follow.

Applying the Lesson

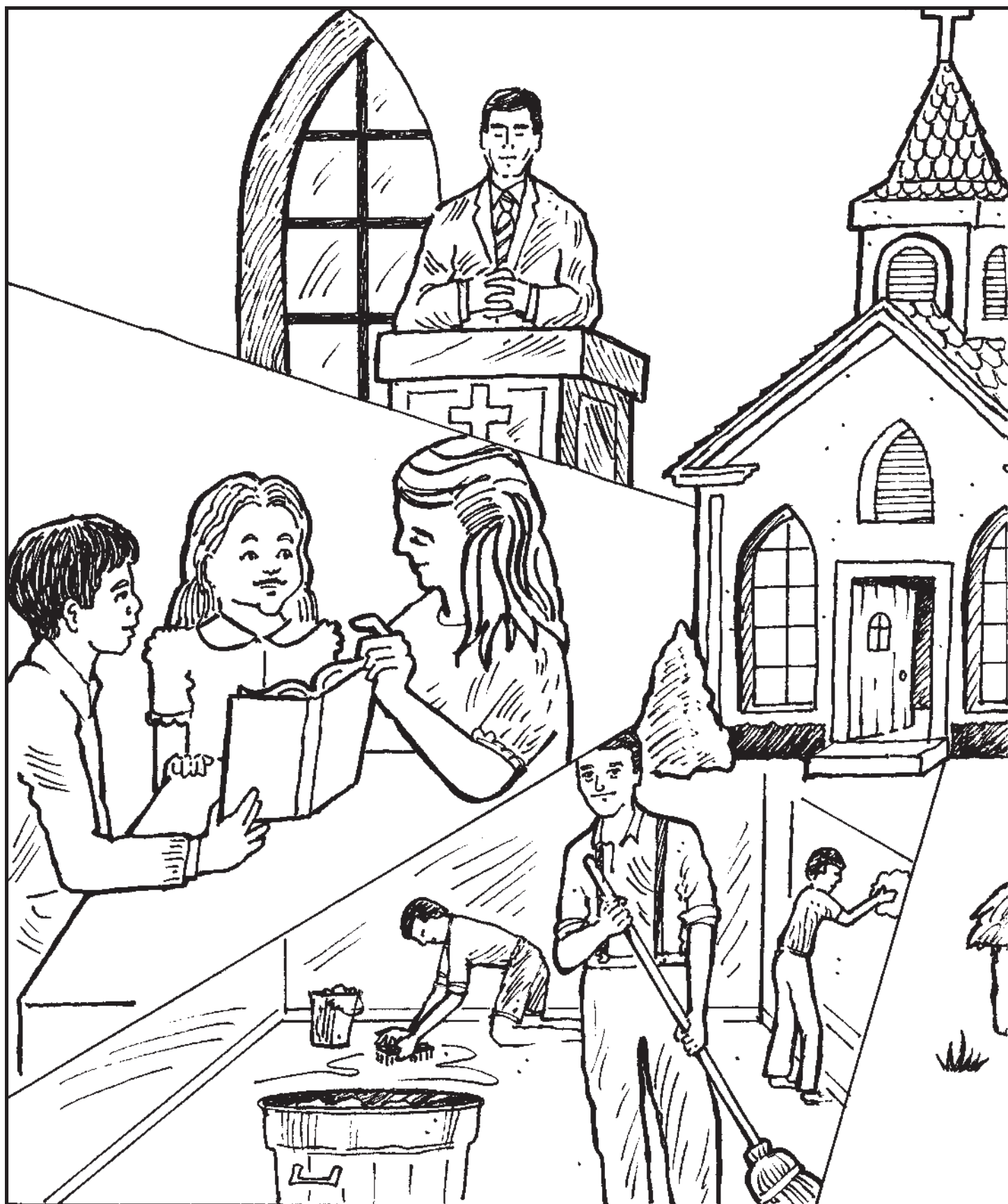
- ❑ *The learner will want to begin now to be the kind of person whom God can use as a worker in the Church.*

Paul wrote to Timothy and Titus that if a person wants to become a pastor or deacon, it is a good goal. To develop the kind of character God requires takes time and effort. Prayer, Bible study, and going to church faithfully are essential. You are preparing now for what you will be when you become an adult. If you begin today to follow Jesus' example of serving others, when you are grown, you will be the kind of person God can use in His Church. If you continue in your present way of living, what kind of person will you be when you are an adult? What changes do you need to make in your life now to become a man or woman of God? (*This is a good time to allow each student an opportunity to pray privately about the areas of their life that God needs to develop and change. They can be encouraged to ask the Holy Spirit to show them where they need to change and grow to be a better servant for Him. You may be able to pray privately with each student if it is a small group. If the group is too large or time does not permit, just allow time for them to pray silently, and then conclude the prayer time with a prayer for all of them.*)

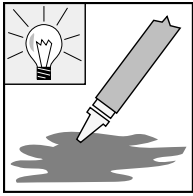
Directions for Study Guide

Follow the instructions in the Study Guide for each of the activities.

2. 1a,b,c; 2b,c,e; 3a,b,d
3. Mark 10:45, pastors, evangelists, deacons, teachers, missionaries; saints
4. missionary, giver, janitor, evangelist, usher, teacher, deacon, pastor; minister







Resource Pages

Guided Self-Application of This Lesson

Invite the pastor, a deacon, and/or a Sunday School teacher to your class. Interview them, or allow the children to ask them questions. Have several questions prepared to get the interview or discussion started:

How did you know God was calling you to this ministry?

What did you do to prepare for this ministry?

What do you do in the church?

After the lesson and the interviews, list the qualifications for pastors and church leaders on the chalkboard as the children recall them. Have them revise the job descriptions they wrote at the beginning of the lesson according to what they have learned. Use the questions at the end of the Bible lesson to help them identify the area of change in their behavior on which they will focus. Ask them to write a goal they will work on in the next few weeks. Encourage them to be specific in writing their goal, stating a specific behavior change they want to make in their lives to prepare themselves for their place in the church. Suggest that they keep a copy of their goal in their Bible so they can read that goal every day during their private devotions.

You may also want to refer again to some of the leadership training ideas from the Resource Pages of Lesson 2.

Writing Cinquains

A cinquain (sin-cane) is a five-lined stanza form of poetry that follows this formula:

Line 1: Title (one word—a noun)

Line 2: Describes the title (two words)

Line 3: Action words or phrase about the title (three words)

Line 4: Describes a feeling about the title (four words)

Line 5: Refers to the title (one word)

The children may enjoy composing cinquains about the various leadership positions in the church. They may work individually or as a group. Here is a sample cinquain based on this lesson.

Pastor

Under Shepherd

Prepares, preaches, prays

Cares for his people

Minister

Memory With Motion

Several different learning styles have been observed in people, including children. Many are visual learners; that is, they learn best through the sense of sight. Others are auditory learners; they learn best through the sense of hearing. Still others are kinesthetic learners;

they learn best through motion and doing. Everyone uses all these styles, but lean more heavily on one style than the others. People don't choose how they will learn best. It is something they are born with, like a preference for right-handedness or left-handedness.

A fun way to memorize Scripture verses is through motion. The learner chooses motions to represent the words in the verse. Meaningful motions become an effective aid to the memory.

Help the class choose motions to represent the words of the memory verse. The funnier they are, the more memorable they will be. Write them down. If, however, you find that you keep forgetting a motion, make up a new one. You can use a symbol for the first letter of a word, such as a sign from the international sign language.

Some common motions to represent words may include pointing to your ears, or cupping your hands behind your ears to represent "hear" or "hearing;" trace tears down your cheeks from your eyes drawing tiny circles with your forefingers to represent "crying;" point to your tongue for "taste;" point to your eyes or make circles of your thumbs and forefingers and hold them to your eyes like spectacles for "see" or "seeing;" point up toward heaven for "Lord" or "God;" point to each palm with your forefingers (like pointing out nail prints) for "Jesus;" smack your lips for "good;" or use the common local signals that would be easily recognized.

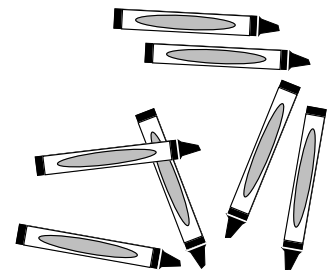
For Mark 10:45 you may want to suggest some of these motions: Hold up four fingers for the word "for." For the word "even," you could hold your palms up on the same level as though balancing a scale. For "the Son of man" use a series of motions such as rocking an imaginary baby in your arms then pointing to each palm to indicate Jesus. Beckon with your hand to represent "came." Form two interlocking circles with your thumbs and forefingers for "not." For the phrase "to be served" you could extend both arms with palms up as though carrying a large tray, then point to yourself. For the word "but" you could put your palms together with the back of one hand toward your face, then reverse so the other hand is toward your face. For "to serve" use the serving motion without pointing to yourself. For the word "and" draw a plus sign in the air. For "to give" draw a box in the air with both hands, then extend them outward with the palms up as though offering a gift to someone. For "his life" extend your arms out from your body to form a cross. For "a ransom" pretend to count out paper money one bill at a time. For "for many" hold up four fingers, then draw a world in the air with both hands.

This method gets the children involved with the meaning of the verse as well as memorization of it. And it's fun! Remember, however, that motions are only useful if they help the children remember faster or give deeper understanding of the verse.

Messenger to the King Relay

Divide the group into one or more teams depending on the number of students. Before the relay race roll a piece of paper into a "scroll" shape. Each team must choose a king to stand at the other end of the room or area where you can run. The teams line up and at the sound of a signal the first person from each team runs with the scroll down to deliver it to the king. The runner must hand the scroll to the king, get it back, and then run back to his team. He then hands the scroll to the next runner who will run with the scroll to the king, and repeat the actions of the first runner. Continue until everyone on the team has delivered the scroll to their king. The first team to have every messenger deliver the scroll wins.

During Bible times it was very common for messengers to run with scrolls to deliver messages to their king.



Unit 1

My Role in the Church

Lesson 10

Unit Theme: God's People

Scripture Text: Matthew 25:14–30; John 13:4, 5; Romans 12:5–8; 1 Corinthians 3:10–15; 2 Corinthians 9:7

Lesson Objective: The learner will desire to serve God in any way possible.

Memory Verse: “Now it is required that those who have been given a trust must prove faithful” (1 Corinthians 4:2).

Focusing Attention

- ❑ *The learner will be able to state what a steward is.*

Say, “I am a business manager of my master’s estate. I receive many benefits from my master, but I am his personal slave and everything I own and all I am belongs to my master. I am his most trusted slave, but periodically I must give an account of my work to him. In the Old Testament Joseph was one of these also. The apostles often called themselves slaves or servants of Christ, because they recognized all they were and all they owned belonged to the Lord—their abilities, their talents, their time, their possessions. What are we?” If no one can guess the answer, have the children look up 1 Corinthians 4:2. (*Steward*)

Communicating God’s Word

- ❑ *The learner will be able to explain the difference between a wise, faithful steward and a wicked, careless steward.*

To explain a truth about the Kingdom of God, Jesus told a story about two kinds of stewards. Their master was leaving on a long trip. He gave each one of his servants money to manage in his absence. To one he gave five talents (a talent is about 100 pounds of silver or gold), to another he gave two talents, and to a third, one talent. When the master returned from his trip, he called his servants to give an account of what they had done with his money.

The first servant had earned five more talents and was able to give his master a total of ten talents. “Well done, good and faithful servant!” said the master. “You have been faithful over a few things. I will now make you ruler over many things. Enter into the joy of your lord.”

The second servant had earned two more talents. He too was rewarded for his faithful service. But the third servant had been lazy and only made excuses. He could only give his master the original talent. “You wicked, careless servant!” the master said. “You should have at least put the money in the bank. Then I would have received interest on the money.” Then the master commanded that the talent be taken away from him, and he was thrown out of the master’s house.

Jesus wanted his disciples to see that as Christians, all we have and all we are belongs to God. He made us, and He has given us time, talents and abilities, and a certain amount of possessions to be used for His Kingdom. We will receive rewards in heaven based on what we do in this life with what God has placed in our care. We must be faithful to give our tithes and offerings to the Lord’s work in the church. Depending on our talents and abilities, we must do all we can in the church to help the Kingdom of God grow. Putting the Lord and His Kingdom first in our lives is good stewardship.

Jesus set an example for us to follow when He took the role of a servant and washed His disciples' feet. Many jobs need to be done in the church. They are not all glamorous. Trash must be picked up and thrown away. Floors need to be swept and the pews dusted. We must be willing to do whatever needs to be done.

The Old Testament teaches about tithing. A tithe is a tenth. While everything we receive comes from God, he asks us to give back to Him one-tenth of all we receive, for the care and support of our church and our pastors. By paying our tithes, we are recognizing that all we are and all we have belongs to God. We "pay" our tithes because it is required. In the New Testament Jesus and the apostles taught that we should give offerings to God in addition to our tithes, to show our love for God. Paying our tithes and giving our offerings is a way to worship God, as well as a way to serve God. We should do it on a regular, planned basis.

Applying the Lesson

❑ *The learner will identify ways he can serve in the church and will plan to do it.*

Jesus is like the master who gave talents to His servants to manage while He was away. Jesus has gone to be with His Father in heaven, but soon He will return to take His Church, to be with Him forever. He has given each one of us time, money, and abilities to be used to help His Kingdom grow. When He returns, He will ask us to give an account of what we have done for Him with what He has given us.

What are you doing now with what He has given you? Are you making good use of the time he has given you by studying hard and listening in school and church, and serving in the church, or are you wasting time? How do you use your money? Are you wasting it on things that harm your body, such as drugs or alcohol, or do you give back to God a tenth of what He gives you and use the rest wisely? Are you developing your abilities for use in God's Kingdom? Are you helping at home, at school, and at church? The Bible says that even a child is known by what he does. Does God know you as a good and faithful steward, or as a wicked, careless steward? While you are young, you are setting the pattern for your life. Begin today to be the Christian God designed you to be. Your role in the church is to be a faithful steward of what God has placed in your hands. *(Show Visual 1-2 as a tool to review the lesson. This can be a helpful way to discuss what your students can do as good stewards.)*

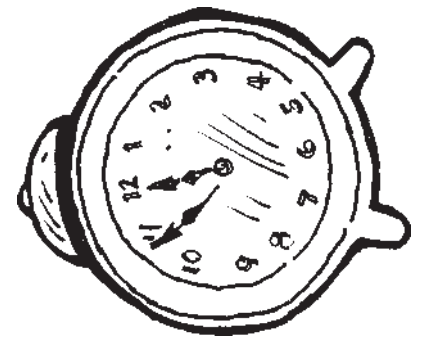
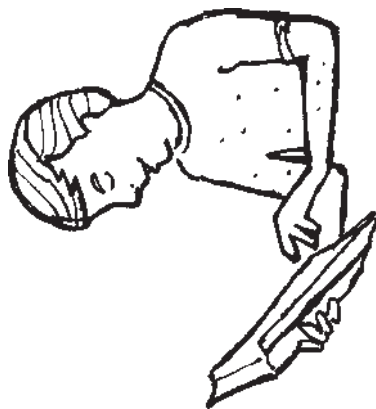
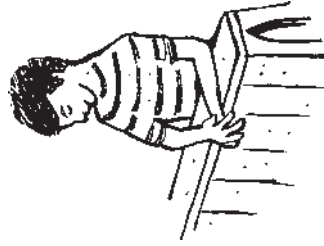
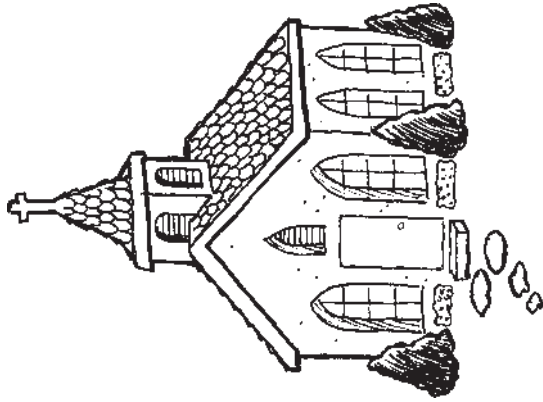
Directions for Study Guide

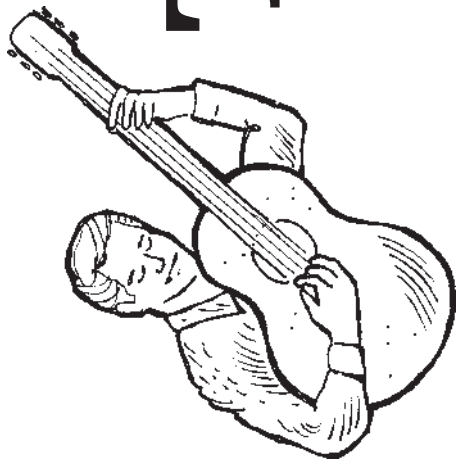
Follow the instructions in the Study Guide for each of the activities.

- 2 Fill in the blanks
3. 1 Corinthians 4:2
4. time, talents, money; careless, selfish, good looking, lazy; A faithful steward

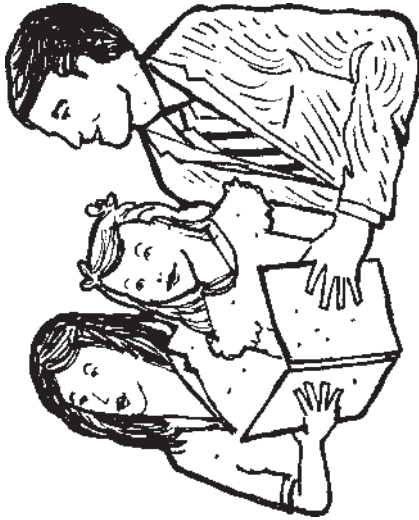
Be a Faithful Steward of

TIME

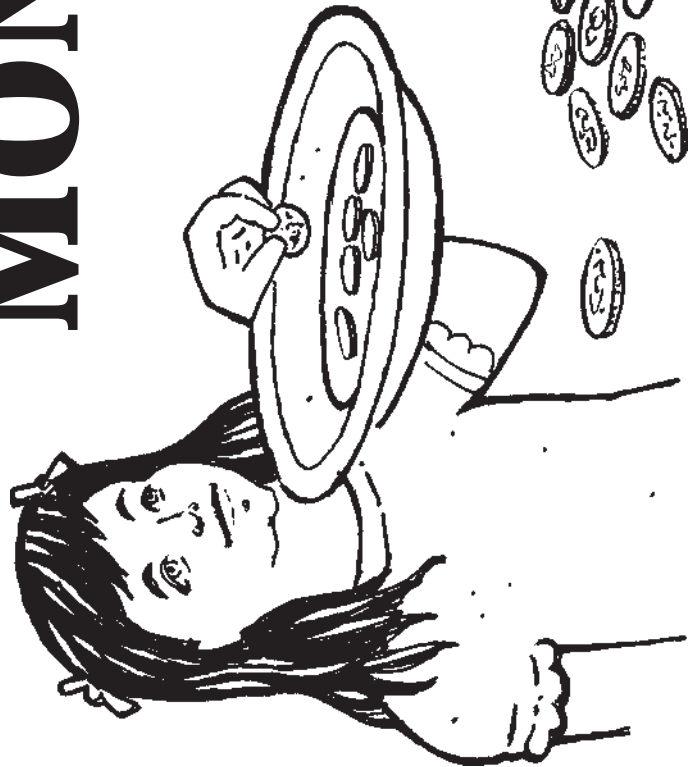




TALENTS



MONEY





Resource Pages

Teaching Children about Tithing

Millionaire John D. Rockefeller, who owned many oil refineries, was well-known as a tither. He said, "I would never have been able to tithe my first million if I had not learned to tithe my first dollar." Children are not too young to learn to obey God in the matter of tithing. The lesson and the written work in the Study Guide teach why we should tithe, but the children will need more help in learning how to figure their tithe. Based on your monetary system, teach them the mathematics of tithing. Bring a variety of change and bills to class to use in your teaching. Let them practice setting aside the tenth or tithe first and then out of what is left they can discuss offerings and their own needs.

Stewardship Posters

Have the children make posters as reminders of the importance of being a faithful steward of their time, talents, and money. Hang them on the classroom walls as reminders. They may want to make one similar to the Visuals 1 and 2 in this lesson. Discuss ways that they can give of themselves and what they have. Make the poster relevant to their own lives and situations. Discuss the talents they have and how they can use them for the Lord.

You may want to make individual posters or create one large poster with everyone's help for your class wall. This can be a reminder to the whole class and a source of review for the following lessons.

String a Verse

Write the words of the memory verse on paper, then cut the words apart and attach them in random order to a corkboard, a piece of plywood, or posterboard with pushpins or thumbtacks. Tie a long piece of yarn or string to the pushpin of the first word in the verse. The children can take turns stringing the yarn from one word to another, wrapping it around the head of the pushpins, linking the words of the verse in the right order. If you feel especially creative, the words of the verse can be used to draw a picture when finished, like a connect-the-dots picture.

Word of the Day

A good way to help children pay close attention during your teaching is to choose a key word from the lesson that you want them to learn. Tell the children to listen for that word and to clap once every time you use that word. Be sure to use the word several times in different ways during the lesson. A good word to use in this lesson is "faithful."

This is also a good way to have the students listen carefully in church services. Have them listen for the same word during the next sermon by the pastor. Have them count the number of times he uses your key word and report back to you the total. Remind them not to clap in the service, but just to keep count of the number of times they hear the key word.

Review Game

To make reviewing the lessons of this unit more fun, plan this review game. Pin the name of one of the characters, places, objects, or topics mentioned in the ten lessons of this unit on the back of each child. Have the children ask each other for clues, about who or what they are, without giving the answer. Then have the children try to guess who they are. As each

character, place, object, or topic is named, have the children tell what they remember about it. If they are unable to remember anything about the subject, have them refer to the lesson in their Study Guide where it is named.

For this specific lesson you may want to adapt this game by placing one of two signs on everyone's back: faithful steward or bad steward. By asking questions of other students they can determine whether their sign says faithful or bad. They must ask questions like: "Do I use time wisely?" "Do I give my tithes to God?" "Do I use my talents for the Lord?"

Memory Verse Review Game

Draw a Tic-Tac-Toe grid on the chalkboard. In each space write the reference of one of the memory verses from this unit. Divide the children into two teams. To decide which team goes first, have the first child on each team guess a number between one and ten. The one who comes closest to the number you have predetermined, starts the game. To play, the first team member selects a reference and quotes the verse. If he says it correctly, he places an "x" in that square. Then the other team's first member selects a reference and quotes the verse. If he says it correctly, he places an "o" in that square. Then the second member of the first team selects another reference and tries to quote it. The game continues until one team has placed its symbol in three boxes in a row, either vertically, horizontally, or diagonally. To give everyone a chance to play, repeat the game as many times as necessary.

Draw and Guess

Have one student at a time go to the blackboard and begin to draw a clue from one of this unit's lessons. The picture may be a person, a place, a symbol, etc. As they draw, the others must call out guesses as to what lesson is being reviewed in pictures. You can prepare small cards ahead of time with reminders of the various lesson ideas. Here are some of the clues you may want to place on the cards:

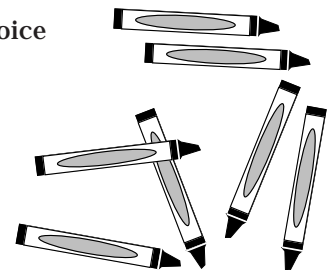
Abraham and Sarah
Joseph
Moses
Saul and David
testament, covenant
law
redemption
Early Church
missionary
Saul/Paul
ordinance
Communion
Water Baptism
deacons
pastor
steward

Symbols of the Church:

bride,
building,
human
body,
flock of sheep,
family,
garden.

Unit Examination

After reviewing all ten lessons in this unit, administer the multiple-choice test in the Study Guide. The answer key is provided on page 17 of the Instructor's Guide.



Notes

Class Record

Bible Curriculum 4-1

- Make a copy of this page on both sides to mail to ICI University. Use the address given on the title page.*

Instructor Information

Name _____

Mailing Address _____

City _____ Province/State _____

Country _____

Relationship to Student(s): ☐ Self ☐ Parent ☐ Instructor

Group Study

Type of Learning Center: ☐Individual ☐Family ☐Church ☐School

Name of Church or School _____

Address of Learning Center _____

Student Records

[illegible]

- Please list additional students on another sheet of paper and attach it to this report.

Instructor's Comments

• In order to help ICI University improve this course, please answer the questions below. Please circle the letter preceeding the comment that gives your honest feelings about the course, whether positive or negative.

1. I found this course to be
a) very interesting. d) uninteresting.
b) interesting. e) boring.
c) somewhat interesting.
2. Compared to other courses I have taught, this one was
a) very difficult. d) easy.
b) difficult. e) very easy.
c) about average.
3. I found the added resource ideas for the lessons to be
a) very practical. d) not practical.
b) practical. e) useless.
c) somewhat practical.
4. The statements of objectives were
a) very helpful. c) of little help.
b) helpful. d) not helpful at all.
5. The exercises in the Study Guide were
a) very helpful. c) of little help.
b) helpful. d) not helpful at all.
6. The Unit Exam was
a) very helpful. c) of little help.
b) helpful. d) not helpful at all.
7. The lesson format was
a) very clear. c) confusing.
b) clear. d) very confusing.
8. Reading the Instructor's Guide was
a) very easy. c) difficult.
b) easy. d) very difficult.




9. The reading level of the Study Guide was
a) very easy. c) difficult.
b) easy. d) very difficult.

10. Due to this course my knowledge of the Bible
a) increased a great deal.
b) increased some.
c) did not increase.

11. Due to this course my ability to teach the Bible was
a) increased a great deal.
b) increased some.
c) did not increase.

12. Overall, this course was
a) excellent. d) poor.
b) good. e) very poor.
c) fair.

13. Please tabulate the answers of your class to the Student Comments at the end of the Study Guide.

Item			
Entire course			
Instructor			
Written activities			
Bible lessons			
Group activities			
Unit exam			

14. Was there anything in the course that would be inappropriate or offensive to your culture? Please explain.

.....

.....

.....

.....

15. Write any suggestions you have for improving the course, or other comments.

.....

.....

.....

.....

Instructor's Guide for MY WITNESS Bible Curriculum 4-2

**by
AnnaLee Conti**

Instructional Development Specialist: Kathleen S. Jingling
Technical Editor: Ann Floyd
Illustrator: Roger Burkhart
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Developed in Cooperation with
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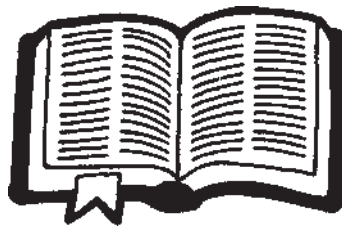
My Witness

4-2

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Memory Verse List 4-2

1. Matthew 25:23 “Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things.”
2. Proverbs 3:5,6 “Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight.”
3. Acts 5:29 “We must obey God rather than men!”
4. Matthew 26:41 “Watch and pray so that you will not fall into temptation.”
5. Esther 4:14 “Who knows but that you have come to royal position for such a time as this?”
6. 1 John 1:9 “If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness.”
7. 2 Timothy 2:3 “Endure hardship with us like a good soldier of Christ Jesus.”
8. Romans 1:16 “I am not ashamed of the gospel, because it is the power of God for the salvation of everyone who believes.”
9. Psalm 119:11 “I have hidden your word in my heart that I might not sin against you.”
10. Psalm 37:23 “If the Lord delights in a man’s way, he makes his steps firm.”



Bible Memory Award

Bible Curriculum

This certifies that

has memorized all 10 key Bible verses in 4-2.

Date

Signature

Bible Memory Award

Bible Curriculum

This certifies that

has memorized all 10 key Bible verses in 4-2.

Date

Signature

Exam Key

On the blank lines write the word or phrase that best completes each sentence. (Hint: Some words will not be used.)

God's Word	lied
faithful	dutiful
stoning	witness
power	hardships
trustworthy	witnessed
courage	death
prison	forgives
fasting	risked her life
plan	give an answer
prayer	trusted

1. Joseph is best known for being faithful to God and to his responsibilities.
2. All the soldiers in King Saul's army ran away in fear when they saw Goliath, but David trusted God and killed the giant.
3. Daniel and his three friends possessed courage when they said "no" to King Nebuchadnezzar's food and drink.
4. The three young Hebrews, Shadrach, Meshach, and Abednego, determined in their hearts to obey God's commandments when King Nebuchadnezzar told them to bow down to his statue, even if it meant death.
5. Daniel remained faithful in prayer even when he knew a law had been passed against it.
6. Esther risked her life to save her people from Haman's plot to kill them.
7. When Peter denied Jesus three times, he learned that Jesus forgives if we confess our sins to Him and believe His death paid for our sins.
8. On the Day of Pentecost the Holy Spirit was outpoured on the believers and Peter received power to be the witness for Jesus God wanted him to be.
9. Paul continued to preach the gospel even though he experienced many hardships.
10. Peter wrote that Christians should "be ready always to give an answer to every man that asks a reason of the hope that is in you."
11. To witness means to tell others what Jesus has done for you.
12. God's Word is like a road map because it shows us the right way to go in life.
13. God has a plan for everyone's life.
14. A little slave girl stolen from her home in Israel witnessed to her mistress and as a result Naaman, her master, was healed of leprosy.

Unit 1

Faithful Joseph

Lesson 1

Unit Theme: My Witness

Scripture Text: Genesis 37:39-41

Lesson Objective: The learner will observe the faithfulness of Joseph throughout all the difficulties of his life.

Memory Verse: “Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things” (Matthew 25:23).

Focusing Attention

- ❑ *The learner will be able to state that God prepares and trains us for whatever He asks us to do for Him.*

Write this arithmetic problem on the chalkboard: 6.79510 divided by .9614. Ask if anyone knows how to solve this problem on the board. Explain that few, if any, fourth graders know how to do a division problem like this one. Then write this problem on the board: 9 divided by 3. Ask for volunteers to solve this problem. Most fourth graders will be able to do this one. Explain that in school they learn in small steps how to do harder work. God does the same for us. When He wants us to do something big for Him, He teaches us how in many small steps so we will be ready when the time comes, just as He did for Joseph.

Communicating God’s Word

- ❑ *The learner will be able to tell the story of Joseph’s experiences in Egypt that prepared him to be governor.*

We like the story of how Joseph, who was sold into slavery by his brothers, became governor of Egypt. But there is more to that story. (*Show Visual 1-2.*) For many years Joseph was a slave before he was discovered by Pharaoh. He experienced many hard things.

When 17-year-old Joseph first arrived in Egypt, he was bought by Potiphar, Pharaoh’s captain of the guard. Potiphar saw that the Lord was with Joseph and everything that he did succeeded. Potiphar made Joseph overseer over his household and over all he owned. He knew he could trust Joseph.

Potiphar’s wife saw that Joseph was a handsome young man. She fell in love with him and wanted him to go to bed with her. Joseph knew that would be a sin against God and against his master, so he refused. But Potiphar’s wife did not take no for an answer. One day when Joseph was in the house by himself, she went in to tempt Joseph. She grabbed his robe and tried to get him to make love to her. Joseph jumped up and ran away, leaving his robe in her hand.

Now Potiphar’s wife was angry with Joseph. She called to the other men of her house and showed them his robe. “That Hebrew tried to lie with me,” she told them. “When I cried out for help, he ran away, leaving his robe with me.” When Potiphar came home, she told him the same lie. Potiphar was angry and had Joseph thrown in prison.

The Lord was pleased with Joseph and continued to make him successful. Soon the jailer put Joseph in charge of everything in the prison. One day Pharaoh’s chief butler and chief baker were thrown in prison because Pharaoh was angry with them. That night each had a dream that upset him. In the morning they told Joseph their dreams, and God gave him the interpretations. In 3

days the butler would be restored to his position with Pharaoh, but the baker would be hanged, Joseph told them. When it came to pass, Joseph asked the butler to tell Pharaoh about him and how he had been thrown into prison unfairly. But the butler forgot about Joseph.

Two years later Pharaoh had a dream which no one could interpret. Then the butler remembered Joseph and told Pharaoh about him. Pharaoh sent for him immediately. God again gave Joseph the interpretation: “God is showing Pharaoh that He is about to send 7 years of plenty followed by 7 years of famine upon Egypt. You should choose a wise man to oversee the storage of food in the years of plenty to provide for the years of famine.”

Pharaoh answered, “No one is wiser than you, Joseph. You will be governor over all Egypt. Only I will be greater than you.”

Applying the Lesson

- ❑ *The learner will trust God in the hard things in life, knowing that God is teaching him and preparing him for the future.*
- ❑ *The learner will want to be faithful, even in the little things.*

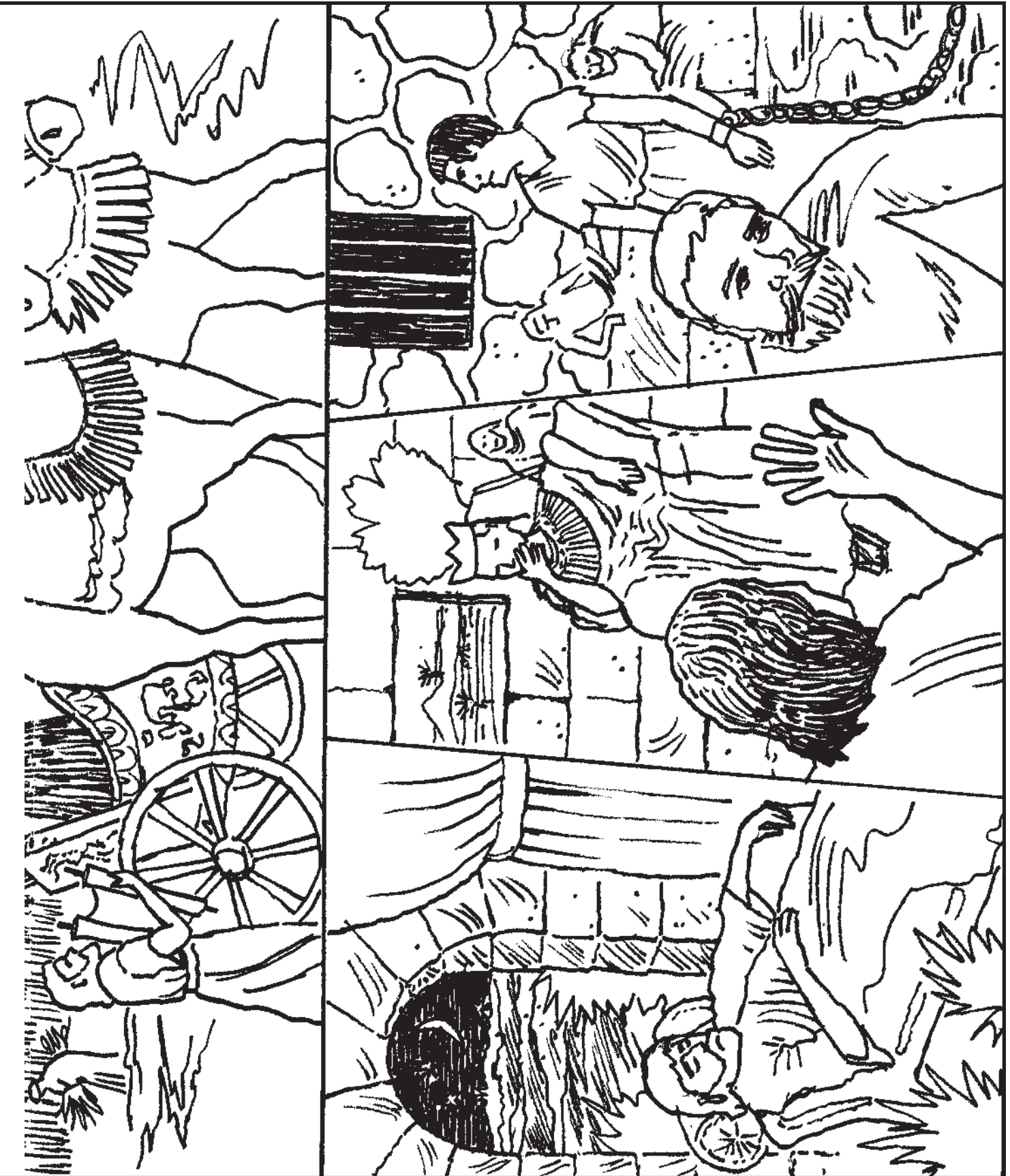
Joseph spent many years as a slave and in prison. Yet, he remained faithful to God and faithful to carry out his responsibilities. He didn't fuss and complain. He didn't pout or refuse to do what he was asked. He trusted God in spite of the hard times. He knew God was in control of his life. Back at his home he had dreamed that God had great things for him to do with his life. He did not let hard times cause him to give up hope. Because he was faithful in the little things, God caused him to be raised up to places of authority, just like the faithful servant in the parable Jesus told. “Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things” (Matthew 25:23).

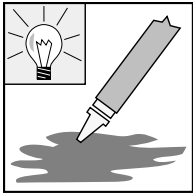
You too can trust God in the hard times. God uses the hard things to teach us important lessons and to prepare us for the work He has for us in the future. Are you experiencing some hard things in your life right now? Trust God and don't give up. Decide now to be faithful, even in the little things. Then God will be able to trust you with bigger things. Everyone saw that the Lord was with Joseph because he was faithful. When we are faithful, it is a good witness for Jesus too.

Directions for Study Guide

2. The word *faithful* will complete all the sentences.
3. Students will work through a maze to get Joseph from prison to palace.
4. Students will cross out temptations and circle ways to be faithful.







Resource Pages

Guided Self-Application

In Christian education, learning is more than knowing Bible content. If a student has really learned, we will see change in his life. Life change is not the automatic result of teaching. Without specific training, the student will probably not see the relationship of Bible content to his own life. The teacher must relate the truth to the lives of the students. Yet, each student has his own unique personality and particular set of circumstances to which he needs to apply the truths of God's Word. The challenge to the teacher is to help all the students discover their own areas of need to which the particular Bible lesson relates. The best way to accomplish this important task is through guided self-application.

Guided self-application should be used with every Bible lesson. After the Bible content has been communicated, the first step is to give the students opportunity to express the Bible truths in their own words. A variety of teaching methods can make this fun as well as educational. The question and answer method, role-playing or other forms of drama, writing activities, drawing or other forms of artwork offer opportunities for the students to express their understanding of the Bible principle. The teacher is able to immediately correct any misunderstandings the student may have.

When you are sure they have understood the Bible principle in the lesson, the second step is to lead the student to see several areas where the principles apply in life. Life application stories with discussion are an effective way to do this. When the class explores together how the lesson may apply to their lives, new ways of thinking are opened up. To enable students to participate without fear of exposing their own weaknesses and sins to the group, set up a situation in which ideas can be shared objectively. Instead of saying, "How would you feel or act if . . . ?" ask, "How would people in our church feel or act . . . ?" The situation is brought close enough to make it real, but not so close as to make individuals feel uncomfortable responding. Later, the students will have opportunity to respond individually in a nonthreatening manner.

The third step in guided self-application is to lead the students to narrow down their individual focus to one area for deeper personal exploration. If they try to not work on too many areas of application at once, life change is less threatening and more attainable.

Fourth, lead the students to think through in depth how the Bible principle applies in this one area which they have chosen to focus attention on.

Fifth, help the students plan how to act upon the Bible truth in this one area and encourage and help them carry out those plans.

In guided self-application, the teacher acts as a guide, leading the students to make their own application. The result is more personal application that is remembered longer and is likely to be acted upon in their lives. Another advantage is that students acquire skill in applying Bible truths to their lives, which they can use in their own personal Bible study the rest of their lives.

Here is how you might apply this method of application to this Bible lesson.

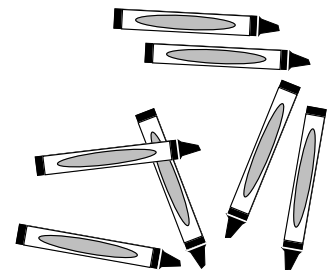
1. To help the students restate the Bible truth in their own words, allow them to dramatize the Bible story. Then ask, "At what time in his life do you think it was hardest for Joseph to remain faithful?"

2. To lead students to see several areas where Bible truth applies to life today, ask, “Do you think Christians today face similar times when it is hard to be faithful? What are some of those situations? What can we do in these situations?”
3. To help the students narrow down to one area for deeper personal exploration, have the students do the written work in the Study Guide for this lesson, especially the last page. Then ask them to draw a picture or write a paragraph describing a situation in which they are most tempted to sin or to be neglectful. Do not ask them to share these unless they want to do so voluntarily.
4. To help the students think through in depth the implications of the Bible truth in this one area, ask them to draw a picture or write a paragraph of what the results might be in their lives if they give in to the temptation identified in step three. Also, ask them to give the results if they are faithful to resist temptation.
5. To lead the students to plan how to act upon the truth they learned in this lesson, give them materials to design and make bookmarks or posters on which they will illustrate the words, “I will be faithful in” Have them choose to illustrate the area they have been considering personally. Encourage them to place the bookmarker or poster in a place where it will remind them that God is pleased when we are faithful.

Follow this format in developing guided self-applications for each Bible lesson you teach. You cannot force students to apply the lesson to their lives; you can only guide them. As you encourage to follow through on their plan of action, you are more likely to see real change in their lives, which is the ultimate goal in Christian education.

Using Drama

Students enjoy dramatizing. Drama is useful in helping students experience the feelings of the Bible story characters. The role-playing of contemporary situations can lead to insights and more truth. Drama also helps to reinforce the Bible story and lesson truth. Ask volunteers to act out the various parts of the story. Allow as many students as possible the opportunity of playing Joseph. To help them dialogue when it is not given specifically in the Bible text, ask them how they would feel or what they would think or say if they were in the situation. If you have access to books about life in Bible times, you can gather more information for them. Encourage the students to ad lib the dialogue. In this way you will be able to observe whether or not they have understood the story and you can immediately correct any misunderstandings.



Unit 2

David Trusted God

Lesson 2

Unit Theme: My Witness

Scripture Text: 1 Samuel 17-31; Psalm 37

Lesson Objective: The learner will see that David trusted God even when the circumstances looked bad.

Memory Verse: “Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight” (Proverbs 3:5,6).

Focusing Attention

- ❑ *The learner will understand that we all face bullies in our lives, but we can trust God to help us.*

What is a bully? What can you do when you come face to face with a bully? (*Allow responses.*) A bully is someone who tries to control you by threatening to harm you. David had to face some bullies in his life, as we all do, but he trusted God to help him.

Communicating God’s Word

- ❑ *The learner will be able to describe how David trusted God in his times of trouble and how God protected him.*

David was probably about 18 years old when Samuel anointed him to be king of Israel. But he, like Joseph, had to wait a long time and go through many troubles before he actually became king. He had many lessons to learn to prepare him to be a good king. (*Show Visual 1-2.*)

Not too long after David was anointed king, his older brothers were called into the army. The Philistines were making war against Israel. Jesse, their father, sent David to take food to his brothers and find out how they were doing. David arrived at the army camp just as the men were going out to battle. He quickly found his brothers. As they were talking, he heard a horrible, roaring voice: “Choose a man to fight me. If he kills me, we will be your servants; but if I kill him, you will be our servants.”

David looked across the valley toward the Philistine camp. There he saw the biggest man he had ever seen. He was over 9 feet tall, and he was dressed in armor. As soon as the men in Saul’s army heard the giant, they all ran away in fear. “Why doesn’t someone fight him?” David asked. “Who does he think he is to challenge the armies of the living God?”

When Saul heard about David, he sent for him. “I will fight this Philistine,” David told him.

“But you are just a boy, and he is a man of war,” Saul said.

David answered, “When I was taking care of my father’s sheep, a lion and a bear took a lamb. I killed them and saved the lamb. This Philistine shall be as one of them.”

Then Saul told David to wear his armor; but when he tried it on, he knew he could not fight in it. So David took his shepherd’s staff, chose five smooth stones from the brook, and put them in his bag. Taking his slingshot in his hand, he approached Goliath.

When Goliath saw David, he laughed, and said, “Am I a dog that you come to fight with sticks and stones? Come, I will feed you to the birds and beasts.”

Then David replied, “You come to me with a spear and a shield, but I come to you in the name of the Lord of hosts, the God of Israel, whom you have denied. Today the Lord will deliver you into my hand, and everyone will know that there is a God in Israel.”

Having said this, he took a stone from his bag, put it in his slingshot, and let it fly. The stone hit the giant in the forehead, and Goliath fell to the ground dead. As soon as the Philistines saw him fall, they tried to run away; but the army of Israel chased after them and killed them.

After the battle Saul placed David in charge of the men of war. As they returned home, the women of Israel came out to meet them. “Saul has killed his thousands,” they sang, “but David has killed his ten thousands!” When Saul heard that, he was jealous. The next day Saul was in a bad mood. He asked David to play his harp for him. Saul knew the Lord was with David, and he knew the Lord had left him because of his disobedience. As he listened to the harp, Saul suddenly threw his spear at David. David saw it coming and jumped out of the way.

The more Saul feared David, the more wisely David behaved. All Israel loved him. When Saul continued to threaten his life though, David had to go into hiding. For many years Saul chased David around the countryside. David and the men who joined him had to hide in caves and in the wilderness. One time Saul came into the mouth of the cave in which David and his men were hiding. Not knowing they were there, Saul laid down and went to sleep. David sneaked up on him and cut a piece off his robe. When Saul awoke and left the cave, David called after him. “I could have killed you, but I will not harm the one the Lord has anointed,” David said, showing Saul the piece of his robe. Even though Saul said he was sorry, he still continued to hunt David, until finally Saul was killed in a battle with the Philistines.

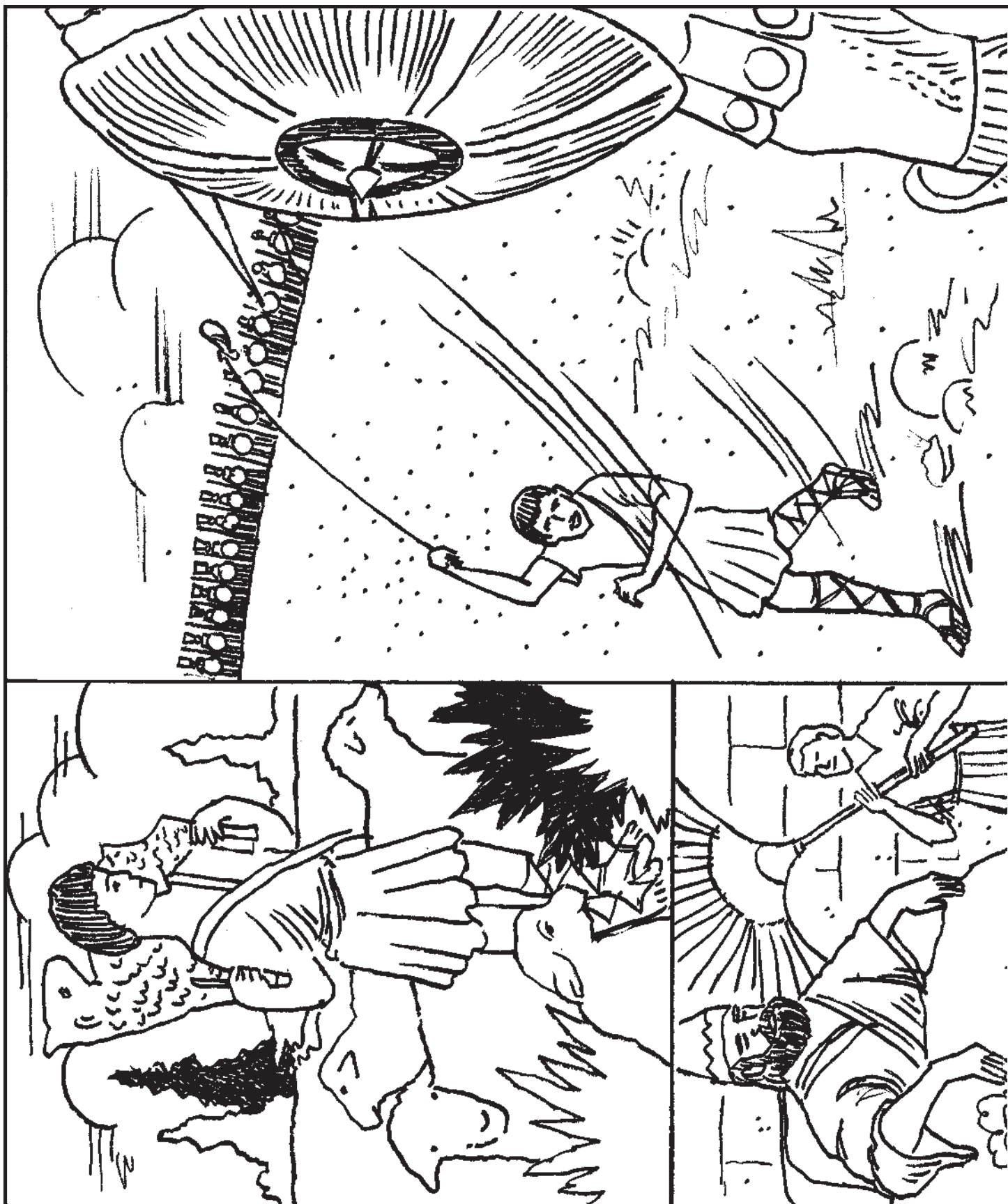
Applying the Lesson

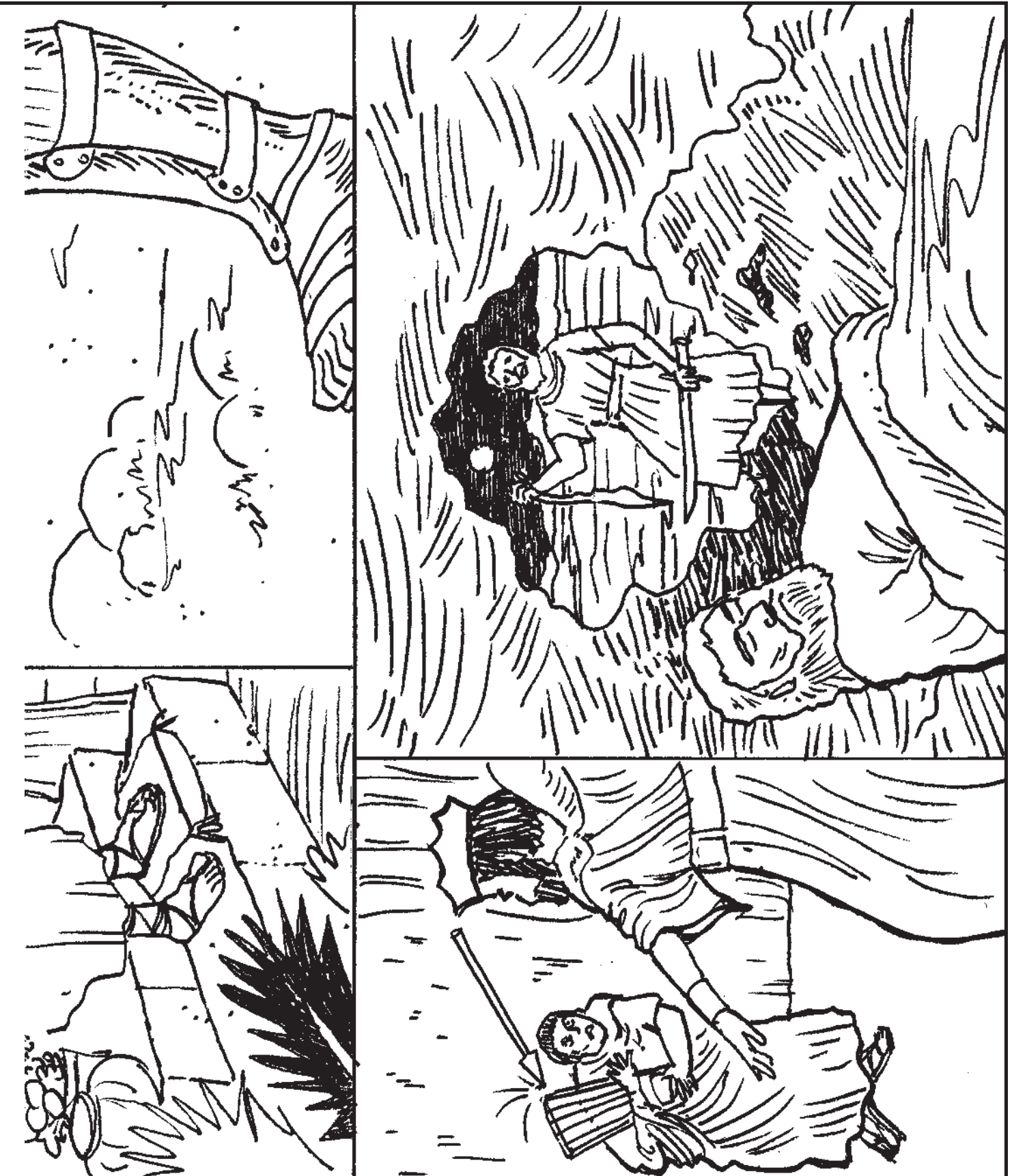
□ *The learner will determine to trust God to see him through his own hard times, just as David did.*

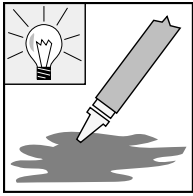
All through his troubles David trusted God to make him king of Israel just as He had promised. And God protected him. David did not try to kill Saul. He allowed God to work it out. In God’s time, David became king, and he had learned many valuable lessons through his troubles. Psalm 37 describes some of the lessons he learned. We too can trust God to help us overcome our problems, even when they are so big they seem like giants to us. Just as our memory verse says, if we trust in God and obey Him, He will guide us.

Directions for Study Guide

2.
 - 1) ran away
 - 2) trusted God
 - 3) armor
 - 4) big
 - 5) slingshot
 - 6) David
 - 7) Saul, David
 - 8) Saul, David
 - 9) Saul
 - 10) David, Saul
 - 11) Saul, David
 - 12) David, Saul
3. Students will connect the dots to form a harp.
4. Answers will vary.







Resource Pages

Training Tomorrow's Leaders

Today's children are the leaders and workers in tomorrow's church. To prevent a dearth of leaders tomorrow, it is important to begin leadership training in childhood. Children need to be taught what leadership is and how to be a good leader. This unit of Bible lessons about leaders God called and prepared to lead His people provides a natural opportunity to begin leadership training.

Children spend much of their lives doing what adults tell them to do. Of course, due to their lack of experience, they need such guidance. They need to learn to obey their parents and teachers so they will know how to obey God. Suddenly, however, when children reach adulthood, we expect them to make mature, independent decisions and to take their places in the world, using their authority responsibly and relating constructively to those who are over them. Yet, in spite of the importance of developing these skills, children get little opportunity to learn and practice them.

Children don't want nor can they handle complete authority. They do, however, need safe but challenging learning situations in which they can learn leadership skills and test their abilities to use authority properly. They need to know that being a leader does not mean being the boss, but that leadership provides a means of serving, just as one who follows serves.

In developing learning situations, begin with simple games in which children are the leaders: Sculptor (where one child molds another child by moving the child's arms, legs, and body into the desired positions to achieve a desired shape, such as an animal, bird, etc.); Mirror (the children imitate the actions of one child); Follow the Leader (one child leads the group around the area, and the group must imitate the actions and manner, etc., of the lead child). Make up or adapt other games.

When the children are comfortable with these simple games, let them improvise skits, having one child direct the actions of the other children. The children can also role-play how to resolve conflict situations in relationships between leaders and followers, such as parent-child or teacher-pupil relationships. In role-plays, one child extemporaneously plays the role of the parent or teacher and another plays the child or pupil. You can set up the situation or problem to be dramatized in the role-play. This is an effective means of helping children experience in some measure how another person feels, and why he reacts as he does in certain situations.

Role-plays can be easily adapted to the Bible lessons. A role-play of David and Saul can give the children insight into the feelings of these Bible characters. Skits can be developed around the lesson theme or another related theme, such as jealousy, which is a common emotion children need to learn to overcome. The game of Mirror or Follow the Leader can incorporate the actions of Daniel and his three Hebrew friends who said no to sin. Use your imagination to come up with usable ideas for the particular lesson.

To make these learning situations comfortable and fun, begin by expressing the following guidelines for leadership games. Then enforce them strictly.

Rule 1: The followers will treat the leader just as they want to be treated when it is their turn to be the leader. Let the children know that everyone will have an opportunity to be a leader sometime in the next sessions. Explain that part of learning to be a good leader is learning to be a good follower.

Rule 2: Each child must do what the leader asks him to do. If the request is not appropriate, you, of course, will intervene.

Rule 3: Opportunity will be given afterwards for the followers to express their reactions. Each child needs to learn that while it may be exciting to possess authority and power, there is no guarantee everyone will like the way he uses it. By listening to the reactions, the leader will begin to understand how to use authority effectively. Remind the children to be kind in how they express themselves.

Rule 4: No interruptions nor rudeness to the leader will be allowed.

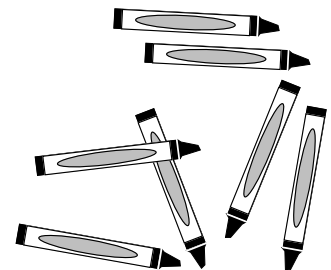
When the children seem comfortable being in front in leadership situations, begin assigning them short leadership roles in teaching the lesson activities. Explain to them how to plan and prepare for their assigned activity. Give everyone an opportunity, not just the natural leaders.

As the children participate in leadership, they will develop a sense of pride and belonging and will be more cooperative because of the confidence the teacher has shown in them. And as we develop their leadership potential, we help provide trained leaders for the church of tomorrow.

Making Memory Work Meaningful

Guidelines for making memory work more meaningful and effective:

1. Repeat with variety. Memorization depends primarily on repetition. The challenge to the teacher is to find ways to involve repetition without boring the students. Memory verse game ideas are included in subsequent lessons.
2. Use as many of the senses as possible in the memorization process. Activities that involve the senses in memory work include reading the verse silently (sight); reading the verse aloud (sight and hearing); writing the verse as it is read aloud (sight, hearing, and touch or doing); making up motions to represent the words in the verse (motion or doing, along with sight and hearing). Games involve one or more of the senses. The more of the senses involved, the longer the students will retain what is learned.
3. Associate it with daily life. Help the children see how it relates to them. Quote the verse to them in every appropriate situation.
4. Teach it in context. The memory verse is not something to be tacked on at the end of the lesson. Introduce it in the Bible lesson where it fits into the context. Explain what the verse means.
5. Give individual attention. Allow each child the opportunity to quote the verse from memory. Help him with the rough spots.
6. Recognize and commend achievement. See Memory Awards on page 13.



Unit 2

Three Courageous Hebrews

Lesson 3

Unit Theme: My Witness

Scripture Text: Daniel 1, 3

Lesson Objective: The learner will see that young men and women can stand firm for God even when it is not popular.

Memory Verse: “We must obey God rather than men!” (Acts 5:29)

Focusing Attention

- ❑ *The learner will be able to tell what an idol is.*

What is an idol? (*Allow responses.*) Let’s read Exodus 20:3-6 and Isaiah 40:18-20; 41:6,7; 44:6-22. Even though we may not worship an idol made of wood or stone or metal, anything we put ahead of God in our lives is an idol to us.

Communicating God’s Word

- ❑ *The learner will be able to recount the story of the three Hebrews who refused to worship the golden image and were saved from death in Nebuchadnezzar’s fiery furnace.*

The Hebrew people had disobeyed God’s commandments time and time again. They kept on worshiping idols, even though God had told them not to. Finally, God allowed King Nebuchadnezzar of Babylon to destroy Jerusalem and take them into captivity.

King Nebuchadnezzar told his servant Ashpenaz to select the best young men of the Hebrews to train for work in the government. Daniel and his three friends, whose Babylonian names were Shadrach, Meshach, and Abednego, were among those who were chosen. The king sent food for all the young men from his own table. The meat had been offered to idols, and the drink was alcoholic. Daniel and his three friends did not want to sin against God’s commandments by eating this food. (*Show Visual 1.*) They asked Ashpenaz for lentils and water instead. He was afraid of what the king would say if they did not look as healthy as the other young men. He agreed to let them eat what they wanted for 10 days. If they looked healthy, he would let them continue. At the end of 10 days Daniel and his friends looked healthier and had done better in their studies than all the other young men. God had honored their faithfulness to do right even when it was not popular.

After their training was completed, the four young men were given positions in the government—Daniel in the king’s palace, and his friends in the province of Babylon. One day King Nebuchadnezzar decided to make an image of gold and set it up on a plain in the province of Babylon. He then called all the government officials to come to the dedication. He commanded, “When you hear the music, you must all bow down and worship the golden image. Anyone who does not bow down and worship will be thrown immediately into a fiery furnace.”

Shadrach, Meshach, and Abednego did not bow down and worship the image. When the king heard they had not obeyed his order, he was furious. He had them brought to him. “Why did you refuse to worship my image? Can your God deliver you out of my hands?” he asked.

They answered, “O king, our God is able to deliver us out of your fiery furnace. But if He doesn’t, we still won’t serve your gods nor worship your golden image.”

Nebuchadnezzar was so angry, he told his men to heat the furnace seven times hotter. Then he commanded the strongest men to tie up the three Hebrews and throw them into the furnace. The furnace was so hot that the strong men were killed when they threw the three Hebrews into the fire.

Suddenly, Nebuchadnezzar stood up. Pointing a shaking finger at the furnace, he asked, “Didn’t we throw three men into the furnace? Who is that fourth man? He looks like the Son of God! And how can they all be walking around in the fire, and none of them are burned?” (*Show Visual 2.*) Then he called to the three Hebrews, “Shadrach, Meshach, Abednego! Come out!”

When they came out of the furnace, the king and his men were amazed because the three Hebrews did not even smell of smoke. They were not burned. Their clothes and hair had not been touched by the fire. The king said, “Blessed be the God of Shadrach, Meshach, and Abednego, who has delivered them from the fiery furnace. You may worship your God and not our gods. Anyone who speaks against your God will be destroyed.”

Applying the Lesson

❑ *The learner will determine to stand true for God no matter what.*

The three Hebrews knew God could save them from death, but they didn’t know if He would. Courageously, they determined in their hearts they would not disobey God’s commandments, no matter what the cost. There are many people today who will try to make us disobey God’s will. They may threaten to harm us if we don’t do what they want us to do. Even our friends who do not know Jesus may decide they don’t want to be our friends if we don’t go along with the crowd and do what they are doing. But the Holy Spirit will give us the strength to obey God no matter what. All we have to do is trust God and do what is right.

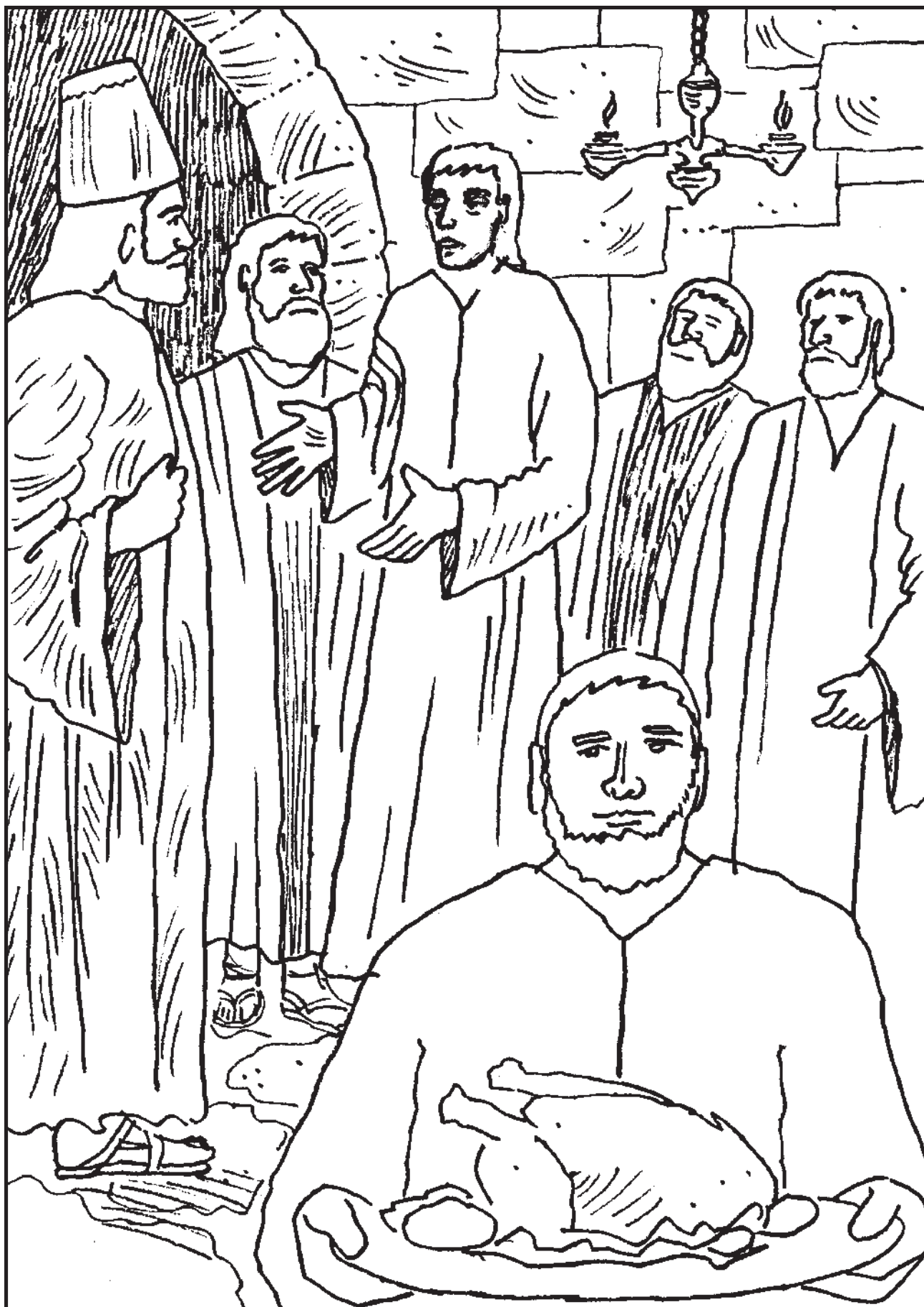
When the big test came for the three Hebrews, they were able to stand firm for God because they had chosen to obey God in the littlethings, like eating and drinking. If we are going to be able to stand firm for God when we face a big trial or temptation, we must choose to obey God in every little detail of our lives too. Our character is made up of the habits we develop. Habits form from the way we act and what we do in the situations we face. To have godly character, we must choose to obey God every day. Let’s follow the example of the three Hebrews.

Directions for Study Guide

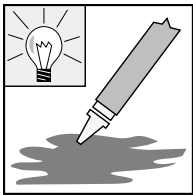
2.
 - 1) captives
 - 2) worship
 - 3) Nebuchadnezzar
 - 4) furnace
 - 5) Babylon
 - 6) image
 - 7) lentils

key word: *courage*

3. Code completes Acts 5:29.
4. Answers will vary.







Resource Pages

More About Role-plays

In Lesson 2 suggestions for preparing children to become leaders included some ideas for role-playing. Role-playing is an unrehearsed portrayal of a problem which allows the group to see and feel the real problem situation. It permits the group to be more objective in discussing the problems presented. If the students know their ideas and feelings will be respected by you and the other students, role-plays also allow students to express emotions and feelings in a make-believe situation when they may not otherwise be willing to express them. Through role-plays students may find answers to their problems. Role-plays can also prepare them to handle difficulties in interpersonal relationships, in witnessing, in life situations, without becoming discouraged or doubting that God cares.

Role-plays can be an effective teaching method for this lesson about the three courageous Hebrews. Role-plays could include the two situations in which Daniel and his three friends found themselves in when they were in Babylon. The children can then role-play situations they may face in their lives where they must stand firm for God in the face of ridicule, threats, loss of friendships, even bodily harm. Through discussion the class can suggest possible situations to role-play. In this way, the students can work out ahead of time possible ways to act when faced with these situations.

The first step in role-playing is to define the situation. For example, let's say a friend is pressuring a student to be part of the gang and do drugs.

The second step is to assign roles. In our example, one student plays the friend with the drugs and another plays the Christian student.

The third step is to brief the players and the group. It is not necessary to tell the group who is facing this situation in real life, but the teacher needs to explain what has happened up to the point where the role-players begin to enact the situation. For example, the teacher might say, "Richard (*use a name that no one in the class has*) has a friend (*James*) who has become involved in doing drugs. They have been best buddies all their lives. His friend wants him to join him in doing drugs. James threatens to not be Richard's friend if he doesn't go along with him." Role-play the conversation from that point.

Fourth, when the action has gone as far as seems appropriate and meaningful, cut the action. Then discuss the scene. Allow each participant to express what he was feeling during the role-play and what insights each gained. Allow the group to suggest other solutions, which may lead to further role-playing.

Helping Students Remember

The five senses are the doorway to the mind: sight, hearing, touch, taste, and smell. Touch has the largest organ—the skin. Most learning comes through the sense of sight. Hearing is the last sense to be lost at death. Smell has the most powerful effect on the memory. Over a lifespan the average person learns 83 percent of their knowledge by the sense of sight; 11 percent through the sense of hearing; 3 percent through the sense of touch; 2 percent through the sense of smell; and 1 percent through the sense of taste.

The senses work synergistically. That means that using more than one sense in the teaching-learning process results in greater learning than the sum of each percentage individually. Therefore, the more senses involved in the teaching-learning process, the greater the learning.

Emotions heighten memory. We remember what we want to remember. We remember whatever we sense a need to remember. The task of the teacher is to create in the learner a sense of need and desire to learn. We do this through teaching methods and activities that interest the students.

Pupil's Ability To Retain Information

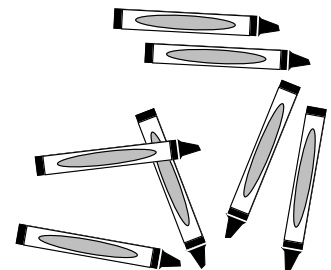
- up to 10 percent of what they hear
- up to 30 percent of what they see
- up to 50 percent of what they see and hear
- up to 70 percent of what they see, hear, and say
- up to 90 percent of what they see, hear, say, and do

<u>Method of teaching</u>	<u>Recall 3 hours</u>	<u>3 days</u>
telling alone	70%	10%
showing alone	72%	20%
telling and showing	85%	60%

A Chinese proverb says, "I hear and I forget; I see and I remember; I do and I know." Learning by doing, or activity learning, is necessary for retention and for life change, which is the goal of Christian education. The above chart and graph show the importance of learning by doing and involving the senses in the teaching-learning process. Use the suggestions under Resources to help you involve your students in the lesson and the activities in the Study Guide to help reinforce the memory verse and lesson theme. Be creative and use these ideas to come up with your own activities that will help your students learn more effectively.

Memory Verse Musical Chairs

Set up two rows of chairs, back to back, with one less chair than you have students in your class. Play some music on a record or a tape, or on the piano or other instrument, or sing. While the music is playing, the students will circle around the chairs single file. As soon as the music stops, the students sit in the chair nearest them. The one student left standing must then quote the memory verse in order to stay in the game. If he cannot say the verse, he is out. Each time a student goes out, remove one chair.



Unit 2

Daniel's Confidence in God

Lesson 4

Unit Theme: My Witness

Scripture Text: Daniel 6

Lesson Objective: The learner will desire to build and maintain a daily prayer life, for the strength and confidence it will bring in trials.

Memory Verse: "Watch and pray so that you will not fall into temptation" (Matthew 26:41).

Focusing Attention

- ❑ *The learner will be able to describe the appropriate manner and frequency of prayer.*

How often should we pray? (*Allow responses.*) Let's read Ephesians 6:18 and 1 Thessalonians 5:17. In what position should we be when we pray? (*Allow responses.*)

(*Have a sword drill using these verses: Matthew 26:39; Mark 11:25; Acts 20:36; 1 Timothy 2:8.*)

No matter what we are doing, we can pray and should always be able to pray. The attitude of our heart, not the position of our body, is the important thing. Daniel knelt to pray three times a day, but the important thing was that he prayed regularly. It gave him strength and confidence in his time of testing.

Communicating God's Word

- ❑ *The learner will be able to tell the story of Daniel's faithfulness in prayer and how God saved him from the lions' den.*

King Nebuchadnezzar had died, and a new king ruled the land where Daniel had been taken as a captive. The new king Darius divided the kingdom into 120 provinces and placed a governor over each. Daniel was one of three presidents to whom the governors had to report. Daniel soon proved himself to be more capable than the other presidents and governors. King Darius wanted to place him in charge of his entire kingdom. Only King Darius would be over Daniel.

The other officers became jealous of Daniel and began to look for some fault in his work so they could complain about him to the king. But they could find nothing wrong with anything Daniel did. He was faithful, honest, and made no mistakes. They decided that the only way to get at him was through his religion. Daniel made it a practice to kneel and pray in his upstairs bedroom with the window open toward Jerusalem three times every day.

The presidents and governors went to see the king. "King Darius, live forever!" they said. "We have decided that you should make a law that for the next 30 days anyone who asks a favor of God or any man, except you, O king, shall be cast into the den of lions. We ask you to sign this law, so it cannot be changed." The king was flattered, and he signed the law.

Even though Daniel knew about the law, he went to his house and knelt down to pray as usual in his upstairs bedroom with its window open towards Jerusalem. The wicked officers ran to Daniel's house to catch him praying there. (*Show Visual 1.*) They rushed back to the king. "Didn't you sign a law that allows no one to ask favors of God or man, except you, O king, for 30 days?"

"Yes, it is a law that cannot be changed," the king replied.

“That fellow Daniel, one of the Jewish captives, is ignoring your law and is asking favors of his God three times a day,” they told the king.

When he heard this, the king was angry with himself for signing the law. He spent the rest of the day trying to figure out some way to spare Daniel’s life. In the evening the officers returned. “O king, you must carry out the punishment on Daniel for breaking the law. You signed it, and it cannot be changed.”

Sadly, the king gave the orders for Daniel to be arrested and thrown into the den of lions. “May your God, whom you worship continually, deliver you, Daniel,” he said.

Then they threw Daniel into the lions’ den and placed a large stone over the mouth of the den. The king sealed it with his ring, so no one could rescue Daniel.

The king refused his dinner. He didn’t sleep all night. Early the next morning he hurried to the lions’ den. “O Daniel, servant of the living God, was your God able to save you from the lions?”

Then he heard a voice answer, “O king, live forever! My God sent His angel to shut the lions’ mouths, so they couldn’t harm me because I was innocent and have not wronged you.” (*Show Visual 2.*)

Happily, the king commanded that Daniel be released from the lions’ den. Then he ordered that Daniel’s accusers and their families be thrown into the lions’ den, where they were killed instantly by the lions. Afterwards, King Darius wrote a new law that everyone in his kingdom should worship and reverence Daniel’s God.

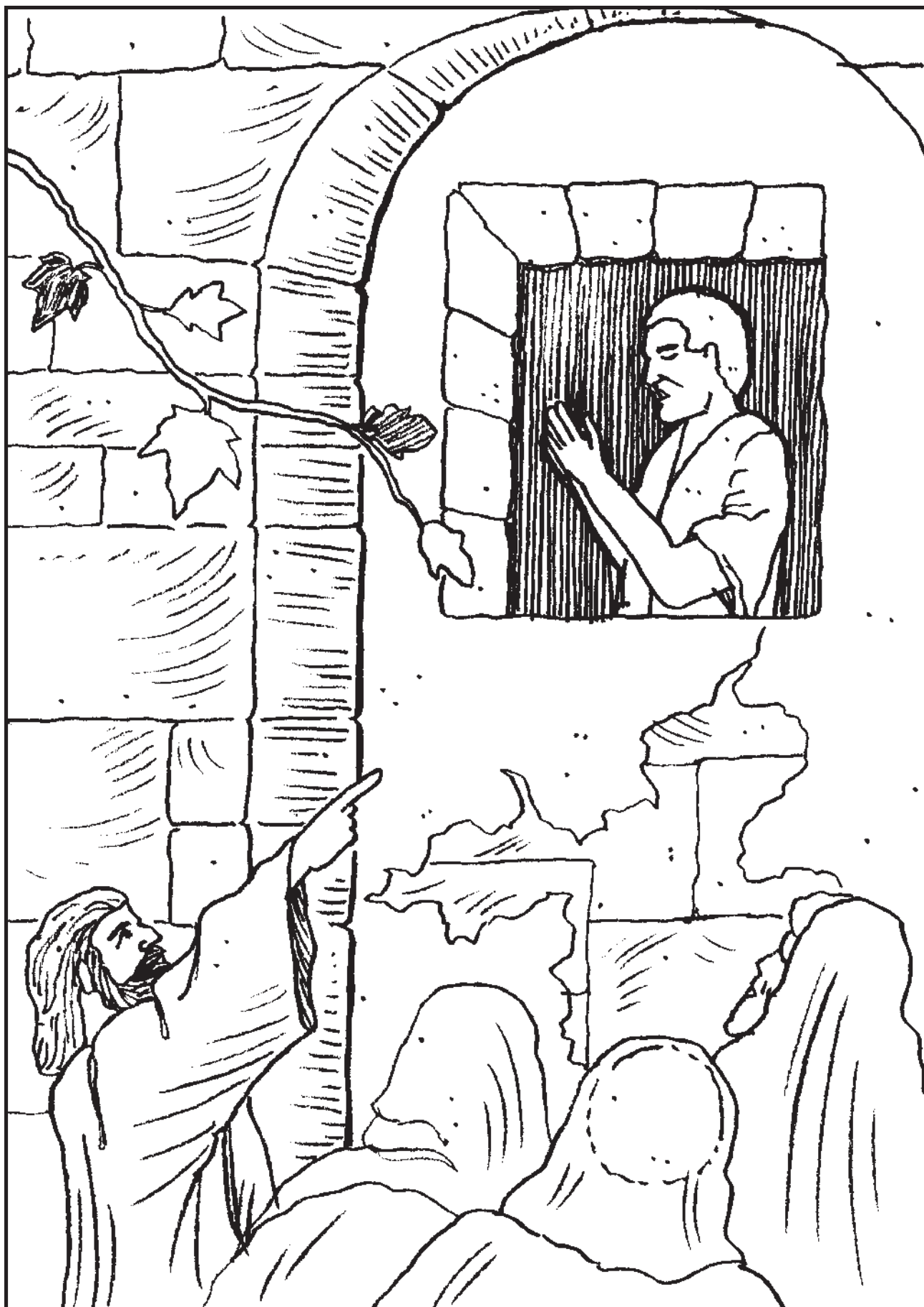
Applying the Lesson

- ❑ *The learner will realize that a daily prayer life strengthened Daniel and gave him confidence in God in the face of his trials.*
- ❑ *The learner will determine to make prayer a part of his daily activities.*

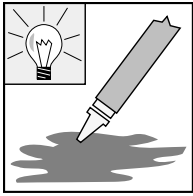
Daniel practiced the habit of praying every day. Prayer made him strong, so he was able to stand true to God in the face of persecution. He was not afraid of what man might do to him because he knew God was stronger. Jesus told His disciples to “Watch and pray so that you will not fall into temptation” (Matthew 26:41). He is telling us the same thing. Prayer strengthens our character and our faith. We never know when trials or persecution will come our way. If we maintain a daily prayer life, we will be ready and able to stand against the tricks of the Devil. Daily prayer will also help us be good witnesses for the Lord, just as Daniel’s faith influenced King Darius to be a better king. Daily prayer is necessary for our spiritual health.

Directions for Study Guide

2. Check all descriptions of prayer; no, yes
3. Code completes Matthew 26:41.
4. Answers in order: 9, 3, 7, 4, 6, 5, 2, 8, 1







Resource Pages

Teaching Students To Pray

Prayer, communion with God, is our great privilege as God's children. To be able to enter directly into the presence of our Creator at any time contrasts sharply with the red tape and ceremony to gain an audience with the president or monarch of a country. Yet too often Christians fail to take advantage of this great opportunity. And God's heart is saddened by our neglect, because above all else God desires our fellowship. That is why He created us.

Many adults view prayer as a chore. They experience acute guilt about their lack of prayer. Others pray only in times of crisis or great need. They miss out on the great blessings of fellowship with God. Children quickly sense these negative attitudes about prayer. Often the only prayers children hear are long, flowery prayers in formal language. The child senses that God is far away and not interested in his everyday concerns.

Teaching students about prayer is only the starting point. Teaching students to pray is the goal. Meeting this aim will require that teachers examine their own attitudes and habits of prayer and begin to set examples of meaningful prayer for the students in their classes.

To meet this goal will require more than one lesson about prayer. Adults must continually provide opportunities for children to hear meaningful prayer from their own lips. Allowing time for prayer requests from the children and showing concern about their needs will help them realize God is concerned about every aspect of their lives.

Allow time for the students to share testimonies of answered prayers. Read or tell stories of great men and women of prayer: Praying Hyde, Hudson Taylor, Martin Luther, Susanna Wesley, George Mueller, Oren Munger. Have adults share their experiences with prayer. Give the children opportunities to volunteer to pray out loud. Use the pages in the Study Guide to help you instruct them how to pray.

"Where Can We Pray?" Quiz

Use the following quiz questions to teach the students that we can pray anywhere. These questions can be used in a game format of your choice, such as Bible baseball, or Bible tic-tac-toe. Ask, "Can you think of different places where people in the Bible prayed?" Then ask these quiz questions: (Acts 7:57-60)

1. Who prayed in an Upper Room? (Acts 1:13)
2. Who prayed in a house? (Acts 12:5-17)
3. Who prayed by a river? (Acts 16:13)
4. Who prayed on a beach? (Acts 21:5)
5. Who prayed on a rooftop? (Acts 10:9)
6. Who prayed on a mountain? (Luke 9:28-36)
7. Who prayed in a garden? (Matthew 26:36-46)
8. Who prayed in prison? (Acts 16:25)
9. Who prayed on a ship in a terrible storm? (Acts 27:14-44)
10. Who prayed just outside the city while being stoned to death? (Acts 7:59)

The students can try to recall the story of the occasion. If they can't think of it, ask them to look up the story in their Bibles. In conclusion, read 1 Timothy 2:8, "I want men everywhere to lift up holy hands in prayer."

Cinquains About Prayer

To get the students thinking about the nature of prayer, ask them to write cinquains about prayer. This activity can be done individually, in small groups, or as a whole class. A cinquain is a five-line, unrhymed poem. Line 1 is one word, a noun, that names the topic—Prayer. Line 2 is two adjectives that describe the subject, words like *quiet*, *reverent*, *comforting*. Line 3 is three action words, verbs, that refer to the topic, words such as *ask*, *believe*, *listen*, *praise*. Line 4 is a phrase that describes the topic, such as *conversation with God*, or *talking to God*, or *friendship with God*. Line 5 repeats the original word or uses a related word, such as *fellowship*, or *relationship*.

Here is an example of a cinquain about prayer:

Prayer

Quiet, reverent

Ask, believe, listen

Conversation with God

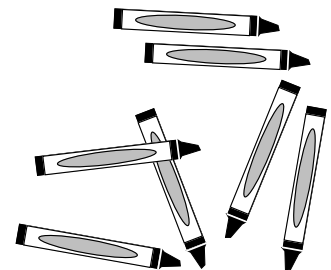
Fellowship

Sword Drill

The activity suggested in Focusing Attention for this lesson is a sword drill. For the Christian, their sword is the Word of God (see Ephesians 6:17). Each student will need a Bible. Have the students hold their closed Bibles in front of them between their two hands. You will give the reference, and they will begin to search quickly to find the verse. The first one to stand and read the verse aloud wins that round. This method can be used any time you have a list of Bible verses to be read with the lesson.

Life-Size Tic-Tac-Toe

Draw a large tic-tac-toe grid with chalk on the floor or with a stick in the dirt outside. Draw five large Xs and five large Os, each one on a separate sheet of paper. Divide the students into two teams. An individual from the X team tries to say the memory verse. If he says it correctly, he takes an X paper and stands in a square in the grid. One from the O team takes a turn saying the verse from memory. If he succeeds, he takes an O paper and stands in a square in the grid. Play continues in this way until one team has three teammates in a row, either horizontally, vertically, or diagonally. Play as many games as needed so each student has an opportunity to say the memory verse.



Unit 2

Esther Risked Death

Lesson 5

Unit Theme: My Witness

Scripture Text: Esther 2-8

Lesson Objective: The learner will understand the risk that Esther took to speak out for God's people.

Memory Verse: "Who knows but that you have come to royal position for such a time as this?" (Esther 4:14)

Focusing Attention

- ❑ *The learner will identify the beauty of character as being the most important aspect of beauty.*

What makes a person beautiful? (*Allow responses.*) Let's look up 1 Peter 3:3,4. God's definition of beauty is different than the world's definition. His criteria for beauty is based on the beauty of character and spirit. That is certainly different from the advertisements that we see every day on TV, posters, magazines, and newspapers.

Communicating God's Word

- ❑ *The learner will be able to retell the story of how Esther risked her life to save God's people.*

Esther was a Jewish girl who lived in Persia. Because she was an orphan, her older cousin Mordecai had adopted her as his own daughter. Ahasuerus, king of Persia and the world, needed a queen. His advisors suggested that he gather together beautiful girls from all over his kingdom that he might choose one to be his queen. When Mordecai heard about this beauty contest, he brought Esther to the king's house to the keeper of the women, because she was very beautiful.

When her time to appear before the king came, the king fell in love with Esther. He recognized her inner loveliness as well as her outer beauty. He set the royal crown on her head and made her his queen.

Because Mordecai had told her not to, Esther did not tell the king she was Jewish. The king had promoted an officer named Haman above all the other officers in the kingdom. Haman became proud and expected everyone to bow down to him in reverence. Mordecai, however, obeyed the Ten Commandments and refused to bow down.

This angered Haman, and he plotted revenge. In order to destroy Mordecai, he plotted to destroy all God's people, the Jews. In fact, by telling lies about the Jews, Haman even had the king sign a law offering a reward to those who would kill Jews on a certain day and had it sent all over the kingdom.

When Mordecai learned of the plot, he began to mourn for his people. He tore his clothes, put on sackcloth and ashes, fasted, and wept. Esther's maids told her about Mordecai's actions. She sent him new clothes, but he sent them back. Finally, she sent one of her maidservants to question him. Mordecai told the servant everything, and asked him to tell Esther to go to the king and plead for the lives of her people. (*Show Visual 1-2.*)

The law of the palace, however, was that anyone who entered the king's inner court without being called by the king would be put to death, unless the king would hold out his golden scepter to that person. And Esther had not been called to see the king in a month. Mordecai reminded her that she, being Jewish, was also in danger of being destroyed by the new law. "If you do not speak

to the king, we will all be destroyed,” Mordecai said. “Who knows whether you are come to the kingdom for such a time as this?”

Esther sent word back to Mordecai: “Gather all the Jews in the city together and fast for three days. I and my maids will fast too. Then I will go in to see the king. If I die, I die.”

On the third day Esther dressed herself beautifully in her royal clothes. Then she entered the king’s inner court. When the king saw Esther standing there, he held out his golden scepter to her. “What do you want to ask of me, Queen Esther? It shall be given you even to the half of my kingdom.”

Esther answered, “I would like for you and Haman to come to a banquet I have prepared for you.”

At the dinner when the king again asked, “What can I do for you?” she invited them to come to dinner the next day also.

Haman went home and called his friends to tell them how the king had promoted him and how even the queen had honored him. “Yet, all this means nothing to me as long as I see Mordecai the Jew sitting at the king’s gate.” To make him feel better, his friends suggested that he build a gallows to hang Mordecai.

The next day at Esther’s banquet, the king again asked her what she wanted from him. This time she said, “If I have found favor in your sight, I ask that my life and the lives of my people be spared.” Then she described the plot against her people, the Jews.

The king was angry. “Who would do such a thing to you?”

Esther answered, “Our enemy is this wicked man Haman.”

One of the king’s servants said, “He has built a high gallows by his house to hang Mordecai.”

Then the king commanded that Haman be hanged on the gallows he had built for Mordecai. Since the laws of the kingdom could not be reversed, not even by the king, Ahasuerus sent letters to all the Jews in the land to defend themselves against the attack Haman had planned. And Mordecai was promoted to special adviser to the king.

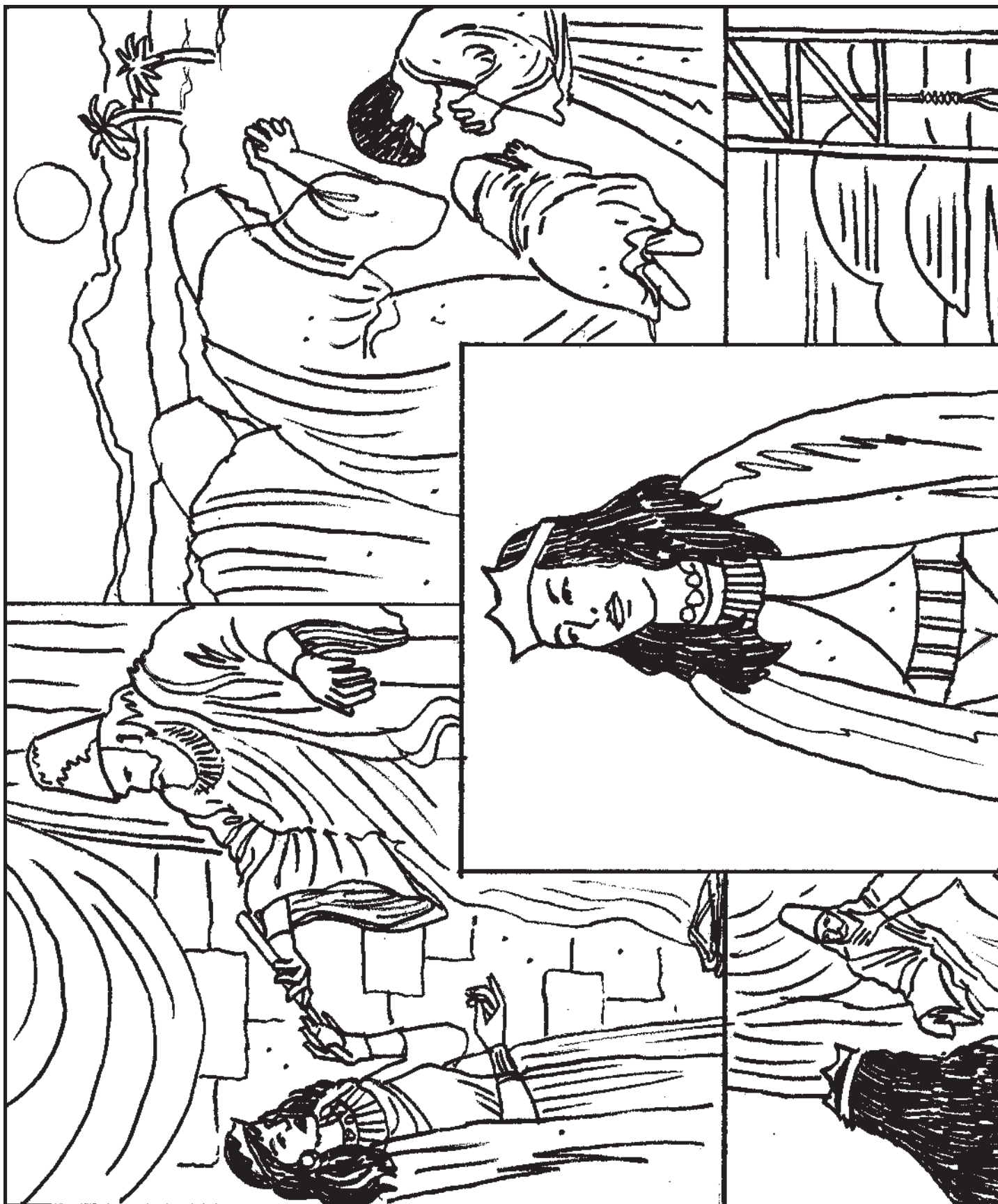
Applying the Lesson

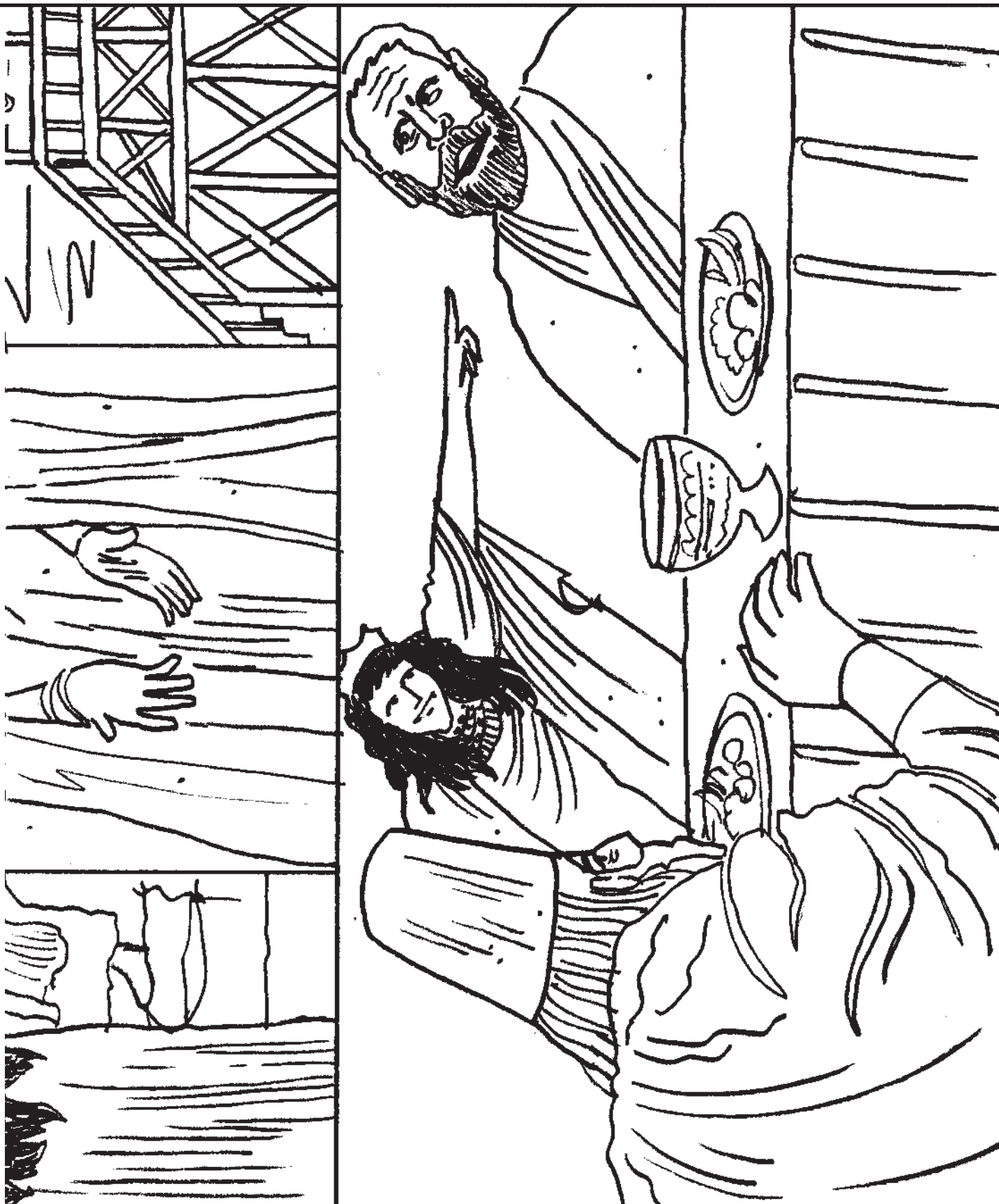
- ❑ *The learner will be willing to take risks in his own life for the sake of God’s kingdom, just as Esther did.*

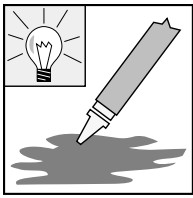
Esther’s courage won the victory for God’s people. Times will come in your lives when you too must take risks for the sake of God’s kingdom, the church, and His Word, the Bible. Can you think of some times when you might risk ridicule or danger for standing up for God? Will you commit yourself to being like Esther and staying true to God no matter what it costs you? God has a plan for each one of you just as He had a plan for Esther as the queen of King Ahasuerus.

Directions for Study Guide

2. Answers: E, M, A, A, A, M, A, H, H, M, H, H, E, E, H, E, H, E, E, M
3. 1-a, 2-b,c, 3-c, 4-all,
4. Code completes Esther 4:14.







Resource Pages

How To Teach by the Question and Answer Method

The question-and-answer method, is one of the most effective ways of teaching. Students like to talk, and this method allows them to do so in a constructive manner. This method involves the students in the teaching-learning process. It helps them focus their thinking and express themselves verbally. Because of the dynamics of group interaction, discussion can cause them to change their thinking and behavior to align with the group. It also provides a means of feedback to the teacher. You know immediately what they do not understand and can provide corrective measures.

Here are some basic principles for leading effective discussions:

1. Plan the discussion to center on a problem or situation with which the students can identify and become personally involved.
2. Have a clear purpose in mind. Know where you want to go with the discussion.
3. Construct good, thought-provoking questions. Write them out beforehand. They must be brief, clear, and specific, but not too general, too simple, too difficult, or too personal. Avoid questions that can be answered with yes or no. Effective questions often deal with life application of the lesson and ask “Why?” or “How?”
4. Plan a good introduction to the discussion using techniques such as an open-ended story, a case study, or a role-play.
5. Maintain a relaxed, accepting atmosphere in which the students feel free to respond, without fear of criticism if they give a wrong response. When an incorrect response is given, use what may be right in the reply and then call on others for further information. Or you may take the blame for wording the question poorly and restate it.
6. Encourage everyone to participate. Make sure a few students do not monopolize the discussion.
7. Allow time for the students to formulate answers. Don’t be afraid of silence. Remember that the students must digest the question, realize an answer is expected, think through the possible responses, formulate a response in words, consider the appropriateness of their potential response, and then answer. This takes time. Any question worth asking is worth waiting for the answer.
8. Keep the discussion moving and on the subject.
9. Summarize the main points of the discussion and restate the conclusions of the group.

In the life application of this lesson about Esther, questions and answers can be very effective, especially the one in Applying the Lesson: “Can you think of some times when you might risk ridicule or danger for standing up for God?” Refer to the suggestions in Guided Self-Application in the Resources for Lesson 1 in this unit for further use of discussion questions. This will help the students apply the lesson truths to their lives. The activities in the Study Guide can also be used in discussion.

Memory with Motion

Several different learning styles have been observed in people, including children. Many are visual learners; that is, they learn best through the sense of sight. Others are auditory

learners; they learn best through the sense of hearing. Still others are kinesthetic learners; they learn best through motion and doing. Everyone uses all these styles, but each individual leans more heavily on one style than the others. People don't choose how they will learn best. It is something they are born with, like a preference for right-handedness or left-handedness.

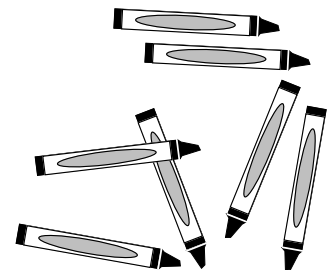
A fun way to memorize Scripture verses is through motion. The learner chooses motions to represent the words in the verse. Meaningful motions become an effective aid to the memory.

Help the class choose motions to represent the words of the memory verse. The funnier they are, the more memorable they will be. Write them down. If, however, you find that you keep forgetting a motion, make up a new one. You can use a symbol for the first letter of a word, such as a sign from the international sign language.

Some common motions to represent words may include pointing to your ears or cupping your hands behind your ears to represent "hear" or "hearing." Trace tears down your cheeks from your eyes drawing tiny circles with your forefingers to represent "crying." Point to your tongue for "taste." Point to your eyes or make circles of your thumbs and forefingers and hold them to your eyes like spectacles for "see" or "seeing." Point up toward heaven for "Lord" or "God." Point to each palm with your forefingers (like pointing out nailprints) for "Jesus." Smack your lips for "good," or use the common signals that would be easily recognized.

For Esther 4:14 you may want to suggest these motions: For "who" point to several children and draw a question mark in the air with your forefinger. For "knows" pat your forehead with your open palm. For "but that" shrug your shoulders and turn both hands up and open in front of you. For "you" draw a Y in the air and point to the children. For "have come" beckon with your hand as though calling someone to come to you. For "to royal position" form a crown with both hands and place it on your head, then gesture with your hands to indicate everything out there in the realm. For "for such a time" point to your watch if you have one or to a wall clock, or draw a clock or hourglass in the air. For "as this" point with one finger to the palm of your other hand while nodding your head for emphasis.

This method gets the children involved with the meaning of the verse as well as the memorization of it. And it's fun. Remember, however, that motions are only useful if they help the children remember faster or give deeper understanding of the verse.



Unit 2

Peter Learned Loyalty

Lesson 6

Unit Theme: My Witness

Scripture Text: Luke 22:31-34, 54-62; John 21:15-17; Acts 2-5; 8; 10-11

Lesson Objective: The learner will appreciate the loving forgiveness of Christ, as shown to Peter.

Memory Verse: “If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness” (1 John 1:9).

Focusing Attention

- ❑ *The learner will understand that God will forgive all our sins, if we confess them to Him and believe that He will forgive us.*

Are there any sins God won't forgive? (*Allow responses.*) Let's look up the memory verse, 1 John 1:9. Why did Jesus forgive Peter for denying Him, but not Judas, who led Jesus' enemies to Him for pay? Let's listen carefully to the lesson to see if we can learn the answer to that question.

Communicating God's Word

- ❑ *The learner will be able to tell how Peter denied Jesus, yet became a great preacher of the gospel of Jesus Christ.*

On their last night together Jesus told His disciples, “One of you is going to betray Me into the hands of My enemies tonight.” Then He turned to Simon Peter and said, “Satan wants to have you, that he might sift you as wheat, but I have prayed for you that your faith will not fail. When you are converted (saved), minister to your spiritual brothers and sisters.”

“But, Lord,” Peter answered, “I am ready to go with You to prison and even to death.”

Jesus replied, “Peter, the rooster will not crow in the morning before you have denied three times that you even know Me.”

Rising from the table, Jesus led the way to the Mount of Olives, where He often went to pray at night. It was there Judas Iscariot led a crowd of armed men to arrest Jesus. They took Jesus to the high priest's house. Peter followed at a distance.

In the hall of the house people were warming themselves by a fire, so Peter joined them. A maid studied him a moment, then said, “This man was also with Him.”

Peter's heart began to pound with fear. Quickly he said, “I don't even know Him.”

A little while later another person saw him and said, “You are one of them.”

Again Peter denied being a disciple of Jesus.

About an hour later another servant declared, “I know this man is one of them. He even has a Galilean accent.”

Then Peter said, “I don't know what you're talking about! I don't know Him!” At that moment the rooster crowed, and Jesus turned and looked at Peter. (*Show Visual 1.*) Immediately Peter remember Jesus' words. He stumbled out and wept bitterly.

Peter spent 3 agonizing days, unable to forgive himself for being so cowardly. When the women returned from the tomb after seeing Jesus alive, they said, “He told us to tell you all and Peter that He will meet you in Galilee.” How Peter must have clung to those words. Jesus wanted to see him. Was he forgiven?

In Galilee Peter became restless waiting for Jesus to come. He announced to the other disciples, “I’m going fishing!” The others decided to go along. Although they knew the fishing trade well, they fished all night and caught nothing. At daylight Jesus was standing on the shore, but the disciples did not recognize Him. “Throw your nets on the right side of the boat and you will find fish!” He called. When they did what He told them, the nets were so heavy with fish they could hardly pull them in. Immediately Peter said, “It’s the Lord!”

Jesus had prepared breakfast for them on the shore. After they had eaten, Jesus asked Peter, “Do you love Me more than these?”

Peter answered, “Lord, You know I love You.”

And Jesus said, “Feed my lambs.” Three times Jesus asked this question. Perhaps Jesus was giving him the opportunity to express his love three times just as he had denied Him three times. Each time Jesus told Peter, “Feed my sheep.” Although Peter had failed miserably, Jesus was making sure Peter knew he was forgiven and that he still had work to do for God.

Before Jesus ascended back into heaven, He told the disciples to stay in Jerusalem until the Holy Spirit came upon them. The Holy Spirit would give them the power to be witnesses of what Jesus can do in a person’s life. On the Day of Pentecost the Holy Spirit came and filled them all with power from above. Peter stood up and preached such a powerful sermon on the streets of Jerusalem that 3,000 people were saved that day. (*Show Visual 2.*) And the Book of Acts tells how Peter became a great preacher and leader in the Early Church.

Applying the Lesson

- ❑ *The learner will be willing to confess his sin and ask forgiveness, believing that Jesus will forgive his sin too.*

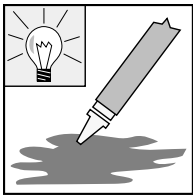
Two of Jesus’ disciples sinned against Him the night of His arrest. The Bible tells us that when Judas realized what he had done, he went out and hanged himself. Peter, on the other hand, was sorry for his sin and wanted to be forgiven. Peter received forgiveness. Judas did not. Why? Judas could not believe that he could be forgiven. Just as Peter received forgiveness, we can also be forgiven of our sin. The only thing we have to do is to confess our sins to Jesus, and “If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness” (1 John 1:9). How wonderful Peter must have felt to know he was forgiven! We can have the same experience.

Directions for Study Guide

2. 1-F, 2-F, 3-T, 4-T, 5-F, 6-T, 7-F, 8-T, 9-T, 10-F, 11-T, 12-T
3. Coded message reveals 1 John 1:9.
4. Students can use this short drama. Answers will vary.







Resource Pages

Helping Children Receive the Baptism in the Holy Spirit

This lesson graphically illustrates the difference that receiving the baptism in the Holy Spirit makes in a life. Before being infilled with the Spirit, Peter was impetuous and cowardly. On the Day of Pentecost after being filled with the Spirit, Peter boldly proclaimed Christ and the power of His resurrection to the very people who had crucified the Lord.

In Acts 2:39 Peter promised on the Day of Pentecost, “The promise is for . . . your children.” Children need the baptism in the Holy Spirit as a stabilizing experience in their lives. This lesson provides a wonderful opportunity for teaching children about the baptism in the Holy Spirit and encouraging them to seek for the infilling.

The reason many children do not receive the baptism in the Holy Spirit is not age, but because:

1. they have no knowledge of the Holy Spirit,
2. they fear the experience because of inadequate instruction, or
3. they have no desire to receive because they don’t see the reality of the Spirit in the lives of older Christians. To stimulate desire and eliminate fear, we must teach children about the Holy Spirit and what He wants to do in their lives from the moment they are saved. They need to know how to receive the baptism in the Holy Spirit and to realize the importance of continually being filled with the Spirit.

Therefore we must provide opportunities for children to observe the Spirit in action in our lives and in our worship services. As their teacher you must allow the children to see by your life that you value the infilling of the Spirit.

As young Christians children may be struggling with living victorious Christian lives and with witnessing. We need to teach them by word and deed that the infilling of the Holy Spirit will give them the power to live the Christian life and to be a witness.

Once the children desire the infilling of the Spirit, we must instruct them how to receive. They need to realize the Holy Spirit fills only clean hearts (John 14:15,16), those that hunger and thirst after righteousness (Matthew 5:6), and those who obey God (Acts 5:32). To receive, a child need only ask in faith (Luke 11:13) and receive the promise of the Father.

Be sensitive to the leading of the Holy Spirit and provide opportunities for the children to receive the infilling of the Spirit.

In praying with a child to receive, be certain he understands that the baptism in the Holy Spirit is a gift. It cannot be earned. He can never be good enough to deserve it. Help him realize God wants to give him a priceless gift to show him His love and to help him be like Christ.

Remember that the Baptism is the Spirit’s work, not ours. Speaking in tongues is only the initial physical evidence of His work; it is not to be sought after for itself. Do not coach the child in techniques of speaking in tongues, such as repeating sounds over and over. Avoid high-key emotional responses. Allow the Holy Spirit to move freely in prompting the child to speak in a heavenly language as He gives the utterance.

Fear often accompanies the unknown. A child may hesitate to open himself to a new experience. Reassure him that God loves him and will not allow anything bad to happen to him when he yields. Have him read Luke 11:9-13. Then encourage him to praise the Lord and to allow the Holy Spirit to give him a new language in which to praise God.

Allow the Spirit to move as He chooses. He is sovereign. Don't press for a testimony before the Spirit has completed His work. A child will know when he has been filled, and he'll want to share it. The Holy Spirit will move in a unique way with each personality. Some children will feel great joy; others, a deep sense of peace; and others, a greater desire to share Christ. The Spirit knows what He is doing. Above all, the child's experience must be rooted in the Word of God or the accuser may rise against his experience, trying to convince him it was not of God.

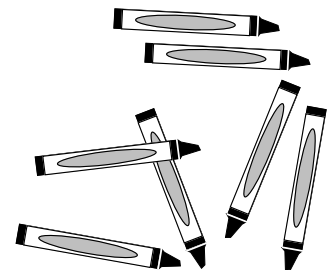
Be sure the children understand that speaking in tongues is not a toy. It is not a stamp of spiritual achievement, nor proof of spiritual maturity. The Baptism in the Holy Spirit is not a one-time experience. It is continually being filled with the Spirit (Ephesians 5:18), and walking daily in the Spirit (Galatians 5), so that one can become more like Christ. This is the work of the Holy Spirit.

The Study Guide contains a skit that can be used to introduce the subject of the baptism in the Holy Spirit. After the dramatization, ask the children to be detectives and listen for the reason for the change in Peter while you read Acts 1:1-9, 12-14; 2:1-4 aloud. Ask, "What changed Peter?" Lead the children to answer that it was the baptism in the Holy Spirit.

Guided Self-Application of the Lesson

Use these questions to help guide the student's self-application of this lesson. (See Resources in Lesson One of this Unit for more about guided self-application.)

1. To lead the students to see areas where the Bible truth applies to life today, ask, "What are some sins that people often believe that God cannot forgive?" Discuss why.
2. To help them narrow down to one area for deeper personal application, ask them to think of a sin they have committed that they felt God might not forgive. Do not ask them to share their thoughts. This part of the guided self-application should be between each individual and God.
3. To help students think through in depth the implications of the Bible truth in this one area, ask them to write a letter to God, confessing the sin, asking for forgiveness, and thanking God for forgiving them. Remind them that God's forgiveness of our sin is based on the facts in the memory verse, 1 John 1:9, not on how we may feel at a given time.
4. As a reminder of this important lesson, give the students materials to design a poster with the slogan, "I'm not perfect, but I'm forgiven."



Unit 1

Paul Dared To Tell The World

Lesson 7

Unit Theme: My Witness

Scripture Text: Acts 9-28; 2 Corinthians 11:23-27; 2 Timothy 4:7-18

Lesson Objective: The learner will recognize the hardships that Paul experienced in advancing the Gospel.

Memory Verse: “Endure hardship with us like a good soldier of Christ Jesus” (2 Timothy 2:3).

Focusing Attention

- ❑ *The learner will be able to define persecution.*

Have others ever said things like this about you? “Can’t you say anything without talking about Jesus?” “All you ever do is go to church!” “You Christians think you’re better than the rest of us.” “Aw, he’s a Christian. He’s no fun. Don’t invite him to your party.” Or, perhaps you’ve been threatened or have suffered injury or loss because you are a Christian. (*Allow responses.*)

(*Write the word persecution on the chalkboard.*) Persecution means “suffering, being injured, even killed, because of belief in Christ.” In this lesson we will learn what Christians should do when they are persecuted.

Communicating God’s Word

- ❑ *The learner will be able to describe the hardships Paul experienced in spreading the gospel.*

In 2 Corinthians 11:23-27, Paul listed the many trials and hardships he experienced in his ministry. He was beaten and imprisoned many times. He was stoned and even left for dead. Three times he was shipwrecked. As he walked from city to city, he was often in danger of robbers. His enemies followed him everywhere he went, stirring up trouble. He was often tired, hungry, cold, thirsty, and sick. And he felt a great burden for the care of the churches he had started. How did he cope with all he suffered?

The Book of Acts contains many stories from the life of Paul. (*Show Visual 1-2.*) He was a Jew born in Tarsus, but he was also born a Roman citizen, which was unusual. As a young man, he studied with a great Jewish teacher, Gamaliel, and he became a Pharisee and a teacher of the Jewish law. When the Early Church began to spread the gospel, Paul, then called Saul, was the most feared persecutor of the Christians. God, however, had another plan for Paul’s life. On the Road to Damascus to imprison more believers, Paul was stopped by a great light. “Why do you persecute Me?” the Lord asked him. “I want you to preach the gospel to the world.” And Paul’s life changed immediately. In Damascus instead of arresting believers, Paul preached about Jesus in the synagogue. The Jews became so angry, they plotted to kill him. Friends lowered him in a basket over the wall of the city so he could escape.

As God led him, Paul began to make missionary journeys around the Roman Empire, preaching the gospel and starting churches. In Lystra Paul prayed for a crippled man to be healed. When the man was healed, people thought Paul was a god. He began telling them about Jesus, the true Son of God. His enemies, certain Jews who followed him from place to place, soon caught up with him in Lystra. They stirred up the people against Paul and they stoned him and left him for dead.

In Philippi, Paul and his traveling companion Silas cast a demon out of a woman. Her owners became so angry they had Paul and Silas beaten and thrown into prison. That night as they sat with their hands and feet in stocks, they began to sing praises to God. God sent an earthquake to set them free. The jailer, recognizing God's power, asked them, "What must I do to be saved?" That night he and his family became Christians. They cared for Paul and Silas' wounds, fed, and helped them.

When Paul went back to Jerusalem for a visit, his enemies caused a riot, and Paul was arrested. Forty or more men plotted to kill Paul. Paul's nephew told the Roman soldier in charge about the plot. Under a guard of 200 soldiers, 70 horsemen, and 200 spearmen, Paul was moved to Caesarea. There he sat in prison for 2 years. Finally, he was sent to Rome to appear before Caesar himself. On the way to Rome, Paul was shipwrecked on the island of Melita. As he was building a fire, a poisonous snake leaped out of the fire and bit his hand. The island people thought he must be a murderer, and the gods were not going to let him live even though he had not drowned. When Paul did not die, they thought he must be a god. Once again Paul had the opportunity to preach about Jesus. In Rome, Paul was kept prisoner in a house. He could receive visitors and write letters to the churches. Finally Paul was beheaded for his witness for Christ.

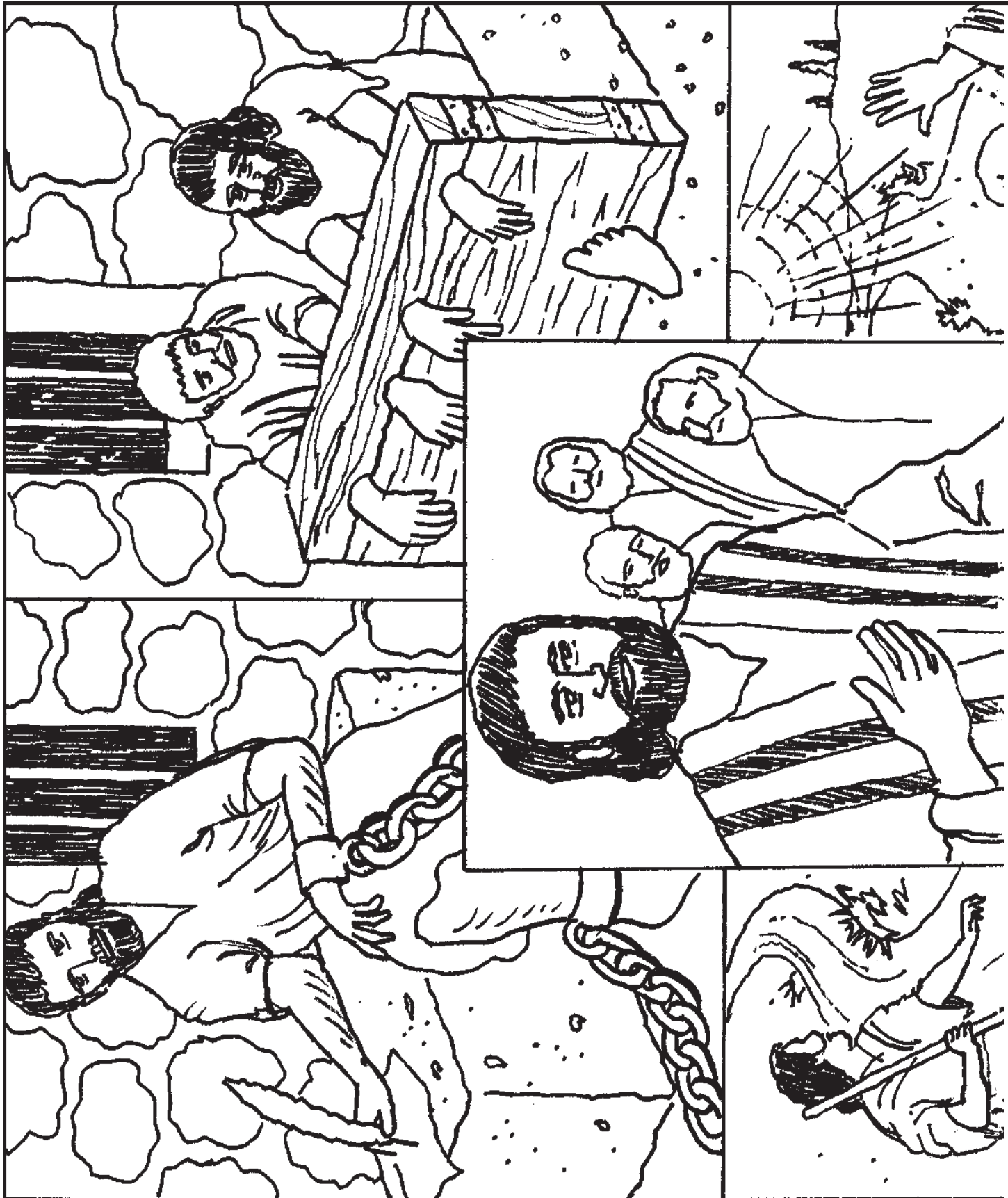
Applying the Lesson

❑ *The learner will be willing to risk facing hardships to witness for Jesus.*

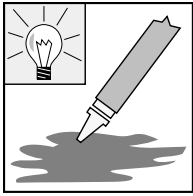
Jesus told His disciples, "In this world you will have trouble. But take heart! I have overcome the world" (John 16:33). Paul did not let hardships stop him from witnessing for Jesus. In 2 Corinthians 12:9,10, he wrote, God "said to me, My grace is sufficient for you, for my power is made perfect in weakness. Therefore I will boast about . . . persecutions, in difficulties. For when I am weak, then I am strong." Later, he wrote to Timothy, his son in the ministry, "Endure hardships, with us like a good soldier of Christ Jesus" (2 Timothy 2:3). Do you suffer persecution because of your testimony for Jesus? You are in good company. Let's be like Paul and stand true to Jesus no matter what.

Directions for Study Guide

2. Place an X in front of 2, 4, 5, 6, 7, 9, 11, 12, 15, 17, 18, 20, 22, 23
3. stonings, hunger, fevers, painfulness, beatings, robbers, shipwrecks, prison, danger; Key word: *suffering*
4. Code completes 2 Timothy 2:3.







Resource Pages

Using the Chalkboard

Make good use of the chalkboard. It can be used by both teacher and students. The simple act of the teacher walking to the chalkboard and writing something on it gets the attention of the students and extends their attention span, which is usually about 1 minute for every year of age. That is, the average 10-year-old will have an attention span of about 10 minutes. It can be expanded by using visual aids, such as the chalkboard. Use it often.

Here are ways to use the chalkboard:

1. To highlight the memory verse
2. To play a memory verse game
3. To outline or diagram the lesson's main points
4. To illustrate objects or ideas
5. To tell a story using stick figures or cartoon characters
6. To draw simple Bible maps, charts, graphs
7. To record students' responses and opinions
8. To show comparisons or contrasts
9. To preview or review the lesson
10. To give a test or quiz
11. To make assignments
12. To emphasize announcements
13. To define new words, as in Focusing Attention in this lesson
14. To list important facts—dates, names, places
15. To make up a class poem, cinquain, or haiku

Creative Writing

Creative writing activities can be used to help students think through and apply the lesson to their own lives. Some students may resist expressing themselves through writing. Most of this reluctance comes from fear of failing. Keep a warm and accepting atmosphere, and most students will learn to enjoy creative writing. You may want to lead up to a writing assignment by giving them creative tasks to complete verbally. The class could complete the assignment together, dictating to the teacher, who then writes it on the chalkboard. Once they get the feel of it, the students can work on their own creative writing project. Here are some ideas for creative writing projects:

1. **Scripture Paraphrase:** Have each student rewrite in his own words a Scripture passage used in the lesson. This project enables you to observe how well he understands the Bible text. The students could write a paraphrase of 2 Corinthians 11:23-27.

2. **News Stories:** The students write the biblical account as it would be reported in a newspaper today. Encourage the students to report the facts in a creative manner as they answer the basic questions: who, what, when, where, why, and how. The students could write a news account about Paul being shipwrecked on Melita or imprisoned in Philippi and set free by an earthquake. News stories can also be written as though for a radio or television news script.
3. **Feature Stories:** In a feature article the students can explore the feelings and actions of characters in the story, such as the Philippian jailer.
4. **Diary Entries:** Allow the students to choose a character and write an account of what happened to him or her in relation to a specific Bible event, such as Paul's diary entry after escaping from Damascus over the wall in a basket, or after escaping drowning in a shipwreck.
5. **Parables:** Instruct the students to write a true-to-life story that illustrates a specific lesson truth.
6. **Fables:** Fable writing is much like writing a parable, but a fable need not be true to life. Usually fables feature fictional animal characters who talk or learn lessons.
7. **Letter Writing:** Students can write a prayer request in the form of a letter to God. Or they could write a letter from Paul to their own church telling about his experiences as a missionary.
8. Paul's sandals could tell one of his experiences.
9. **Tracts:** Students can write their own testimony in tract form to use in witnessing.
10. **Acrostics:** A descriptive word is listed for each letter of a key word from the lesson. An acrostic is one of the activities in the Study Guide for this lesson.
11. **Poetry:** Students love to write limericks, light or humorous verses with an abba rhyme scheme. In alphabet poetry a line is written that begins with each letter of the alphabet.
12. **Proverbs:** Students can write proverbs about the lesson theme, using the Book of Proverbs as a pattern.

Use your imagination to come up with other ideas.

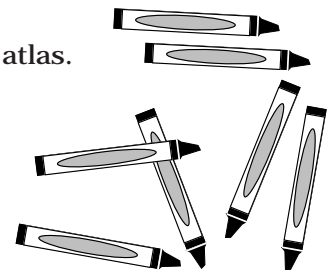
Using Charts, Time Lines, and Maps

Charts and time lines are an effective way to summarize information and show relationships in an easily grasped, concise, visual presentation. They can be as simple or complex as needed. A time line will help the students understand the sequence of events in Paul's life.

On 3x5-inch cards write the events from the story. Stretch a piece of clothesline across the front of the room. As you present the lesson, hang the 3x5-inch cards on the line with clothespins in the proper sequence of events. The students can make a time line of the life of Paul. Have each student draw a picture to illustrate one event.

Have the students attach them to the clothesline with clothespins in the right order of the events in Paul's life. They can refer to the Book of Acts to learn other events that were not included in the lesson.

Use this lesson as an opportunity to introduce the students to a Bible atlas. Bibles may contain maps as well. As you present the lesson, show the students where the places are located on the map. The students could draw maps showing the missionary journeys of Paul.



Unit 2

Sharing My Testimony

Lesson 8

Unit Theme: My Witness

Scripture Text: Acts 26; 1 Peter 3:15

Lesson Objective: The learner will develop a clear and simple testimony.

Memory Verse: “I am not ashamed of the gospel, because it is the power of God for the salvation of everyone who believes” (Romans 1:16).

Focusing Attention

- ❑ *The learner will be able to define testimony and witness.*

Jesus told His disciples to be His witnesses. What did He mean? (*Allow responses.*)

(*Describe a courtroom setting where people are called to be witnesses.*) Witnesses are those who have seen or heard something firsthand. In their testimony they describe what they saw or heard. As Christians we are all to be witnesses of what Jesus has done for us. When we give our testimony, we tell others what Jesus has done for us, something we have experienced firsthand.

Communicating God’s Word

- ❑ *The learner will be able to list the basic elements of a personal testimony.*

During the 3 years after Paul was arrested for the gospel's sake in Jerusalem, he had many opportunities to share his personal testimony before governors and kings. In Acts 26 Luke recorded Paul's testimony as he gave it before King Agrippa. (*Show Visual 1.*) Why don't you read it now?

Paul first told about his youth, how he was born a Jew and was a strict Pharisee who longed for the coming of the Messiah. He described how he religiously persecuted the Christians because he did not recognize Jesus as the Messiah. Then he explained how he had been on his way to Damascus to throw the Christians there into prison. Suddenly a light from heaven, as bright as the noonday sun, shone all around him. He told how he fell to the ground and heard a voice speaking to him in Hebrew, “Saul, Saul, why are you persecuting Me?”

Paul continued, “I said, ‘Who are You, Lord?’

And He said, ‘I am Jesus whom you are persecuting.’” Then Paul described how the Lord had told him, “I have appeared to you to make you a minister and a witness of the things you have seen and of those things which I will show you. I will send you to the Gentiles to preach the gospel that they might receive forgiveness of sins and become part of My family.”

“And, King Agrippa,” Paul went on, “I was not disobedient to the heavenly vision. I preached first in Damascus, then in Jerusalem and throughout Judea, and then to the Gentiles, telling them they should repent and turn to God and live for Him. This is why the Jews caught me in the temple and tried to kill me, but God helped me, and I continue to witness to everyone I see about the message of the Messiah. The Old Testament foretold His coming and that He would suffer and die but be raised from the dead, and this is the message I preach to all people.”

King Agrippa was moved with emotion. “You almost persuade me to become a Christian,” he said to Paul.

"I wish that you and all who heard me today were both almost and completely as I am, except for these chains," Paul responded. Although King Agrippa did not become a Christian, Paul knew he had pleased God by telling him his testimony. That is all God asks of us. We are responsible to tell what Jesus has done for us. Each person is then responsible for his own response.

Applying the Lesson

- ❑ *The learner will develop his own personal testimony using Paul's testimony as a pattern.*
- ❑ *The learner will determine to share his own testimony whenever possible.*

In 1 Peter 3:15, Peter wrote, "Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have." Paul's testimony provides a pattern for us to use in developing our own personal testimony. First Paul described his life before he met the Lord. Next he described his conversion experience. Then he described how his life was different as a result of his salvation. Finally, he explained the message of the gospel: that Jesus, God's Son, died on the cross for our sins and then rose from the dead. He is the One who made the difference in Paul's life.

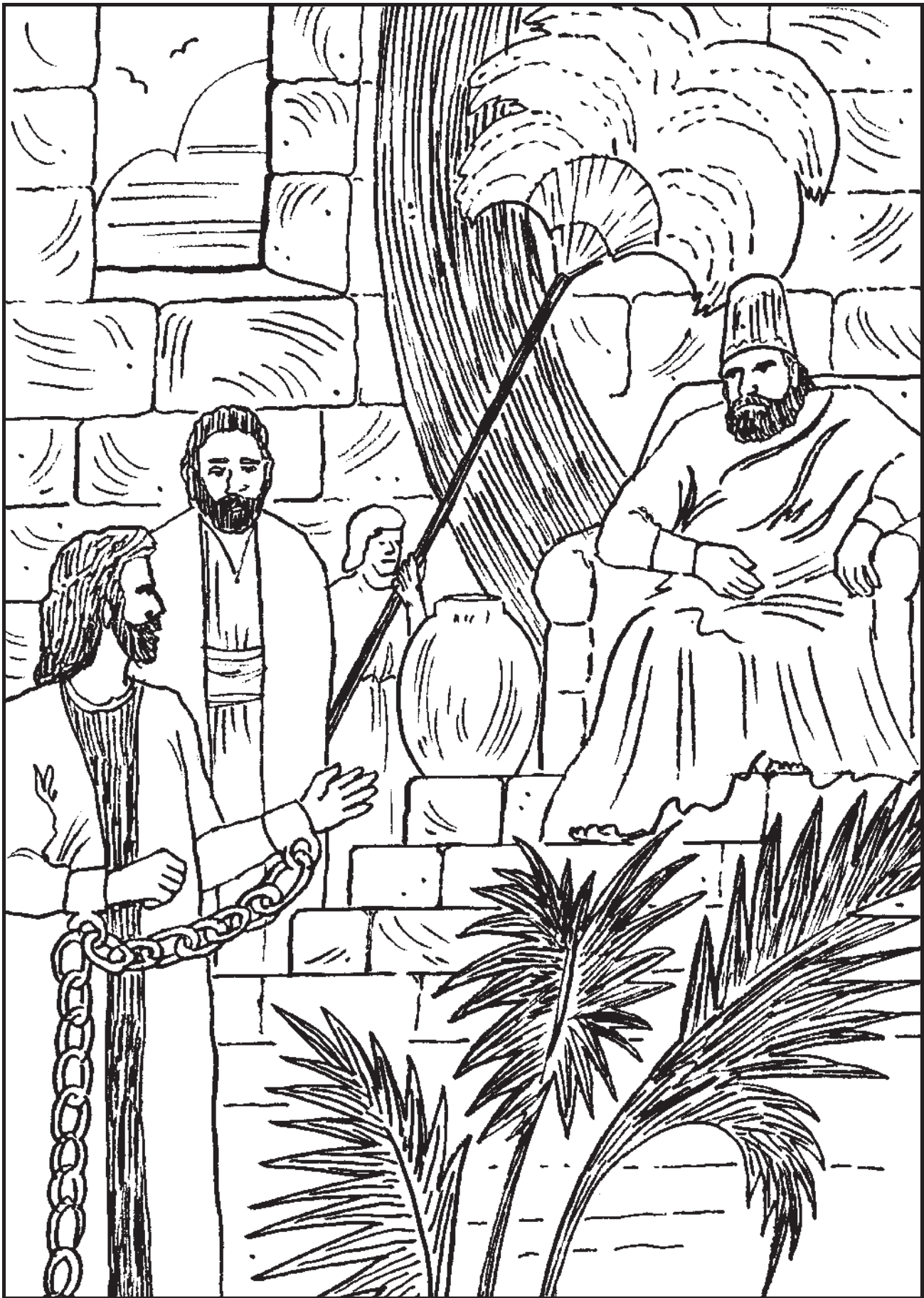
Use Paul's testimony as a pattern to develop your own personal testimony. This will help you to be prepared when people ask you what makes you so full of hope. First, briefly tell about your life before you met Jesus. Then describe your salvation experience. Then tell how your life is different since you have asked Jesus into your life. Finally, be prepared to explain how a person can be saved.

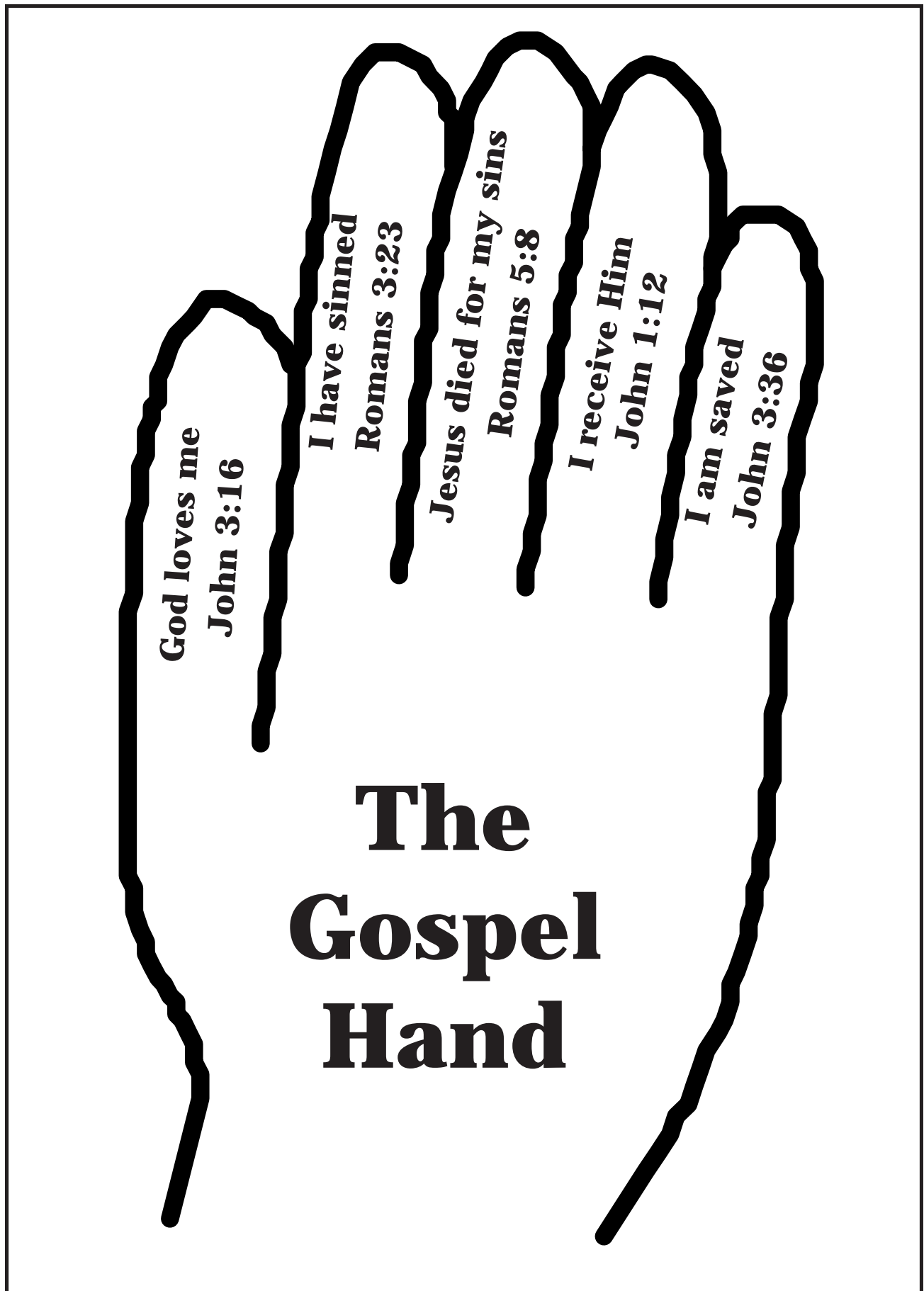
Use the Gospel Hand to help you. (*Show Visual 2.*) Let's look at each point. Thumb, God loves me (John 3:16); second finger, I have sinned (Romans 3:23); third finger, Jesus died for my sins (Romans 5:8); fourth finger, I receive Him (John 1:12); fifth finger, I am saved (John 3:36).

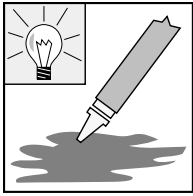
Think of someone you know who doesn't know Jesus. Pray for an opportunity to share your testimony with that person. Do you feel afraid? Remember how Paul shared his testimony with governors and kings who had the power of life and death over him. In one of his letters Paul wrote, "I am not ashamed of the gospel, because it is the power of God for the salvation of everyone who believes" (Romans 1:16). Instead of thinking about his fear, he thought of everyone's need to hear the gospel of Christ.

Directions for Study Guide

2. A copy of the Gospel Hand for students to memorize.
3. Students will write their personal testimony.
4. Students will complete the Bible verses that are given by reference.







Resource Pages

Teaching Children About Sin and Salvation

The Gospel Hand is an excellent memory device to help the children memorize and remember the steps of salvation and the Bible verses for each step. Explain each step and the verse that goes with it as follows:

1. God loves me. John 3:16 tells us that God loves everyone. God created man because He wanted someone to love who would love Him in return. He could have made us like robots who could not sin, but then we would serve Him because we have to, not because we want to. Love always includes the choice not to love.
2. I have sinned. When Adam and Eve disobeyed God, sin entered the world. Romans 3:23 tells us we are all sinful. The Bible says sin is breaking God's law (1 John 3:4); sin is always choosing your own way instead of God's way (Romans 14:23); and sin is not believing in Jesus as your Savior (John 16:9). Because God is holy, He has to punish sin. The punishment for sin is death (Romans 6:23). This death means eternal separation from God and heaven.
3. Jesus died for my sins. Romans 5:8 tells us that even while we were sinners, Jesus died on the cross to take the punishment for our sins. God finds us all guilty of sinning, but He has not left us without hope. Because He loves us so much, God provided a way of escape. Jesus' death on the cross paid the price for our sins.
4. I receive Him. To receive God's forgiveness, we must admit we need to be forgiven of our sins and receive Jesus as our Savior. Salvation is a free gift. We cannot buy it. We cannot be good enough to receive it. All we have to do to receive salvation is ask Jesus to forgive our sins. Then we receive the gift of salvation by faith. John 1:12 says that, when we receive Jesus, God makes us members of His family. We are His children.
5. I am saved. John 3:36 says that everyone who believes on Jesus, the Son of God, has everlasting life. That means we will spend eternity with Jesus in heaven, and we are saved from eternal death in the lake of fire.

Help the students memorize the five Bible verses. Use several of the memory verse games suggested in this and previous lessons.

Role-play Witnessing

An excellent way for the students to learn to feel comfortable witnessing is to have them role-play witnessing. Divide the class into pairs. Have them take turns sharing their testimony and how to be saved with their partners. Then as a class, discuss the kinds of questions people might ask and role-play ways of answering them. Try to give everyone a chance to role-play answering a question.

Chalkboard Memory Verse Game

This game is especially effective for getting students to repeat the verse to be memorized many times without becoming bored. Write the verse and reference on a chalkboard. Lead the students in reading the verse aloud. Then ask them to close their eyes. You will then erase one word from the verse. Tell the students to open their eyes and raise their hand when they know which word you erased. The first one to raise his hand and correctly identify the word just erased is allowed to erase the next word and so forth. Each time the missing word is identified,

lead the students in reading the verse aloud, including the missing words. They will be so engrossed in the game they will not realize how many times they have repeated the verse. When all the words have been erased, call on volunteers to recite the verse from memory.

Memory Verse Puzzles

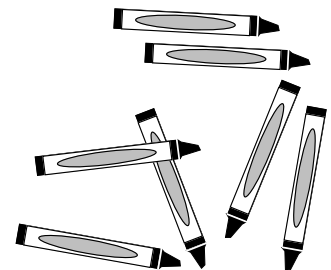
Most verses can be represented by an object of some kind. For example, John 3:16 could be represented by a large heart which suggests God's love. Make two or more jigsaw puzzles in the shape of the object. Use colored construction paper or poster board. Use a different color for each puzzle to make it easier to keep them separate.

To make a puzzle, draw the outline of the object. Write the verse on the object, allowing enough space between words so you can cut it apart with one word on each puzzle piece. Divide the class into teams. The teams can race each other to see which team can put the puzzle together first. Or the teams can have a relay race in which one member of each team puts the verse together, then the next team member puts it together, and so on. The first team whose members all complete the puzzle in turn wins the relay race. Puzzles can be used individually too.

If no object suggests itself, make wordstrips, one word per piece of paper, to be lined up in the correct order.

Memory Verse Circle Games

A simple, but effective game to help students remember Bible verses is the circle game. Have the students stand in a circle. Point to a student and give the first word of the verse. This student must give the second word. The student to his left must give the next word, and so on around the circle. If a student cannot give the next word quickly, he must sit down. Continue around the circle, repeating the verse over and over, trying to make it sound as though only one person is saying the entire verse. Continue until only one student is left standing. That one is the winner.



Unit 2

Scriptures To Share

Lesson 9

Unit Theme: My Witness

Scripture Text: Psalm 19:7-11; 119:105, 130; 2 Timothy 2:15; 3:16,17; 1 Peter 2:2

Lesson Objective: The learner will create a list of Scripture verses that may be used to help people in various circumstances.

Memory Verse: “I have hidden your word in my heart that I might not sin against you” (Psalm 119:11).

Focusing Attention

- ❑ *The learner will understand that the Bible is God’s instruction manual to man and our road map for life.*

(You will need a road map and an instruction manual for some kind of machinery.) If you are going to make a trip by car to another country, what will you need in order to know which road to take? Yes, a map like this. (Show the road map.)

How is the Bible like a road map? (Allow responses.) The Bible shows us how to travel through life so we can reach heaven to spend eternity with Jesus.

(Show the instruction manual.) How is this instruction manual like the Bible? (Allow responses.) The Bible is God’s instruction manual for people.

Communicating God’s Word

- ❑ *The learner will be able to explain why we should study and obey the Bible.*

When we plan a trip, we use a road map to show us the best way to go. Life is like a trip. Where we end up depends on the road we take. The Bible is our road map in life. The Bible points out the way to heaven. It also tells us how to stay off the road that leads to hell. If we obey the Bible, we will reach heaven safely.

When someone buys a car, a television, a typewriter, a tractor, or some other piece of machinery, it comes with an instruction manual. The manual tells you how to operate the machine to get the best performance. Wouldn’t it be silly to say, “I don’t want anyone to restrict my freedom. I’ll use this machine the way I want to. No one will tell me what to do?” Yet that is exactly what many people say about the instruction manual God has given to man. The maker of a machine is the best one to tell us how to use it. God created man. That makes Him the best One to tell us what is best for us.

The Bible is God’s instruction book to man. (Show Visual 1.) In it He tells us how to be happy. If we disobey God, we can expect unhappiness and, unless we repent and ask God’s forgiveness, we can expect the second death, which is eternal separation from God.

In Psalm 19:7-11 we read that the Word of God converts the soul. That means it changes us. The Word of God makes us wise. It warns us about sin. Obeying God’s Word brings great reward. Psalm 119:11 says hiding God’s Word in our hearts keeps us from sin. Verses 105 and 130 point out that God’s Word lights up life’s pathway and gives us understanding.

Second Timothy 3:16 says God’s Word, the Bible, is useful for teaching us Bible truths that help us know how to live the Christian life. This verse also says the Bible gives us reproof. That

means the Bible makes us realize what is wrong in our lives. The Bible also gives us correction. It helps us do what is right. It also gives us instruction in righteousness. That means it helps us know what is right.

Here's an example: When you whisper to your friends in church, the pastor, your teacher, or your parents say, "Shh! Don't talk in church!" That's reproof—telling you what not to do. When they say, "You should listen and sing and pray instead of talking to your friends," that's correction—telling you what to do instead. Then your parents tell you that the right way to act in church is to take part so you can learn more about God and how He wants you to act in life. That's instruction in righteousness. You learn why you should act certain ways. The Bible does all these things. It tells us what to do, what not to do, and why. If we obey the Bible, we will please God. (Show Visual 2.)

Some people think God gave us the Ten Commandments just to make us miserable, just to show us He is boss. But God wants us to be happy. He knows that if we lie or steal or disobey our parents, we may get hurt or we may hurt others. That would make us unhappy. So God's commandments are for our own happiness.

Applying the Lesson

- ❑ *The learner will want to study God's Word in order to please God, to grow as a Christian, and to be able to share appropriate Scripture verses with others in various circumstances.*

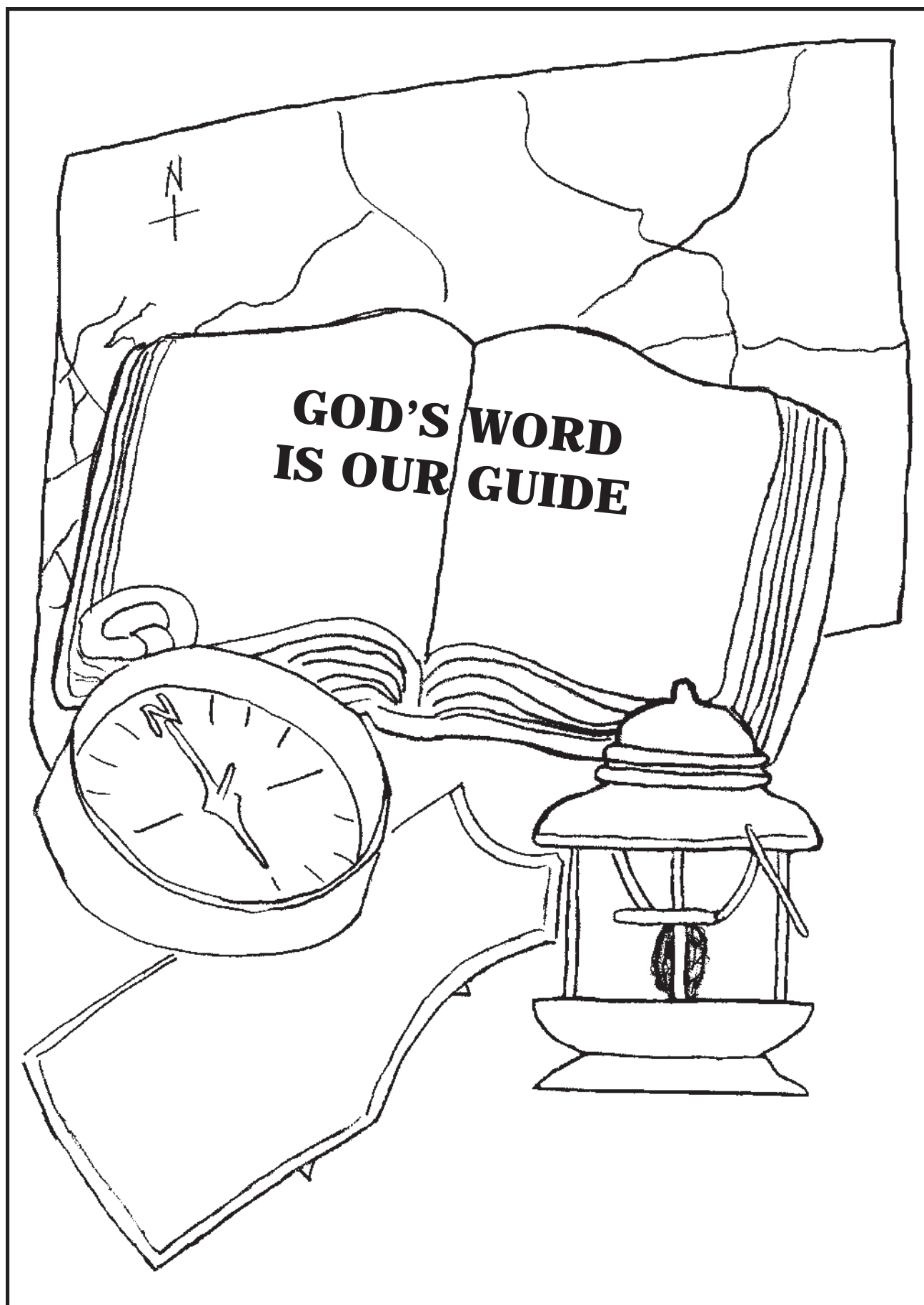
Second Timothy 2:15 encourages us to study God's Word in order to receive God's approval. We will then be able to pass the tests in our lives. David wrote in Psalm 119:11, "I have hidden your word in my heart that I might not sin against you." Studying God's Word will give us strength to live and be like Jesus.

In 1 Peter 2:2 Peter compared God's Word to the food our bodies need. If a baby doesn't eat, it doesn't grow. It would soon die. And we must study the Bible if we are to live and grow as Christians.

Studying the Word of God provides strength that we can share with others in time of need. The Bible has something to say about fear, anger, guilt, loneliness, depression, self-worth, life, death, sickness, sorrow, any emotion or problem a human being will ever face. We need to be ready to share hope from the Scriptures with others. In the activities in the Study Guide for this lesson we will learn how to find the appropriate verses.

Directions for Study Guide

2. Students must locate Bible verses for the topics that are listed.
3. Activity continued from the previous page.
4. a-2, b-3, c-1, d-4; Psalm 119:11, Psalm 119:105



DOCTRINE

teaching

REPROOF

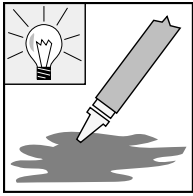
telling you what
not to do

CORRECTION

telling you what
to do instead

INSTRUCTION IN
RIGHTEOUSNESS

telling you why



Resource Pages

Teaching the Use of a Concordance

A concordance is a useful Bible study tool, but students must be taught how to use it. Students will probably use a concordance for two purposes:

1. to find the reference of a verse they already know but can't locate in their Bibles, and
2. to find verses about particular topics of interest to them. Explain that a concordance can help them find Bible verses on particular topics. Show the students a concordance and explain that the words are arranged alphabetically just like a dictionary.

Explain that if they already know the verse they want but don't know the reference, they can simply look up one key word of the verse in the concordance. They can then scan through the phrases listed until they find the one they want. They should check the reference that is given by looking it up in their Bible to be sure it is the verse they want.

If they want to find verses about a particular topic, they will need to look up that word in the concordance. For some topics they may need to think of other forms of the word or words with similar meanings to find verses which relate. Use the topic of fear as a learning example. Help them find fear in the concordance. Point out that listed under that word they will find the references for all the verses in the Bible that contain the word fear. After each reference they will find a short phrase from that verse. Some of the words may be abbreviated, but they can usually determine if a particular reference is an appropriate verse for their need. They should check each reference in a Bible to be sure it is the one they want.

Have the students do the concordance activity in the Study Guide. Answer their questions as they work.

Compiling Lists of Scripture Verses

To help the students compile lists of appropriate Scripture verses for each topic, have them complete the written concordance activity in their Study Guide. Then have them share their verses. On the chalkboard write each topic. Under each one write each new reference as the students take turns sharing the verse they wrote out for each topic. Add other topics which may be of particular interest to your students. After all the students have shared, encourage them to copy each list and keep them in their Bibles for easy reference. Encourage them to memorize one or two verses for each topic.

Using Object Lessons

Jesus frequently used object lessons to attract the attention of His hearers and to illustrate a point: a sower, a grain of mustard seed, a small child, tares, a vineyard. Using a road map, a compass, an instruction manual, a pattern can be very helpful in introducing this lesson and illustrating the points. Try to obtain at least one of these to use to describe God's Word, the Bible, and our need of it. Always watch for objects that can be used to attract attention or to illustrate a point in your teaching.

String a Verse

Write the words of the memory verse on paper, then cut the words apart and attach them in random order to a corkboard, a piece of plywood, or posterboard with pushpins or thumbtacks. Tie a long piece of yarn or string to the pushpin of the first word in the verse. The students can

take turns stringing the yarn from one word to another, wrapping it around the head of the pushpins, linking the words of the verse in the right order. If you feel especially creative, the words of the verse can be used to draw a picture when finished, like a connect-the-dots picture.

Memory Verse Train

A fun way to practice the memory verse or a verse from their topical lists is to make a memory verse train. One student says the first word of the verse. Each student who adds a word in the correct order (including the reference) adds to the train. The train may be human or drawn on the chalkboard.

Box Toss Memory Verse Game

Cover a small box with paper. On each side write the reference of one of the verses to be memorized. Seat the students in a circle. Toss the box to a student. He must quote the verse that is up when he catches the box. After he says the verse, he tosses the box to another student.

Memory Verse Quote-Down

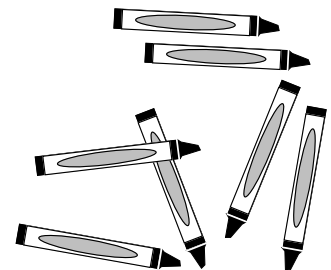
To review a number of verses learned by the students in this unit and the previous unit as well, have a quote-down, like an old-fashioned spelling bee. Divide the class into two teams. You will give a reference of one of the verses, and the student must quote the verse along with the reference. If he quotes it correctly, he continues standing. If not, he sits down. Alternate teams for each reference. The team with the most students or with the last student still standing wins.

Bible Posters

Have the students make posters as reminders of the importance of studying God's Word and using the Scriptures as their road map and instruction manual in life. Hang them on the classroom walls.

A variation of this game is to have one student be "it" and stand in the center of the circle. "It" points to a student at random and begins to count to 10 as fast as he can. The student who "it" points to must give the next word of the verse before "it" finishes counting. If he fails, he becomes "it." The previous "it" takes his place in the circle.

Another circle game is Hot Potato. Pass an object i.e., a potato around the circle. When the teacher says stop, the student holding the hot potato must quickly quote the verse from memory.



Unit 2

God's Plan for Me

Lesson 10

Unit Theme: My Witness

Scripture Text: 2 Kings 5; Psalm 32:8; 37; Proverbs 3:5,6; Isaiah 30:21

Lesson Objective: The learner will see that God has a plan for everyone and will desire to faithfully serve God as He leads.

Memory Verse: "If the Lord delights in a man's way, he makes his steps firm" (Psalm 37:23).

Focusing Attention

- ❑ *The learner will think about what he wants to be when he grows up.*

What do you want to be when you grow up? Tell me what sounds interesting to you and why.
(Allow responses.)

Communicating God's Word

- ❑ *The learner will be able to name several people in the Bible who discovered God's plan for their lives.*

Everyone wants to know what he will be when he grows up. In this unit we have learned about several people from the Bible who discovered and followed God's plan for their lives. (*Show Visual 1-2.*) Joseph dreamed of being a ruler over his family. Even though his brothers sold him into slavery in Egypt, God was working out His plan for Joseph's life. He became the governor of Egypt at a very important time. It was all part of God's plan to save the lives of His people, Joseph's family.

David was anointed to be king of Israel. For many years he was hunted by King Saul. It seemed he would never become king. Yet God was protecting David, and he was learning many valuable lessons that would help him be a good king. In God's time David became king.

Daniel and his three friends were the kind of young men that would make good leaders in Judah. Yet they were taken into captivity in Babylon by King Nebuchadnezzar. They determined to obey God's commandments even there. God honored them and caused them to find favor in the eyes of the king. They found and followed God's plan for their lives in the government of Babylon.

Esther became queen of Persia. She too found God's plan for her life when she was able to save God's people, the Jews, from being destroyed by the wicked Haman.

Peter made many mistakes. At Jesus' trial he even denied ever knowing Him. Yet he asked for and received Jesus' forgiveness. He found strength to follow God's plan for his life on the Day of Pentecost when the Holy Spirit was given to all believers.

Paul had studied the Scriptures and was a rabbi, a teacher of the Scriptures. He was looking for the Messiah to come. Yet he persecuted the Christians, not realizing Jesus was the Messiah for whom he was longing. Jesus appeared to him on the Road to Damascus and told him God's plan for his life. He was to be the apostle to the Gentiles.

In the days of Elisha a little girl whose name we do not know was taken from her home and family in a raid by the Syrians. She was made a servant to the wife of Naaman, the captain of the entire army of the king of Syria. Naaman was a brave soldier, but he had the dreaded disease of

leprosy. The little slave girl said to her mistress, “I wish my lord Naaman were with the prophet of God, Elisha, in Israel. He would heal him of his leprosy.”

Finally, someone told Naaman what his servant girl had been saying. The king of Syria insisted Naaman go to Israel. When Naaman arrived at Elisha’s house, Elisha sent his servant out to tell him to go to the Jordan River and dip himself seven times in the river. Naaman was angry. “How can that cure me?” he asked.

His servants said, “If the prophet had told you to do some great thing, you would do it. Why not do as he said? It might work.”

Naaman went down to the Jordan River. Even though it was muddy, he dipped himself seven times. The seventh time he came up completely healed. He was healed because a little slave girl was a witness for God even though she was away from home and working for her country’s enemies. She found and followed God’s plan for her life.

Applying the Lesson

- ❑ *The learner will know God has a plan for everyone, including himself, and will want to faithfully serve God as He leads.*

All these people discovered God had a plan for their lives and they obeyed God. God has a plan for everyone. He has a plan for your life. You may already know what you want to be when you grow up. It is good to plan and prepare for the future. Even more important, though, is studying God’s Word to learn His plans for your life. The Bible contains all we need to know to please God. Psalm 37 tells us that God will direct our way in life if we trust in Him and do what we know is right. Verse 23 says, “If the Lord delights in a man’s way, he makes his steps firm.” The words “man” includes every boy and girl, man and woman who love the Lord and obey His Word. He will direct your life if you will let Him.

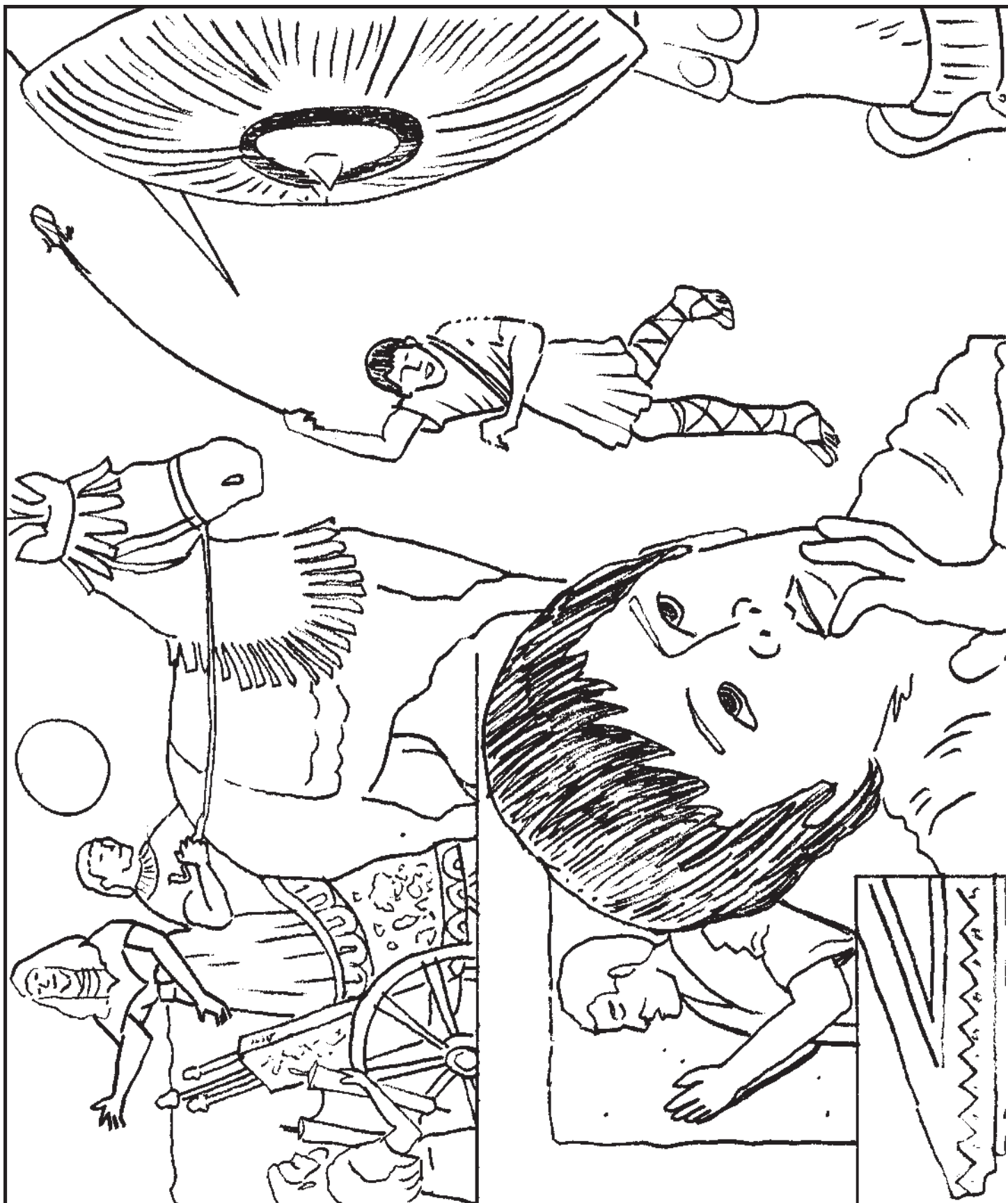
The writer of this lesson wanted to be a school teacher from the age of 11. She went to college to study to be a teacher, but no teaching jobs were available. The Lord, however, led her to become a Sunday school teacher. Later, she began writing Sunday school lessons. The training she received in college has been very helpful.

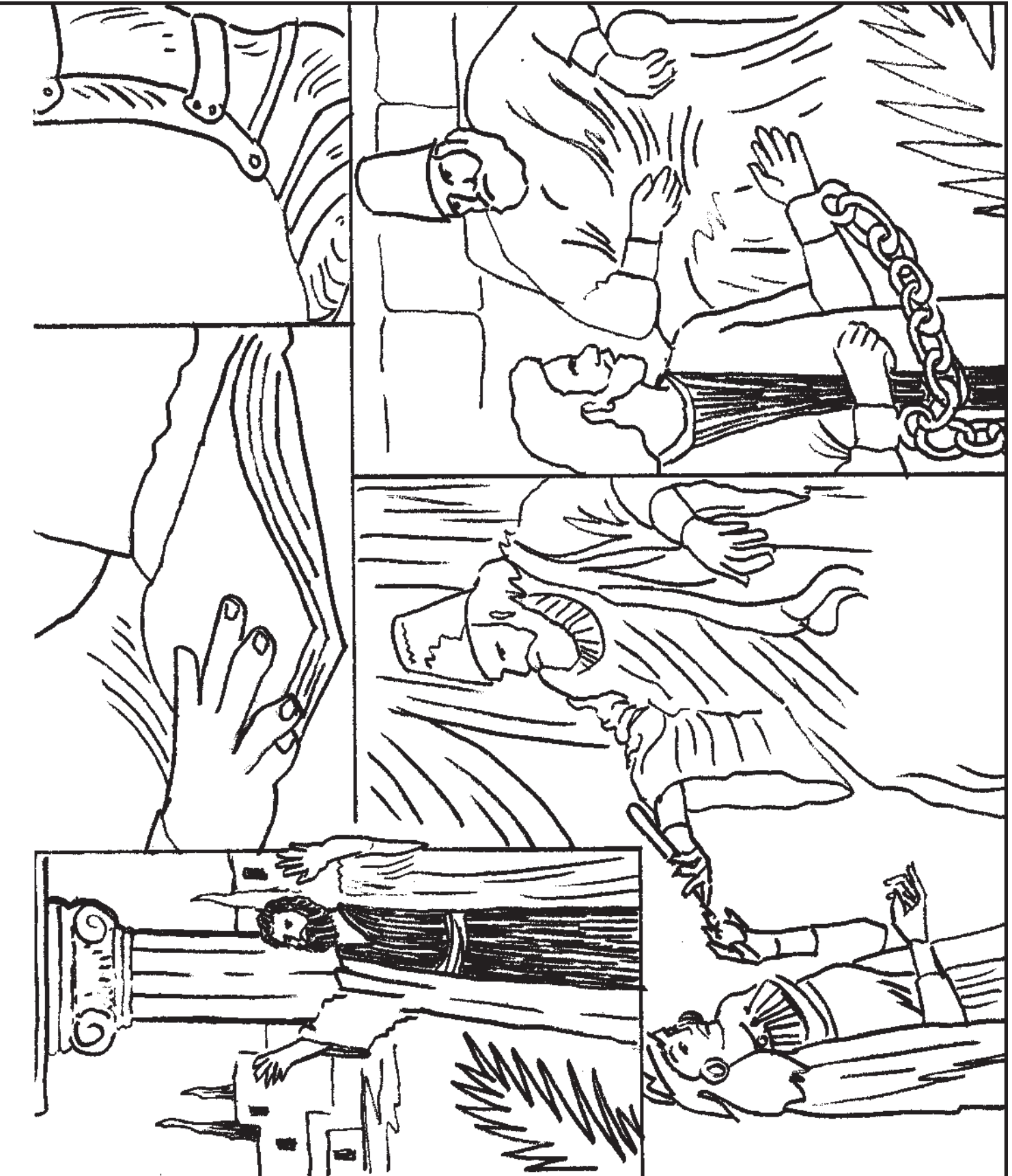
Lillian Trasher always wanted to be a mother. Yet, she broke her engagement to the man she loved to obey God’s call on her life to be a missionary in Egypt. There she started an orphanage for thousands of homeless children, who soon began calling her “mother.”

If you, like Naaman’s little slave girl, obey the Lord now while you are young, God will lead you into the plan He has for your life too.

Directions for Study Guide

2. Paul, David, Joseph, Daniel, Peter, Naaman, Esther
3. Place the words for Psalm 37:23 in order.
4. yes, no, yes, yes, yes, yes, no, yes, no, no, yes, no; Answers will vary.







Resource Pages

Helping Children Find God's Will for Their Lives

Children look for heroes. They want to pattern their lives after their heroes, to be like them. As Christian teachers we are in the position to tell them about the heroes of the faith from the Bible as well as the lives of great Christians of more recent times. Romans 15:4 tells us that everything that was written is written for our learning. The stories of the Bible heroes were written so we can learn from their joys and mistakes. We can also learn from the lives of great Christians through the ages. Read books and stories to the children about missionaries, men and women of great faith, outstanding Christian businessmen. Tell your own testimony of how God helped you discover His plan for your life. Invite other Christian leaders to share with the class how they found God's will for their lives.

Encourage the children to identify the qualities they admire in these people. Help the students see that these people are human beings just as they are, yet through faith and trust in God they accomplished a great deal for God. We can learn much from their lives about how to find God's will for our own lives. Discuss with them ways they can follow in the footsteps of these people of great faith.

Word of the Day

A good way to help students pay close attention during your teaching is to choose a key word or phrase from the lesson that you want them to learn. Tell the students to listen for that word and to clap once every time you use that word. You may also use a quiet signal like raising your hand quickly and then putting it right back down. Be sure to use the word several times in different ways during the lesson. A good phrase to use in this lesson is "God's will."

Review Game

To make reviewing the lessons of this unit more fun, play this review game. Pin the name of one of the characters, places, objects, or topics mentioned in the 10 lessons of this unit on the back of each student. Have the students ask each other for clues, without giving the answer, about who or what they are. Then have the students try to guess who they are. As each character, place, object, or topic is named, have the students tell what they remember about it. If they are unable to remember anything about the subject, have them refer to the lesson in their Study Guide in which it is named.

Musical Chairs Bible Story Review Game

Prepare review questions on the lessons in this unit. Arrange chairs in a large circle with the chairs facing outward. Mark one chair with a piece of masking tape or paper. Ask each student to stand before a chair. Instruct them to march around the chairs while music plays. (If you don't have a tape recorder and music tape, you could hum a tune.) When the music stops, they must sit down on the seat nearest them. Whoever is sitting on the marked chair will have to answer a question. If the student cannot answer or gives an incorrect answer, do not put him out of the game. Simply refer the question to other students or answer it yourself. This will make the activity less threatening and give everyone an equal chance.

Charades Review Game

As a review, have the students play Charades. On slips of paper write the names of the Bible characters studied in this unit. A student chooses a slip and must silently act out who the

person is. The rest of the class try to guess who is being portrayed. The student who guesses correctly is the next one to act out a character.

Bible Pictionary Review Game

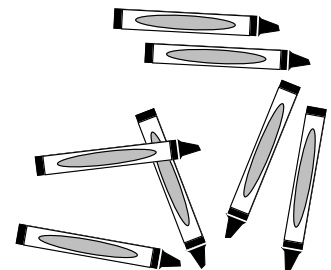
Instead of acting out a Bible character from the unit lessons, a student can draw pictures on the chalkboard to illustrate the life of the Bible character. The rest of the class will guess who is being drawn. The one who guesses correctly draws the next pictures.

Unit Exam

Studies have shown that if the teacher mentions a test will be given at the end of the lesson, children will retain more of the lesson content. When you play one of the review games, tell the children they will be taking a test over the unit. After this review, administer the multiple-choice test in the Study Guide. The answer key is provided on page 17 of the Instructor's Guide.

Memory Verse Review Game

Draw a Tic-Tac-Toe grid on the chalkboard. In each space write the reference of one of the memory verses from this unit. Divide the students into two teams. To decide which team goes first, have the first student on each team guess a number between one and ten. The one who comes closest to the number you have predetermined, starts the game. To play, the first team member selects a reference and quotes the verse. If he says it correctly, he places an X in that square. Then the other team's first member selects a reference and quotes the verse. If he says it correctly, he places an O in that square. Then the second member of the first team selects another reference and tries to quote it. The game continues until one team has placed its symbol in three boxes in a row, either vertically, horizontally, or diagonally. To give every one a chance to play, repeat the game as many times as necessary.



Notes

Class Record

Bible Curriculum 4-2

- *Make a copy of this page on both sides to mail to ICI University. Use the address given on the title page.*

Instructor Information

Name _____

Mailing Address _____

City _____ Province/State _____

Country _____

Relationship to Student(s): ☐Self ☐Parent ☐Instructor

Group Study

Type of Learning Center: ☐ Individual ☐ Family ☐ Church ☐ School

Name of Church or School _____

Address of Learning Center _____

Student Records

[illegible]

- Please list additional students on another sheet of paper and attach it to this report.

Instructor's Comments

• In order to help ICI University improve this course, please answer the questions below. Please circle the letter preceeding the comment that gives your honest feelings about the course, whether positive or negative.

1. I found this course to be
a) very interesting. d) uninteresting.
b) interesting. e) boring.
c) somewhat interesting.
2. Compared to other courses I have taught, this one was
a) very difficult. d) easy.
b) difficult. e) very easy.
c) about average.
3. I found the added resource ideas for the lessons to be
a) very practical. d) not practical.
b) practical. e) useless.
c) somewhat practical.
4. The statements of objectives were
a) very helpful. c) of little help.
b) helpful. d) not helpful at all.
5. The exercises in the Study Guide were
a) very helpful. c) of little help.
b) helpful. d) not helpful at all.
6. The Unit Exam was
a) very helpful. c) of little help.
b) helpful. d) not helpful at all.
7. The lesson format was
a) very clear. c) confusing.
b) clear. d) very confusing.
8. Reading the Instructor's Guide was
a) very easy. c) difficult.
b) easy. d) very difficult.

9. The reading level of the Study Guide was
a) very easy. c) difficult.
b) easy. d) very difficult.

10. Due to this course my knowledge of the Bible

- a) increased a great deal.
- b) increased some.
- c) did not increase.




11. Due to this course my ability to teach the Bible was

- a) increased a great deal.
- b) increased some.
- c) did not increase.

12. Overall, this course was

- a) excellent. d) poor.
- b) good. e) very poor.
- c) fair.

13. Please tabulate the answers of your class to the Student Comments at the end of the Study Guide.

Item			
Entire course			
Instructor			
Written activities			
Bible lessons			
Group activities			
Unit exam			

14. Was there anything in the course that would be inappropriate or offensive to your culture? Please explain.

.....

.....

.....

.....

15. Write any suggestions you have for improving the course, or other comments.

.....

.....

.....

.....

Instructor's Guide for MY QUESTIONS Bible Curriculum 4-3

**by
AnnaLee Conti**

Instructional Development Specialist: Kathleen S. Jingling
Technical Editor: Ann Floyd
Illustrator: Roger Burkhart
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Developed in Cooperation with
the Global University Staff



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USA

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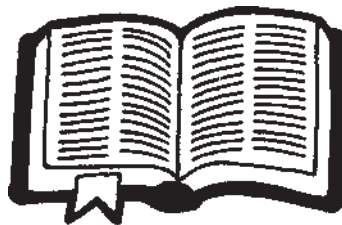
My Questions

4–3

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Memory Verse List 4-3

1. Romans 6:23 “For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord.”
2. Romans 12:21 “Do not be overcome by evil, but overcome evil with good.”
3. John 15:7 “If you remain in me and my words remain in you, ask whatever you wish, and it will be given you.”
4. Genesis 2:24 “For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh.”
5. Ephesians 4:25 “Therefore each of you must put off falsehood and speak truthfully to his neighbor, for we are all members of one body.”
6. Proverbs 11:28 “Whoever trusts in his riches will fall, but the righteous will thrive like a green leaf.”
7. 1 John 3:3 “Everyone who has this hope in him purifies himself, just as he is pure.”
8. Psalm 34:19 “A righteous man may have many troubles, but the Lord delivers him from them all.”
9. Psalm 139:14 “I will praise you because I am fearfully and wonderfully made; your works are wonderful.”
10. Isaiah 55:9 “As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts.”



Bible Memory Award

Bible Curriculum

This certifies that

has memorized all 10 key Bible verses in 4-3.

Date

Signature

Bible Memory Award

Bible Curriculum

This certifies that

has memorized all 10 key Bible verses in 4-3.

Date

Signature

Exam Key

I. Write the letter of the phrase in the right column on the line beside the word in the left column it matches.

- | | |
|---|---|
| <u>d</u> 1. The second death | a. Breaking God's laws |
| <u>i</u> 2. The blessed hope | b. Asking forgiveness for sin |
| <u>a</u> 3. Sin | c. Dwelling place for God |
| <u>g</u> 4. Spiritual death | d. The lake of fire |
| <u>n</u> 5. Heaping coals of fire on someone's head | e. Bearing false witness |
| <u>k</u> 6. Prayer | f. A prophet during the destruction of Jerusalem |
| <u>p</u> 7. Amen | g. Separation from God |
| <u>b</u> 8. Confession | h. All-knowing |
| <u>l</u> 9. Worship | i. The rapture of the Church |
| <u>q</u> 10. Divorce | j. The temple of the Holy Spirit |
| <u>e</u> 11. Lying | k. Conversation with God |
| <u>j</u> 12. Our bodies | l. Praising God for who He is |
| <u>c</u> 13. Temple | m. A man who experienced much suffering |
| <u>o</u> 14. Omnipotence | n. Overcoming evil with good |
| <u>s</u> 15. Omnipresence | o. All-powerful |
| <u>h</u> 16. Omniscience | p. So be it or I agree with you |
| <u>t</u> 17. Sovereignty | q. Is not part of God's plan for marriage |
| <u>f</u> 18. Jeremiah | r. Separation from sin and dedication to God |
| <u>m</u> 19. Job | s. Present everywhere at all times |
| <u>r</u> 20. Holy | t. Right of a higher power to make choices for us |

II. Write "T" on the line in front of each sentence that is true and "F" if it is false.

- T 1. Life isn't fair.
- F 2. Only the poor can go to heaven.
- T 3. When you lie to man, you are also lying to God.
- T 4. God's plan for marriage is for a husband and wife to stay together until death separates them.
- F 5. Bad things that happen to us are always our own fault.
- F 6. God does not listen to us if we ask Him questions.
- T 7. God has a special plan for each person's life.
- T 8. God answers prayer three ways: "Yes," "No," or "Wait."

Unit 3

Why Do People Die?

Lesson 1

Unit Theme: My Questions

Scripture Text: Genesis 3; Romans 5:12, 17; I Corinthians 15:21, 22, I Thessalonians 4:13-18

Lesson Objective: The learner will understand that death is a result of man's first sin.

Memory Verse: "For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord" (Romans 6:23).

Focusing Attention

- *The learner will begin to think about what death is and what happens when a person dies.*

Have you ever attended a funeral? (Allow the students to describe their experiences.) What is death? What happens when a person dies? (Listen carefully to observe any misunderstandings the students may have so you can deal with them in the lesson.)

Communicating God's Word

- *The learner will be able to tell the story of how death entered the world.*

When God created the world, He created man and woman perfect in every way. Genesis 1:31 says, "God saw all that he had made, and it was very good." There was no sin, no sickness, no pain, no death. Then Satan came along. He had been the most beautiful and most powerful angel in all of heaven, but he had become proud saying, "I will make myself like God!" (Isaiah 14:12-15) So God had to throw Satan and his followers out of heaven. When Satan saw the man and woman God had created, he saw his chance to get even with God. He decided to ruin God's beautiful creation.

In the Garden of Eden God had placed the tree of the knowledge of good and evil among the many other trees. God told Adam and Eve, "You may eat the fruit of any of the trees except the tree of the knowledge of good and evil. If you eat of that tree, you will surely die" (Genesis 2:16,17). Satan, in the form of a beautiful serpent, tempted Eve. "God told you not to eat of that tree because He knows you will become just like Him if you do," he lied (Genesis 3:4,5). (*Show Visual 1.*) Eve looked at the tree. The fruit looked delicious, and she wanted to be as wise as God, so she took the fruit and ate it. Then she offered some to Adam, and he ate some too. Suddenly they had a new awareness of themselves and each other. They realized their nakedness and shame. They hid from God. Their fellowship with God was broken. Sin separated them from God.

Adam and Eve did not die the moment they ate from the tree of the knowledge of good and evil, but the seeds of death were planted in them. Sin, sickness, pain, sorrow, and death had entered God's creation. And just as we have brown eyes or blue because our parents have brown or blue eyes, we inherit a sinful nature from Adam and Eve, the parents of mankind (Romans 5:12,17). God had formed them from the dust of the earth, and dust they would become again at death.

Thank God, He did not leave Adam and Eve without hope. Even as He told them the terrible results of their sin, He promised them that a Savior would come one day to take away the curse of sin (I Corinthians 15:21,22). Thousands of years later Jesus, God's Son, came to earth as a baby. He lived a sinless life. Then He died on the Cross to pay the penalty for mankind's sin. He was resurrected on the third day and ascended to heaven forty days later. Now if we accept Jesus as our personal Savior, we receive eternal life.

Applying the Lesson

- ❑ *The learner will be able to explain the difference between physical death and the second death.*
- ❑ *The learner will find comfort in the “blessed hope.”*

The Bible describes two types of death. Physical death occurs when the body ceases to live and function. At death the body begins to decay. That means it begins to slowly turn back into dust. Our body is like a house in which the real self, our soul, lives. Our soul never dies. When our body dies, our soul goes to heaven to be with Jesus if we have accepted Jesus as our Savior.

Remember that sin separates people from God. For this reason, if a person has never trusted Jesus to take away his sins, he is forever separated from God when he dies. That eternal separation from God is called “the second death.” (*Show Visual 2.*)

The decision we make about Jesus in this life determines where we will spend eternity. Our memory verse sums it up this way: “For the wages of sin is death but the gift of God is eternal life in Christ Jesus our Lord” (Romans 6:23). Because God is holy, He has to punish sin. The punishment for sin is death—the second death, eternal separation from God. Because God loves us so much, He provided a way to escape the second death. When we receive the gift of God’s salvation through His Son’s death on the cross, we receive eternal life so we can spend eternity with God.

After Jesus died on the cross, He arose from the dead. His body did not return to dust. It came to life again. The disciples touched Jesus’ body. They saw Him eat food. After 40 days they saw Jesus ascend into heaven. They heard the two angels’ message: “This same Jesus. . . will come back” (Acts 1:11).

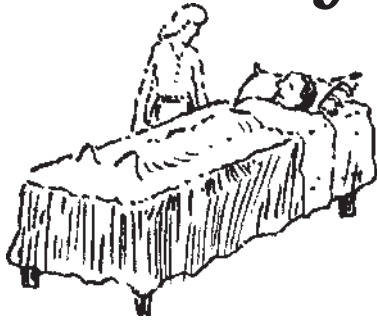
In 1 Thessalonians 4:13-18 the apostle Paul describes what will happen when Jesus comes again. The bodies of all who died loving Jesus will come out of their graves. Their bodies will be made new. Their souls will again live in their bodies. Then, all who love Jesus and are still alive will be given bodies that will never die and will be caught up together with the others in the air. We will all go to live with Jesus forever. Death will never touch us again. Paul said, “We do not want you to be ignorant about those who fall asleep, or to grieve like the rest of men, who have no hope.” (1 Thessalonians 4:13). By that he meant that when our loved ones who know Jesus die, we miss them and that makes us feel sad, but we know that we will see them again. And that comforts us.

Directions for Study Guide

2. Answers: Satan, Jesus, the second death, eternal life, Satan, promise, Savior, decide about Jesus
3. Answers: they became like God, wisdom like God’s, eternal life; salvation, fellowship with God, the wisdom of God, peace, healing, eternal life, answered prayer, heaven, joy
4. The students will complete Romans 6:23.



Physical Death



The Second Death



S
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N

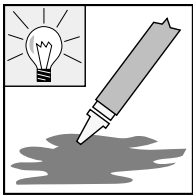
Eternal
Separation
from God



Man
without
Jesus



Hell and Lake of Fire



Resource Pages

Helping Children Understand Death

Because of the Fall, death is a fact of life. Thank God, man does not have to live forever in his sinful condition. The Resurrection has taken the sting out of death for the Christian. The promise of the Rapture brings us great hope. However, those who are left behind when a loved one dies feel the loss of the physical presence of their loved one. No one knows when or where death will strike. For this reason, it is wise to deal with the subject in a systematic way, so that we have a frame of reference when death touches our lives. Talking about death naturally before a crisis helps us face death and realize that death is a part of life.

Understanding and accepting the concreteness of death is part of the child's general intellectual development. Studies reveal that most children are concerned about death. Children fear death less for themselves than for their parents or those who love and care for them who may die and leave them alone. By the age of 9 or 10, children recognize death as an inevitable experience that will happen to them. Three recurring questions in their minds need to be addressed: *What is death? What makes people die? What happens to people when they die; where do they go?*

The Bible lesson deals with these questions. To further explain death, you could use the following comparisons:

When an animal dies, it never wakes up. It does not hurt anymore. We bury it to show our love and respect for its life. If we did not bury it, it would rot and spread disease. A person is different. A person who loves Jesus goes to heaven, God's special home, to live forever. Death is the doorway to heaven. When the body gets so sick or is injured so badly it will not work anymore, the real person, called the soul, leaves the body and goes to heaven. The soul, often called the spirit, is the real self that says, "God, I love You," without his lips moving. The soul is the part of a person that remembers, that dreams, that is glad when he obeys and is unhappy when he doesn't. The body is the house in which the person lives on this earth. When the person dies, the house becomes empty. We love the body, but the real person is not there anymore. God loves the body too. One day He will perform the miracle of resurrection and restore the body. Then the soul and body will be rejoined and we will be together forever with all our loved ones who love Jesus.

Overview of the Grieving Process

Three phases in the natural grieving process have been observed in children: (1) protest—the child cannot believe the loved one is dead, so he tries to regain him, sometimes with anger; (2) pain—despair and disorganization follow the protest stage, before the child begins to accept the fact that his loved one is gone; (3) hope—the child begins to organize his life without the deceased.

The grief and mourning of children is often intermittent. Intense upsets alternate with times of playing happily as though nothing had happened. There may also be quiet times of memory and fantasy. Like adults, children display a variety of reactions to the death of a loved one, and for as long and as intensely. The only real difference between adults and children in the processes and responses to grieving is the children's lack of the capability of putting their thoughts, feelings, and memories into words and their not yet fully developed thought processes. For this reason, children tend to act out their grief. They may experience recurring stomach aches and nightmares; they may become demanding and accident-prone. They may express their grief through aggressiveness, withdrawal, guilt, or inward mourning. Depression, loss of appetite and weight, insomnia, poor school performance, irritability, temper outbursts,

even suicide attempts are not uncommon. They need help with understanding and accepting the concreteness of death, with their attitude toward and expression of their stressful feelings, and with their need for emotional closeness in the absence of the deceased. They want to talk about and remember the departed loved one but need someone's help to do so.

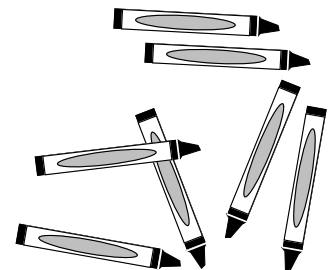
Helping Children Deal With Death

Children often ask hard questions after the death of someone close to them. Respond to grief in children with calm, reassuring words and solid information which dispel fear. Make special efforts to be close. Choose carefully the words you use in answering them, keeping in mind the fact that children interpret things quite literally. No one completely understands the meaning of death. We can only share what we know from God's Word and from experience. Be accepting of the child and his questions, giving serious answers. Be honest. Never give answers you don't believe. Be straightforward. Answer the question asked, not all the unasked ones. Don't lecture or moralize. When you don't know, say, "I don't know, but God will do what is best. We can trust Him."

As his teacher, you can help a grieving child by doing the following:

1. Give "sorrow words" that help him express his pain, loneliness, sorrow, sadness—how he feels.
2. Help the family with the physical aspects of grief, such as exhaustion, insomnia, restlessness, staring into space.
3. Help the child understand that just because someone is dead doesn't make him right (idealization).
4. Help the child realize that opposite emotions can be felt simultaneously: anger and love, sadness and relief, hope and despair. Drawing, painting, and clay can be used to help the child express his feelings.
5. Help the child understand that releasing pain is not erasing the memory of the loved one. Instead, releasing pain opens up time and space for more pleasant memories.
6. Do not be shocked if the child feels suicidal. To want to die is a normal response to deep grief. Be a listener, a facilitator of the child's self-expression.
7. Help the child and the parent understand that alone and lonely are not synonymous. The child needs time alone to work through things inside himself.
8. Know that time doesn't heal; it merely passes. The first year or two, time makes grief worse as anniversaries, birthdays, holidays come and go.
9. Let the child know it is normal to feel fine one minute and overwhelmingly sad the next.
10. Tell the child that laughing is not disrespectful to the deceased. It's OK to laugh.
11. Know that the pain doesn't diminish; it only becomes less frequent. There is no normal time to complete grieving.
12. Tell the child his loved one will live on in his memory. Help him remember the loved one.

Children seem to have an intuitive comprehension of truth, an ability to trust life, to accept and adjust to it. With help in understanding and expressing his grief, a child can not only survive, but develop a strong personality and faith in Christ.



Unit 3

Why Is There Evil?

Lesson 2

Unit Theme: My Questions

Scripture Text: Genesis 1, 3; Ecclesiastes 7:29; Isaiah 43:7; 45:7; Acts 17:24-31; Romans 1:18-32; 12:19-21; 2 Peter 2:9

Lesson Objective: The learner will see that disobedience brought separation from God, and evil is a result of Satan's kingdom.

Memory Verse: "Do not be overcome by evil, but overcome evil with good" (Romans 12:21).

Focusing Attention

- ❑ *The learner will begin to appreciate why God gave people free will.*

Why do you think God allowed the possibility that Adam and Eve might sin? (*Allow responses.*) Let's pretend we have a talking doll which will say, "I love you, Mommy," when you pull the string. Which would make your mother happier, to pull the string and hear the doll say, "I love you," or to have you throw your arms around her and say, "I love you, Mom?" (*Allow responses.*)

Communicating God's Word

- ❑ *The learner will be able to explain why there is evil in the world.*

Have you ever watched a potter making a bowl from clay on a potter's wheel? Carefully he molds the soft clay into just the shape he wants. When it is just right, he fires it in a very hot oven so it becomes very hard. He is very happy with his finished work and sets it on a shelf for everyone to see. Then, someone comes by and deliberately knocks the bowl off the shelf, and it breaks into a thousand pieces. The potter's work is ruined. God made the world and everything in it. God saw that everything He had made was very good. There was no sin, no sickness, no death, no evil. Then Satan came along and ruined it.

The Bible tells us that God created man in His own image and likeness for His glory (Isaiah 43:7). That means that He gave man the ability to have a relationship with God (Acts 17:24-31). God could have made robots to love Him, but He wants people to love Him because they want to. That means they must be allowed to choose not to love Him. In that sense, God created evil (Isaiah 45:7). He allowed man to have a free will to choose to love Him. True love is only possible when one can choose not to love.

In the Garden of Eden God placed the tree of the knowledge of good and evil as a test for Adam and Eve. God wanted to know if they would choose to obey Him or to disobey Him. Genesis 3 tells the sad story of their disobedience which brought sin and evil into the perfect world God had created.

What is sin? The Bible says sin is breaking God's laws or disobeying God's commandments (1 John 3:4). Sin is always choosing our own way instead of God's way (Isaiah 53:6). Sin is not doing what we know God wants us to do (James 4:17). Sin is not believing in Jesus as our Savior (John 16:9). (*Show Visual 1.*) Sin separates us from God. Adam and Eve didn't die physically the moment they ate the forbidden fruit, but something even more terrible happened. Their sin of disobedience separated them from God. The Bible calls this "spiritual death."

In the Book of Romans the apostle Paul described what happened to mankind after the Fall. Since mankind rejected God and chose to sin, God allowed them to go their own way. Mankind

began to do wicked things: coveting, envying, expressing wrath, murdering, lying, gossiping, hating God, boasting, disobeying parents, breaking promises, committing sexually immoral and unnatural acts, fighting, being heartless and without pity, and continually inventing new ways of sinning (Romans 1:18-32). Doesn't that describe conditions in the world today? We see people murdered, robbed, abused, and raped. People starve to death because wicked people keep them from receiving food. Evil rulers put innocent people in prison or kill them. Parents abuse their own children.

Applying the Lesson

□ *The learner will be able to explain God's solution to the problem of evil in this world.*

You may think, *But I'm not that bad!* Jesus said that if we break only one of the Ten Commandments, we are guilty of breaking all of God's law. Because of Adam and Eve's sin, we are all sinners. We are born with a bent to sin. Even good people are sinners in God's sight. He says, "There is no one righteous, not even one" (Romans 3:10). Our goodness is as "filthy rags" in His sight (Isaiah 64:6).

Thank God, He didn't leave us without hope. God planned that Someone who had never sinned would pay for all our wrongdoing. If a sinner died, he would only be paying the just penalty for his own sin. Only Jesus, God's sinless Son, could die in our place. When Jesus died on the cross, He took upon Himself all the sins of the world—all the evil ever done. By dying in our place, Jesus became our Savior. If we accept what Jesus did for us, we will have forgiveness for all our sins and will receive eternal life. The cross bridges the gap between God and man. (*Show Visual 2.*)

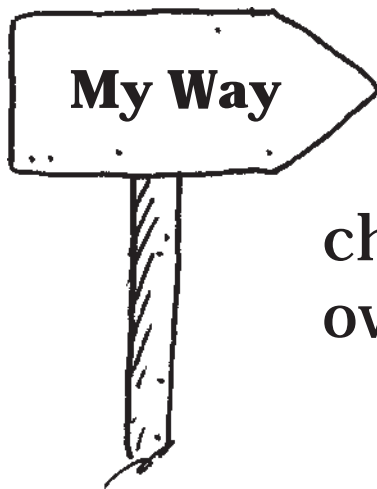
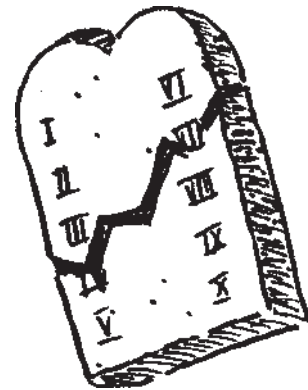
What can we do about the evil we see all around us? First, we must always remember that "the Lord knows how to rescue godly men from trials and to hold the unrighteous for the day of judgment, while continuing their punishment" (2 Peter 2:9). God will preserve our souls from the evil all around us. Even if we suffer at the hands of evil men, they cannot destroy our souls. In Romans 12:19-21, Paul reminds us that vengeance is God's, and He will repay the wicked for their evil. Then Paul points out that as Christians we are to be kind to our enemies and pray for their salvation. He calls it "heaping burning coals on their heads." Then they will no longer be our enemies but our friends. As our memory verse reminds us, "Do not be overcome by evil, but overcome evil with good" (Romans 12:21).

Directions for Study Guide

2. Answers: 1-c, 2-e, 3-a, 4-b, 5-d.
3. The students will complete Romans 12:21.
4. Pictures will vary.

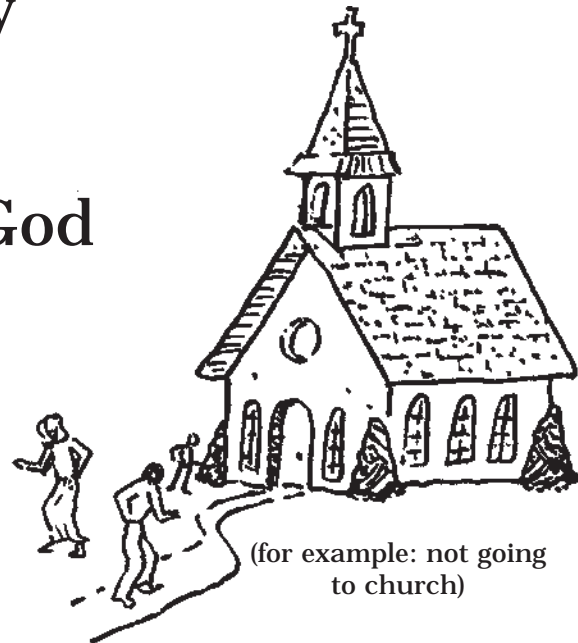
What is sin?

breaking God's
laws



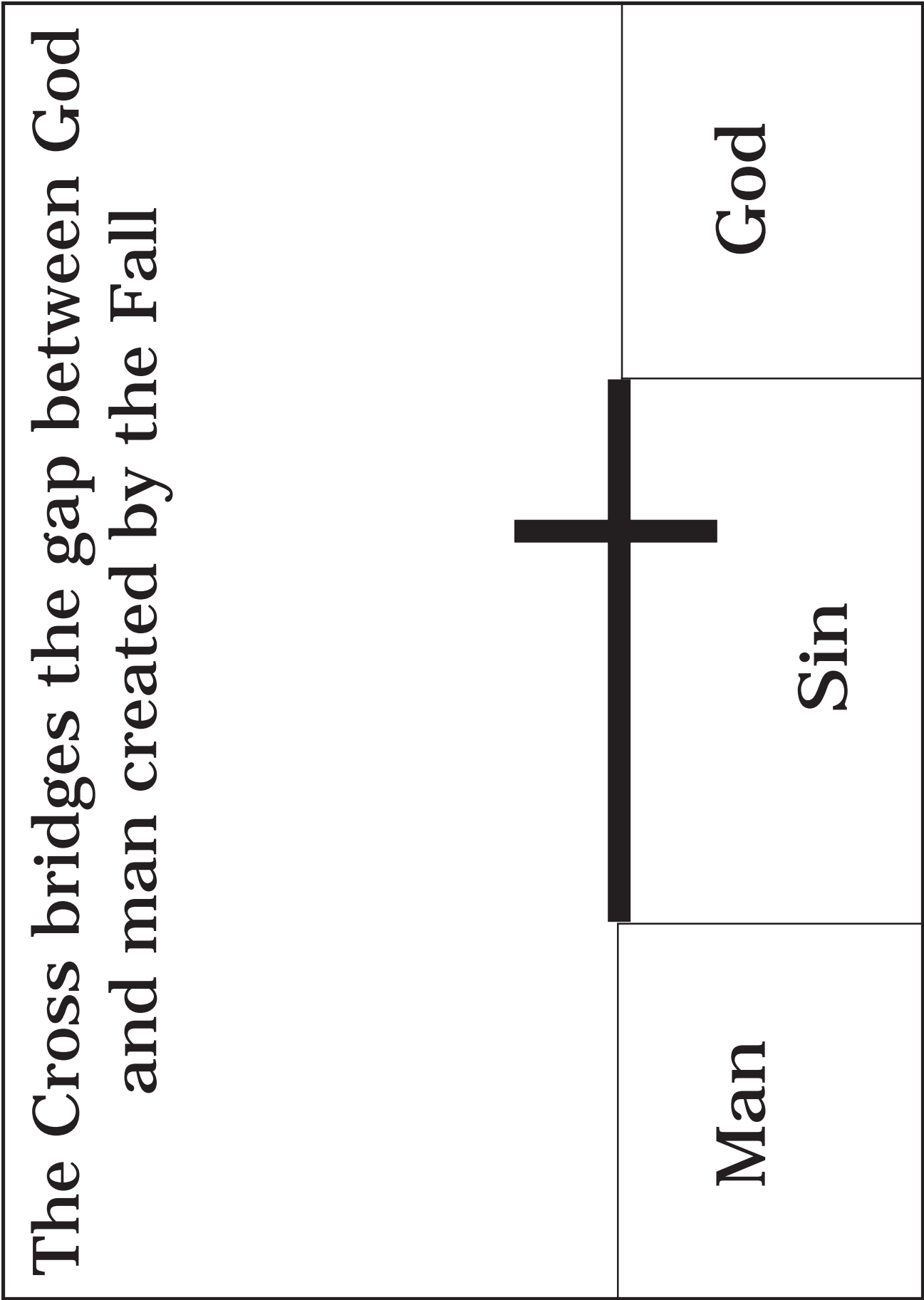
choosing your
own way

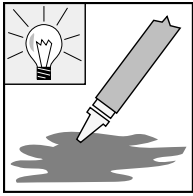
not doing what God
wants you to do



(Jesus knocking on heart's door)

not believing in
Jesus as your
Savior





Resource Pages

Sensitivity

Always be sensitive to the leading of the Holy Spirit and His work in the lives of the students. This lesson and the previous one provide a natural opportunity for inviting children to become Christians. In presenting Christ's call, be sure to point out the need to forsake sin. Never promise them that their lives will be easy because they are Christians. You should, however, share with them Christ's promises to walk with them through every trial.

Pray the sinner's prayer with the students who indicate their desire to accept Jesus as their personal Savior so they can have fellowship with God. Ask them to repeat after you:

Dear Jesus,

Thank You for dying on the cross for my sin, so I can have fellowship with God.

Forgive me for my sins.

I want to forsake sin and follow You.

I trust You now as my Savior.

Thank You for making me Your child.

Help me to obey You all the days of my life.

Amen.

Guided Self-Application

In Christian education learning is more than knowing Bible content. If a student has really learned, we will see change in his life. Life change is not the automatic result of teaching. Without specific training, the student will probably not see the relationship of Bible content to his own life. The teacher must relate the truth to the lives of the students. Yet, each student has his own unique personality and his own peculiar set of circumstances in life to which he needs to apply the truths of God's Word. The challenge to the teacher is to help all the students discover their own special areas of need to which the particular Bible lesson relates. The best way to accomplish this important task is through guided self-application.

Guided self-application should be used with every Bible lesson. After the Bible content has been communicated, the first step is to give the students an opportunity to express the Bible truths in their own words. A variety of teaching methods can make this fun as well as educational. The question-and-answer method, role-playing or other forms of drama, writing activities, and drawing or other forms of artwork offer opportunities for the students to express their understanding of the Bible principle. The teacher is able to immediately correct any misunderstandings the students may have.

When you are sure they have understood the Bible principle in the lesson, the next step is to lead the students to see several areas where the principle applies in life. Life application stories with discussion are one effective way to do this. When the whole class explores together how the lesson may apply to their lives, new ways of thinking are opened up for everyone. To enable students to participate without fear of exposing their own weaknesses and sins to the group, set up a situation in which ideas can be shared objectively. Instead of saying, "How would you feel or act if . . . ?" ask, "How would people in our church feel or act if . . . ?" The situation is then brought close enough to make it real, but not so close as to make individuals feel

uncomfortable responding. Later the students will have an opportunity to respond individually in a nonthreatening manner.

The third step in guided self-application is to lead the students to narrow down their individual focus to one area for deeper personal exploration. If they try to work on too many areas of application at once, life change is less likely to result. By focusing on one area at a time, change is less threatening and more attainable.

Fourth, lead the students to think through in depth how the Bible principle applies in this one area upon which they have chosen to focus attention.

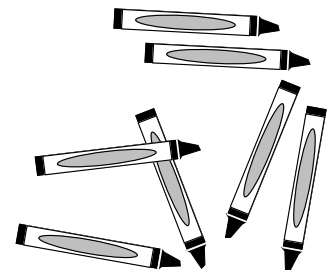
Fifth, help the students plan how to act upon the Bible truth in this one area, and encourage and help them carry out those plans.

In guided self-application, the teacher acts as a guide, leading the students to make their own application. The result is a more personal application that is remembered longer and is more likely to be acted upon in their lives. Another advantage is that the students acquire skill in applying Bible truths to their lives, which they can use in their own personal Bible study the rest of their lives.

Here is how you might apply this method of application to this Bible lesson.

1. To help the students restate the Bible truth in their own words, ask them to list God's solutions to the problem of evil in the world. Itemize them on the chalkboard as they respond. (*Refer to the last two paragraphs of the lesson.*)
2. To lead the students to see several areas where the Bible truth applies to life today, ask, "What are some of the evils we have seen first-hand in the world? What are some ways we can heap burning coals in those situations?"
3. To help the students narrow down to one area for deeper personal exploration, ask them to draw a picture or write a paragraph describing a situation in which they need to overcome evil with good.
4. To help the students think through in depth the implications of the Bible truth in this one area, ask them to draw a picture or write a paragraph describing what they can do to overcome evil with good in that situation and what the results might be in their lives.
5. To lead the students to plan how to act upon the truth they learned in this lesson, give them materials to design and make bookmarks or posters on which they will illustrate the words of their memory verse. Encourage them to place the bookmark or poster in a place where it will serve as a frequent reminder that God wants us to overcome evil with good.

Follow this format in developing guided self-application for each Bible lesson you teach. You cannot force students to apply the lesson to their lives; you can only guide them. As you encourage them to follow through on their plan of action, you are more likely to see real change in their lives, which is the ultimate goal in Christian education.



Unit 3

Does God Answer Prayer?

Lesson 3

Unit Theme: My Questions

Scripture Text: Psalm 66:18,19; Matthew 6:9-15; Mark 1:21-35; 14:32-36; John 14:13-15; James 4:2,3; 1 John 5:14,15

Lesson Objective: The learner will appreciate that God always answers prayer in His perfect will.

Memory Verse: “If you remain in me and my words remain in you, ask whatever you wish, and it will be given you” (John 15:7).

Focusing Attention

- ❑ *The learner will be able to define prayer and begin to think about proper attitudes Christians should have toward prayer.*

Print the word *prayer* on the chalkboard. Have the students as a group or individually write a cinquain about prayer. (Refer to the *Resource Pages* of this lesson for instructions for writing cinquains and an example.) Use this activity to ascertain the student’s knowledge of and attitudes concerning prayer.

Communicating the Word

- ❑ *The learner will be able to name the kinds of prayers and the things that may keep a person from receiving answers to prayer.*

What is prayer? Is prayer talking to God? Saying thank You to God? Asking forgiveness for sins? Praising God? Yes, prayer is all these and much more.

If you wanted to talk to the president or king of your nation, could you just go up to him anytime you wanted? No. Yet, if you want to talk to God, who created all the presidents and kings in the world as well as each one of us, you can do it anytime you want. God wants our fellowship and our friendship. He is just waiting for us to come to Him in prayer—anytime.

Did Jesus pray? Mark 1:21-34 tells us the things Jesus did in one day. Verse 35 says that even though Jesus was very busy, He knew He needed to pray. He needed His Father’s help and strength every day. (*Show Visual 1.*) We do too. We all need to spend time alone with God, talking and listening to Him.

One day Jesus’ disciples asked Him to teach them how to pray. Jesus gave them a pattern for prayer. We call it “The Lord’s Prayer.” You can read it in Matthew 6:9-13. Sometimes we pray this prayer as it is written. Prayer however, is conversation with God. If we talked to our friends using only words we had memorized, our friends would think we were really strange, wouldn’t they? We should use the Lord’s Prayer as our pattern, but pray in our own words.

Jesus taught us to pray, “Our Father in heaven, hallowed be your name.” God is our Heavenly Father. He cares for us and loves us. We are His children. In John 14:13 Jesus said we should pray to the Father in Jesus’ name. That is why we begin our prayers with “Our Heavenly Father” and close by saying, “In Jesus’ name.” Hallowed means “holy.” We should show reverence for God’s holy name when we pray. That’s why we bow our heads.

“Your kingdom come, your will be done on earth as it is in heaven.” Just as Jesus did, we should always ask for God’s will to be done in everything because He knows what is best (Mark 14:32-36). According to James 4:2,3 and 1 John 5:14,15 the reason we don’t receive the answers to some of our prayers is that we are praying for things that are not God’s will.

“Give us today our daily bread.” God wants us to ask Him for our needs—food, clothing, healing, help, everything we need. He is the One who supplies all our needs.

“Forgive us our debts, as we also have forgiven our debtors.” Everyday we need to ask forgiveness for our sins. Psalm 66:18,19 tells us that God will not hear our prayers if we have sin in our hearts. The Bible says selfishness, an unforgiving spirit, unbelief, pride, fighting among ourselves, and wrong motives (reasons) interfere with our prayers. We must also forgive those who have wronged us. If we don’t, God will not forgive us (Matthew 6:15).

“And lead us not into temptation, but deliver us from the evil one.” We should pray for the Lord’s leading in our lives each day. If we follow Him, we will not be led into places that tempt us to sin.

“For yours is the kingdom and the power and the glory forever. Amen.” Everyday we should praise and worship God. The word *amen* means “so be it” or “I agree with everything.”

The easiest way to remember Jesus’ instructions for prayer is to remember the four things we should include in our prayers—worship (praising God for who He is), confession (asking forgiveness for our sins), thanksgiving (telling God thank You for His goodness to us), and requests (asking God for help for our needs and the needs of others). (*Show Visual 2.*)

Applying the Lesson

- ☐ *The learner will be able to list the ways God may answer prayer.*
- ☐ *The learner will desire to fellowship with God daily in prayer.*

Does God always hear and answer our prayers? Yes, but not always the way we expect or want. Sometimes God answers “No” because He knows what we are praying for would be harmful to us in some way. That is why we must always pray, “Your will be done.” God knows what is best for us. Sometimes God answers, “Wait.” He knows we aren’t ready yet, or He wants to teach us something through waiting.

Many times God says an immediate “Yes” to our prayers. God loves us and knows just how and when to answer our prayers in a way that will be most helpful to us. Why don’t you plan now to have fellowship with God everyday through prayer?

Directions for Study Guide

2. Answers will vary.
3. Message: If you remain in me and my words remain in you, ask whatever you wish and it will be given you.
4. Answers: praise, worship, thanksgiving, yielding, confession, requests; PRAYER.



Prayer is

WORSHIP

CONFESSION

THANKSGIVING

REQUESTS



Resource Page

Teaching Children To Pray

Prayer, communion with God, is our great privilege as God's children. To be able to enter directly into the presence of our Creator at any time contrasts sharply with the red tape and ceremony needed to gain an audience with the president or monarch of a nation. Yet, too often Christians fail to take advantage of this great opportunity. And God's heart is saddened by our neglect because, above all else, God desires our fellowship. That is why He created us.

Many adults view prayer as a chore. They experience acute guilt about their lack of prayer. Others pray only in times of crisis or great need. They miss out on the great blessings of fellowship with God. Children quickly sense these negative attitudes about prayer. Often the only prayers children hear are long, flowery prayers in formal language. The child senses that God is far away and not interested in his everyday concerns.

Teaching children about prayer is only the starting point. Teaching children to pray is the goal. Meeting this aim will require that teachers examine their own attitudes and habits of prayer and begin to set examples of meaningful prayer for the children in their classes.

To meet this goal will require more than one lesson about prayer. Adults must continually provide opportunities for children to hear meaningful prayer from their own lips. Allowing time for prayer requests from the children and showing concern about their needs will help them realize God is concerned about every aspect of their lives. Allow time for the children to share testimonies of answered prayers. Read or tell stories of great men and women of prayer: Praying Hyde, Hudson Taylor, Martin Luther, Susanna Wesley, George Mueller, Oren Munger. Have adults share their experiences with prayer.

At the conclusion of this lesson, give the children opportunities to volunteer to pray out loud. To get them started, help them to write sentence prayers for each type of prayer. They can all take turns praying a sentence prayer. Then they will be more ready to pray a longer prayer.

Cinquains About Prayer

To get the students thinking about the nature of prayer, ask them to write cinquains about prayer. This activity can be done individually, in small groups, or as a whole class.

A cinquain is a five-line, unrhymed poem. Line 1 is one word, a noun, that names the topic—*prayer*. Line 2 is two adjectives, words that describe the subject, words like *quiet*, *reverent*, *comforting*. Line 3 is three action words, verbs, that refer to the topic, words such as *ask*, *believe*, *listen*, *praise*, *thank*, *worship*. Line 4 is a phrase that describes the topic, such as *conversation with God*, or *talking to God*, or *fellowship with God*. Line 5 repeats that original word or uses a related word, such as *friendship* or *relationship*. Here is an example of a cinquain about prayer:

Prayer

Quiet, reverent

Ask, believe, listen

Conversation with God

Relationship

Sword Drill

This lesson contains a number of Bible verses. A sword drill is one way to help the students have fun looking them up, while improving their Bible skills. For Christians, their sword is the Word of God (see Ephesians 6:17). Each student will need a Bible. Have the students hold their closed Bibles in front of them between their two palms. You will give the reference, and they will begin to search quickly to find the verse. The first one to stand and read the verse aloud wins that round. This method can be used any time you have a list of Bible verses to be read with the lesson.

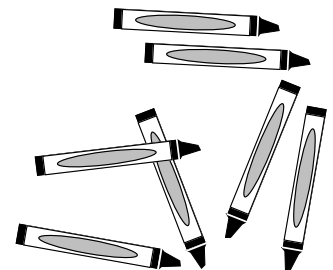
Making Memory Work Meaningful

Guidelines for making memory work more meaningful and effective:

1. Repeat the verse with variety. Memorization depends primarily on repetition. The challenge to the teacher is to find ways to involve repetition without boring the students. Memory verse game ideas are included below and in subsequent lessons.
2. Use as many of the senses as possible in the memorization process. Activities that involve the senses in memory work include: reading the verse silently (sight); reading the verse aloud (sight and hearing); writing the verse as it is read aloud (sight, hearing, and touch or doing); making up motions to represent the words in the verse (motion or doing, along with sight and hearing). Games involve one or more of the senses. The more of the senses involved, the longer the students will retain what is learned.
3. Associate it with daily life. Help the students see how it relates to them. Quote the verse to them in every appropriate situation.
4. Teach it in context. The memory verse is not something to be tacked on at the end of the lesson. Introduce it in the Bible lesson where it fits into the context. Explain what the verse means.
5. Give individual attention. Allow each student the opportunity to quote the verse from memory. Help him with the rough spots.
6. Recognize and commend achievement. See the Memory Awards on page 13.

Memory Verse Train

A fun way to practice the memory verse is to make a memory verse train. One student says the first word of the verse. Each student who adds a word in the correct order (including the reference) adds to the train. The train may be human or drawn on the chalkboard.



Unit 3

Why Do People Stop Loving?

Lesson 4

Unit Theme: My Questions

Scripture Text: Genesis 2:18-25; Matthew 19:3-12; 1 Corinthians 7:10-16; 13:4-8; 2 Corinthians 6:14; Ephesians 5:21-33; 1 Peter 3:1-7

Lesson Objective: The learner will see how marriage is a covenant, or binding agreement, yet sin can affect the marriage relationship.

Memory Verse: “For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh” (Genesis 2:24).

Focusing Attention

- ❑ *The learner will become familiar with the solemn promises contained in Christian marriage vows.*

Have you ever attended a wedding? What customs did you observe? (*Allow the students to discuss the wedding customs they have seen.*) Let me read an example of Christian wedding vows. (*Obtain one from your pastor.*) In a Christian wedding, the man and woman promise to love, comfort, honor, and take care of each other for better or for worse, for richer or for poorer, in sickness and in health, to love and to cherish, keeping themselves only for the other so long as they both shall live, with God’s help. This is called a vow. A vow is a solemn promise.

Communicating God’s Word

- ❑ *The learner will be able to describe how God created marriage and God’s ideal for marriage.*

When God created the first man Adam, God gave him the responsibility of naming all the animals. Adam saw that each animal had a mate, but he found no mate for himself. Genesis 2:18 tells us that God said, “It is not good for man to be alone. I will make a help meet for him.” God caused Adam to fall into a deep sleep. From Adam’s side God took a rib and fashioned a woman for the man. When Adam awoke and saw the woman God had given him, he said, “This is now bone of my bones, and flesh of my flesh. She shall be called Woman, because she was taken out of Man” (Genesis 2:23). The Bible goes on to tell us: “For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh” (Genesis 2:24). Jesus later added, “What God has joined together, let not man separate” (Matthew 19:6).

Thus we see that marriage is God’s idea. God’s plan for marriage is that the man and the woman separate from their parents and be united in marriage and remain together permanently until death separates them. God designed marriage to provide each partner with love, companionship, and fellowship so that together they could build a stable home in which to raise their children. (*Show Visual 1.*) It has been pointed out that when God made woman, she was not taken from man’s head to lord it over him nor from his foot to be walked on, but from a rib in man’s side because she was designed to walk along side of him, to love and be loved by him.

As we read through the Old Testament, however, we soon discover that sin caused a breakdown in marriage relationships. Jesus said that Moses finally had to allow divorce because of the hardness of the hearts of God’s people.

Sin is anything that falls short of God’s design for our lives. Since divorce is not part of God’s design for marriage, divorce is sin. The seventh of the Ten Commandments says, “You shall not commit adultery.” Jesus said that divorce is really committing adultery (Matthew 19:9).

In writing to people in the Early Church the apostle Paul pointed out that Christians should only marry believers (2 Corinthians 6:14). If a person becomes a Christian after he/she is married but his/her partner does not accept Christ as Savior, he/she should stay married and pray that the unsaved partner will come to know Christ (1 Corinthians 7:10-16). Peter told the Christian partner not to continually nag at the unsaved partner but to live a good Christian life-style before him or her (1 Peter 3:1-7). Paul also added that if the unsaved partner wants to leave the marriage, the Christian should let him or her go but to continue to pray for his or her salvation.

In Ephesians 5:21-33 Paul compared the relationship between Christ and the Church to the Christian marriage relationship. He told husbands to love their wives sacrificially, just as Christ loved the Church and gave His life for it. He told the wives to respond to their husbands just as the Church follows the leading of the Lord. He pointed out that no man hates his own body, but he takes care of it and feeds it. He is to love and care for his wife in the same way he takes care of his body.

Applying the Lesson

- ❑ *The learner will begin to develop Christian character that will enable him to be a good marriage partner.*

In 1 Corinthians 13:4-8 Paul described the kind of love God has for us and the kind of love God wants us to have toward one another and especially toward our marriage partner. God's kind of love is not a feeling. It is an act of the will.

When we allow God's love to flow through us, we will be very patient and kind, never jealous or envious, never boastful or proud, never selfish or rude or stuck up. We will not demand our own way. We will not be irritable or touchy. We will not hold grudges and will hardly even notice when others do us wrong. We will be loyal to the ones we love no matter what it costs us. We will always believe in the ones we love, will always expect the best of them, will always stand up for them.

When we allow sin to enter our lives, we stop the flow of God's love through us. This is what causes marriages to fail. As long as we stay close to Jesus, God's love will flow through us to others including our marriage partner. Begin today to allow God's love to flow through you so you can one day have a marriage like God designed marriage to be. (*Show Visual 2.*)

Directions for Study Guide

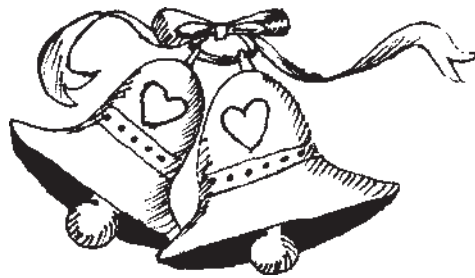
2. Answers: alone, rib, God's, leave, death, sin, Christians, church
3. Message: Complete Genesis 2:24
4. Answers: patient, kind, unselfish, loyal, forgives, expects the best, stands up for you, never fails

Resource Pages

Role-plays

Role-playing is an unrehearsed portrayal of a problem which allows the group to see and feel the real problem situation. It permits the group to be more objective in discussing the problems presented. If the students know their ideas and feelings will be respected by you and the other

God's Plan for Marriage

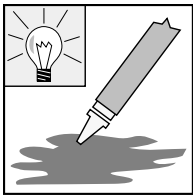


*leave
unite
one flesh*

Love

**is patient,
love is kind....**

**It always protects,
always trusts,
always hopes,
always perseveres.
Love never fails.**



students, role-plays also allow them to express emotions and feelings in a make-believe situation when they may not otherwise be willing to express

them. Through role-plays students may find answers to their problems. Role-plays can also prepare them to handle difficulties in interpersonal relationships, in witnessing, and in life situations without becoming discouraged or doubting that God cares.

Role-plays can be an effective teaching method for this lesson about the marriage and divorce. Role-plays could include situations the students may face in their lives where they must choose to love as an act of their will, not based on feelings. In this way, the students can work out ahead of time possible ways to act with God's kind of love when faced with these situations in their lives. Role-plays offer opportunities for students to deal with hurts they may be experiencing as a result of conflict and divorce in their own homes. Through discussion the class can suggest possible situations to role-play.

Here are the steps to follow in role-playing:

- Define the situation through an open-ended story or brief description.
- Assign roles to the players.
- Brief the players and the group. It is not necessary to tell the group who is facing this situation in real life, but the teacher needs to explain what has happened up to the point of crisis where the role-players begin to enact the situation.
- When the action has gone as far as seems appropriate and meaningful, cut the action.
- Discuss the scene. Allow each participant to express what he was feeling during the role-play and what insights each gained.
- Allow the group to suggest other solutions, which may lead to further role-playing.

Helping Students Remember

The five senses are the doorway to the mind: sight, hearing, touch, taste, and smell. Touch has the largest organ—the skin. Most learning comes through the sense of sight. Hearing is the last sense to be lost at death. Smell has the most powerful effect on the memory. Over a lifespan the average person learns 83 percent through the sense of sight; 11 percent through the sense of hearing; 3 percent through the sense of touch; 2 percent through the sense of smell; and 1 percent through the sense of taste.

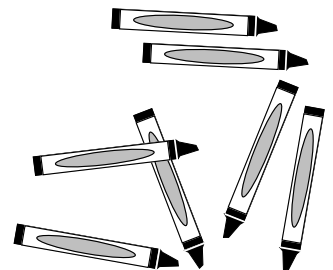
The senses work synergistically. That means that using more than one sense in the teaching-learning process results in greater learning than the sum of each percentage individually. Therefore, the more senses involved in the teaching-learning process, the greater the learning.

Emotions heighten memory. We remember what we want to remember. We remember what we sense a need to remember. The task of the teacher is to create in the learner a sense of need and desire to learn. We do this through teaching methods and activities that interest the students.

An old Chinese proverb says, "I hear and I forget; I see and I remember; I do and I know." Learning by doing, or activity learning, is necessary for retention and for life change, which is the goal of Christian education. The above chart and graph show the importance of learning by doing and involving the senses in the teaching-learning process. Use the suggestions under Resources to help you involve your students in the lesson and the activities in the Study Guide to help reinforce the memory verse and lesson theme. Be creative and expand upon these ideas to come up with your own activities that will help your students learn more effectively.

Memory Verse Musical Chairs

Set up two rows of chairs, back to back, with one less chair than you have students in your class. Play music (on a record or tape, on the piano or other instrument, or sing). While the music is playing, the students will circle around the chairs in a single file. As soon as the music stops, the students sit in the chair nearest them. The one student left standing must then quote the memory verse in order to stay in the game. If he cannot say the verse, he is out. Each time a student goes out, remove one chair.



Unit 3

Is Lying Wrong?

Lesson 5

Unit Theme: My Questions

Scripture Text: Genesis 3:1-7; Acts 4:34-5:11

Lesson Objective: The learner will understand that lying is a sin.

Memory Verse: “Therefore each of you must put off falsehood and speak truthfully to his neighbor, for we are all members of one body” (Ephesians 4:25).

Focusing Attention

- ❑ *The learner will understand what the Bible says about lying.*

Are there ever times when it is all right to tell a lie? Is there such a thing as a little white lie? (Allow the students to express their opinions, then encourage them to listen carefully to the lesson to find out the answers.)

What does the Bible say? Use the following Scripture verses for a sword drill (see the Resource Pages in Lesson 3 for instructions): Exodus 20:16; Leviticus 19:11; Psalm 40:4; 58:3; 62:4; Proverbs 14:5,25; 19:5,9; John 8:44; Colossians 3:9; Revelation 21:8, 27; 22:15.

Communicating God’s Word

- ❑ *The learner will be able to explain that Satan is the father of all lies, and that lying is against God’s commands.*

The first lie is recorded in Genesis 3:4 when Satan, in the form of a serpent, tempted Eve to eat the fruit of the tree from which God had forbidden them to eat. “You will not surely die,” Satan said, contradicting God. Eve believed the lie, and sin entered the human race. Satan, the father of all lies, had affected God’s perfect creation forever. Is it any wonder God hates lies?

In the Early Church Satan entered the hearts of a man and his wife and led them to lie to Peter (Acts 4:34-5:11). Barnabas and other believers had sold all their lands and possessions and brought the money to the apostles to be given to those in the church who had needs. Ananias and Sapphira sold a possession, but they decided to keep part of the money for themselves, which they had every right to do. Wanting people to think they had given all the money, however, Ananias brought the money to the apostles and told them it was all the money. (Show Visual 1.)

Peter said, “Ananias, why have you let Satan fill your heart to lie to the Holy Spirit and to keep back part of the price of the land? It was yours to do with as you pleased. You have lied not only to us, but also to God.” As soon as Ananias heard these words, he fell down dead. The young men wound him in grave clothes and carried him out for burial.

Three hours later Sapphira came in. She did not know what had happened. Peter asked her, “Tell me, did you sell the land for so much?” She answered, “Yes, for that amount.” Then Peter said, “How is it that you have agreed together to lie to the Holy Spirit? Look, the feet of them which have buried your husband are at the door to carry you out too.” And she too fell down dead and was buried beside her husband. (Show Visual 2.)

The Bible says great fear, awe, and reverence came upon the church and upon all who heard what had happened.

When you tell a lie, you probably won't drop dead, but it is no less a sin than the lie Ananias and Sapphira told. God's Word is clear. Lying is sin. The ninth commandment says, "you shall not give false testimony against your neighbor." To "give false testimony" is to tell a lie. In Psalms and Proverbs we read several times that God does not respect those who tell lies (Psalm 40:4); that the wicked are the ones who tell lies (Psalm 58:3; 62:4); and that liars will be punished (Proverbs 19:5, 9). In Colossians 3:9,10 we read that Christians are to "put off the old man with his deeds," which include lying, and "put on the new man," which is renewed after the image of Christ. The picture Paul paints here is one of changing our clothes—taking off old filthy rags and putting on a new garment.

One reason we will want to stop lying is the fact that liars will not make it to heaven (Revelation 21:8,27; and 22:15). Instead, all liars will be punished in the lake of fire along with Satan, whom Jesus called "the father of lies" (John 8:44).

Our memory verse, Ephesians 4:25, tells Christians, "Therefore each of you must put off falsehood and speak truthfully to his neighbor, for we are all members of one body." Because we are members of the body of Christ, we need to be honest and open with each other.

Applying the Lesson

❑ *The learner will want to please God by not lying, but always telling the truth, even when it is hard.*

Are there ever times when it is OK to tell a lie? Some people will tell you that some lies are harmless as long as no one gets hurt. They call them white lies. The Bible says that a lie is a lie, and Christians are to speak truthfully and live truly. A Christian should never use lying as a means of gaining his own way or getting out of deserved punishment. Instead of telling a little white lie to keep from hurting someone's feelings, we should lovingly tell the truth or else keep quiet. Ephesians 4:15 tells us to "speak the truth in love." Since it is possible to tell a lie by our actions, we will want to speak truly, deal truly, and live truly.

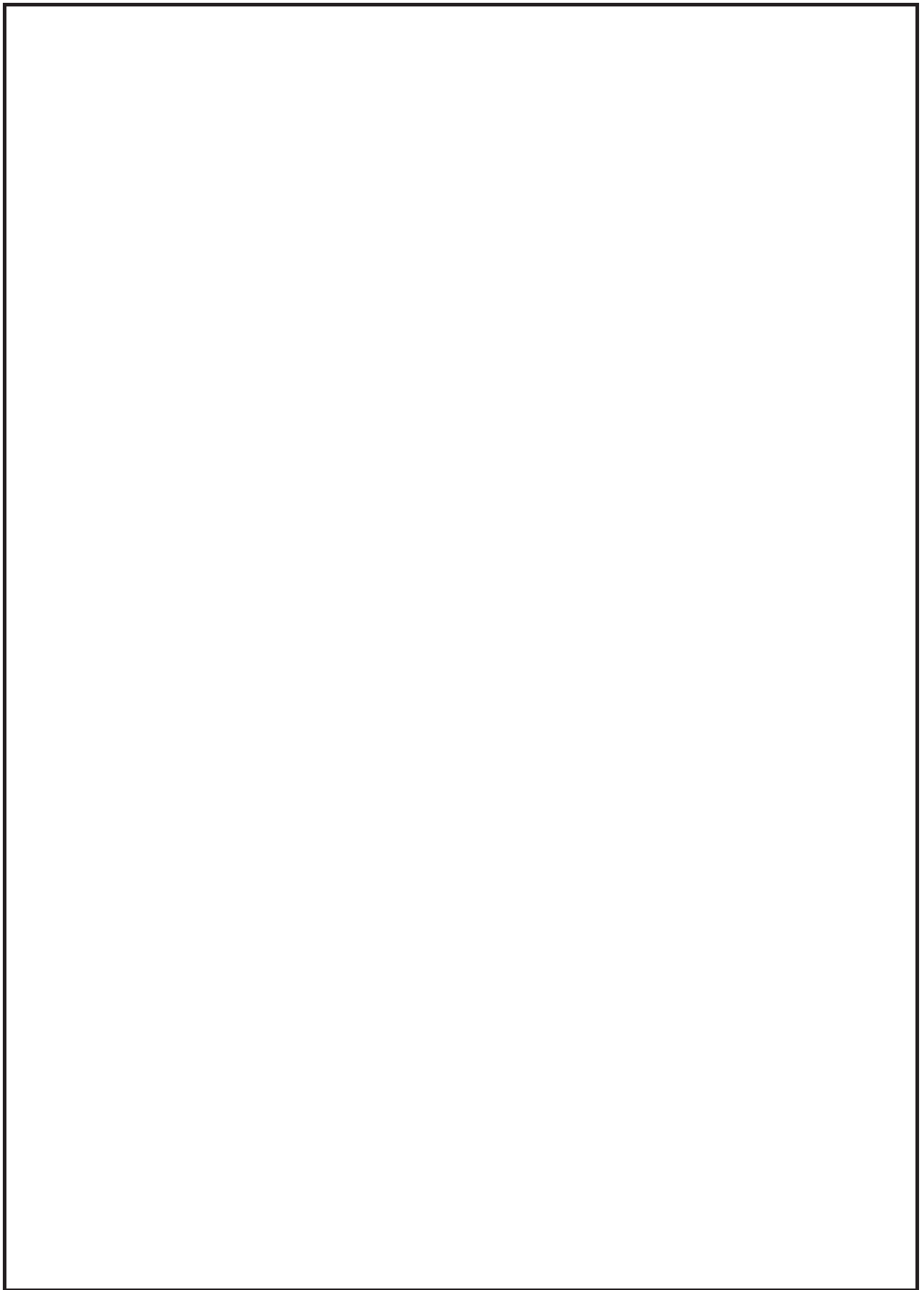
The Bible says that even a child is known by what he does. As a Christian, you will want to be known as an honest person. What do you need to do in your life today to become known as one who speaks truthfully and lives truly?

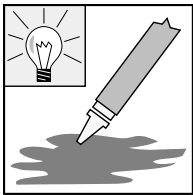
Directions for Study Guide

2. Answers: Genesis 3, Satan, Eve, Satan, Holy Spirit, to tell a lie, put off old man and put on new man—stop lying, Lake of Fire
3. Message: Ephesians 4:25
4. Answers: F, T, F, T, T, T, F, T, F



Visual 2





Resource Pages

Using Drama

Students enjoy dramatizing. Drama is very useful in helping students experience the feelings of the Bible story characters. The role-playing of contemporary situations can lead to insights and more learning. Drama also helps to reinforce the Bible story and lesson truth. Ask volunteers to act out the various parts of the story. Allow as many students as possible the opportunity of playing the parts. To help them with dialogue when it is not given specifically in the Bible text, ask them how they would feel or what they would think or say if they were in that situation. If you have access to books about life in Bible times, you can gather more information from them. Encourage the students to create the dialogue spontaneously. In this way you will be able to observe whether or not they have understood the story and can immediately correct any misunderstandings. Use drama frequently.

Role-plays

Devise several situations in which students may be tempted to lie. Have the students take turns role-playing what they could do in each situation. Discuss each thoroughly at the completion of the role-play. For more on how to use role-plays, see the Resource Pages from lesson 4.

Chalkboard Memory Verse Game

This game is especially effective for getting students to repeat the verse to be memorized many times without becoming bored. Write the verse and reference on a chalkboard. Lead the students in reading the verse aloud. Then ask them to close their eyes. You will then erase one word from the verse. Tell the students to open their eyes and raise their hand when they know which word you erased. The first one to raise his hand and correctly identify the word just erased is allowed to erase the next word and so forth. Each time the missing word is identified, lead the students in reading the verse aloud, including the missing words. They will be so engrossed in the game they will not even realize how many times they have repeated the verse. When all the words have been erased, call on volunteers to recite the verse from memory.

Honesty Posters

Have the students make posters as reminders of the importance of being honest and not telling lies. Good phrases to illustrate include "Speaking the truth in love"; "Speak truthfully and live truly"; "Wherefore putting away lying, speak truth." Hang them on the classroom walls as reminders.

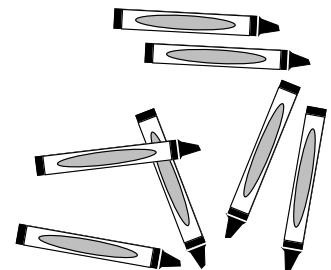
How To Teach by the Question-and-Answer Method

The question-and-answer method, or discussion, is one of the most effective ways of teaching. Students like to talk, and this method allows them to do so in a constructive manner. This method involves the students in the teaching-learning process. It helps them to focus their thinking and to express themselves verbally. Because of the dynamics of group interaction, discussion can cause them to change their thinking and behavior to align with the group. It also provides a means of feedback to the teacher. You know immediately what they do not understand and can provide immediate corrective measures.

Here are some basic principles for leading effective discussions:

1. Plan the discussion to center on a problem or situation with which the students can identify and become personally involved.
2. Have a clear purpose in mind. Know where you want to go with the discussion.
3. Construct good, thought-provoking questions. Write them out beforehand. They must be brief, clear, and specific, but not too general, too simple, too difficult, or too personal. Avoid questions that can be answered with yes or no. Effective questions often deal with life application of the lesson and ask why or how.
4. Plan a good introduction to the discussion using techniques such as an open-ended story, a case study, or a role-play.
5. Maintain a relaxed, accepting atmosphere in which the students feel free to respond, without fear of criticism if they give a wrong response. When an incorrect response is given, use what may be right in the reply and then call on others for further information. Or you may take the blame for wording the question poorly and restate it.
6. Encourage everyone to participate. Make sure a few students do not monopolize the discussion.
7. Allow time for the students to formulate answers. Don't be afraid of silence. Remember that the students must digest the question, realize an answer is expected, think through the possible responses, formulate a response in words, consider the appropriateness of their potential response, and then answer. This takes time. Any question worth asking is worth waiting for the answer.
8. Keep the discussion moving and on the subject.
9. Summarize the main points of the discussion and restate the conclusions of the group.

In the Focusing Attention and Applying the Lesson sections of this lesson about lying, questions and answers can be very effective. The activities in the Study Guide can also be used in discussion.



Unit 3

Why Are There Rich and Poor?

Lesson 6

Unit Theme: My Questions

Scripture Text: Psalm 73; Matthew 6:19-21; Mark 10:17-30; Luke 16:19-31; Philippians 4:19

Lesson Objective: The learner will accept the unfairness of an imperfect world stained by sin.

Memory Verse: “Whoever trusts in his riches will fall, but the righteous will thrive like a green leaf” (Proverbs 11:28).

Focusing Attention

- ❑ *The learner will begin to think about Jesus’ teachings concerning riches.*

Does the Bible teach that God wants Christians to be rich? If we are poor, is it because we lack faith? Why do the wicked often seem to be rich while the godly are often poor? *(Allow the students to share their ideas, then encourage them to listen carefully to the lesson to learn the answers to these questions.)*

Communicating God’s Word

- ❑ *The learner will be able to explain that some people are rich and many are poor because we live in an imperfect, sinful world.*

During Jesus’ ministry a rich young man came to see Him one day (Mark 10:17-30).

“What must I do to inherit the kingdom of God?” he asked.

“Keep all of God’s commandments,” Jesus answered.

“I have kept them since I was a little boy,” he answered.

“You are lacking in one area,” Jesus said. “Go and sell all your possessions and give to the poor, and you will have treasure in heaven. Then come and be My disciple.”

The rich young man went away sad when he heard that because he did not want to give up his wealth. Jesus told His disciples, “It is hard for those with riches to enter the kingdom of God.” He knew that rich men tended to put their trust in their wealth rather than in God. He also told them that a person’s heart would be with his treasure. For that reason He always encouraged them to lay up treasure in heaven by serving God in this life rather than trying to earn a lot of money.

Riches in themselves are not wrong. Some Christians are wealthy. God blesses them so they can bless others in a special way. Jesus told a story about a rich man however, who did not use his money to help others (Luke 16:19-31). A poor sick beggar named Lazarus lay on the ground just outside the gates of the rich man’s beautiful mansion, but he did not help him. The poor man longed to eat the crumbs that fell from the rich man’s table. The only ones to care for his sick body were the dogs that licked his sores. *(Show Visual 1.)* Finally Lazarus died. There was no funeral for him, but the angels came and carried him to Abraham’s bosom, as the Jews called paradise. The rich man died too. He had a big funeral, but he went to hell. Tormented by the flames, he begged Abraham to send Lazarus with a drop of water to cool his tongue. But Abraham said, “Remember how in your life you received good things while Lazarus received only bad things? You did nothing to help him then. Now there is a great gulf fixed between paradise and hell, so that he cannot go to you and you cannot come to him. Now he is comforted, and you are tormented.” *(Show Visual 2.)*

David wrote in Psalm 73: “I was envious when I saw the prosperity of the wicked. I try to serve God, but all I receive is pain and suffering.” Then he went into the sanctuary of God, and he understood their end. The wicked will spend eternity suffering for their sins.

We live in an imperfect world, stained by sin. Jesus saw the problems of the poor, but He did not solve them while He was on earth. He did, however, die on the cross and rise again so that we may have eternal life. In heaven with Jesus there will be no sin. There will be no rich and poor. In heaven we will all share Jesus’ riches. The wicked, however, will be forever poor because they neglected the great salvation Jesus bought on Calvary.

Applying the Lesson

- ☐ *The learner will realize that life isn’t fair, but it is temporary.*
- ☐ *The learner will trust God to supply all his needs.*

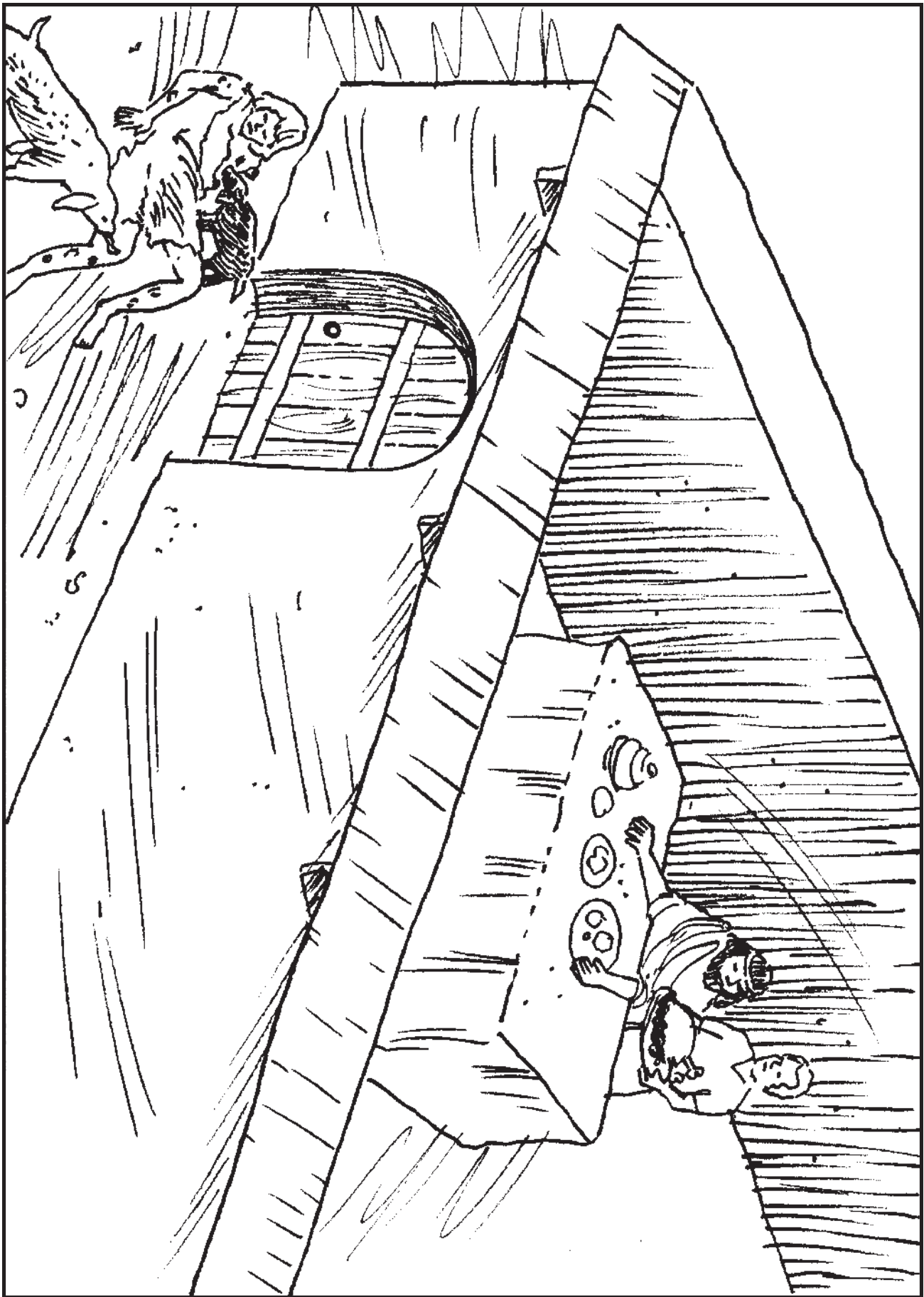
Life isn’t fair, but this life is only temporary. The purpose of this life is to prepare for eternity by choosing whom we will follow, Jesus or Satan. Sometimes we go through hard things. If we will let it, suffering will help us to become more like Jesus.

Does the Bible teach that God wants Christians to be rich? If we are poor, does it mean we lack faith? No. God promises to “meet all your needs according to his glorious riches in Christ Jesus” (Philippians 4:19). He has promised to bless those who love and serve Him. He also knows what we need to make us more like Jesus. But God does not make some people rich and others poor. It is a condition of this sinsick world. He is allowing man to go his own way and often that causes hurt to God’s people. The Bible tells us, though, that one day Jesus will come back again and will make everything all right. Until then we must trust God to take care of us.

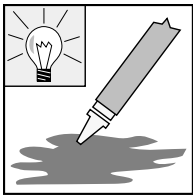
Our memory verse reminds us that “Whoever trusts in his riches will fall, but the righteous will thrive like a green leaf” (Proverbs 11:28). Don’t trust in riches. They are only temporary. They can be stolen or destroyed. When Jesus comes again, this earth will be destroyed, and God will make a new earth, one without sin and evil. When we are tempted to envy those who are rich, we must remember their end. Without Jesus, they are worse off than the poorest of the poor. With Jesus, all the riches in heaven are ours. When we have needs, all we have to do is ask Him for help. He will supply all our needs.

Directions for Study Guide

2. poor, rich, rich, rich, poor, rich, rich, poor, rich, poor, riches, riches
3. The students will connect the dots in the order of the Memory Verse.
4. The students will circle the items that are needs, and cross out those that are just wants.







Resource Pages

Memory with Motion

Several different learning styles have been observed in people, including children. Many are visual learners; that is, they learn best through the sense of sight. Others are auditory learners; they learn best through the sense of hearing. Still others are kinesthetic learners; they learn best through motion and doing. Everyone uses all these styles, but some lean more heavily on one style than the others. People don't choose how they will learn best. It seems to be something with which they are born, like a preference for right-handedness or left-handedness.

A fun way to memorize Scripture verses is through motion. The learner chooses motions to represent the words in the verse. If the motions are meaningful to the person, they become an effective aid to the memory. Help the class choose motions to represent the words of the memory verse. The funnier they are, the more memorable they will be. Write them down. If, however, you find you keep forgetting a motion, make up a new one. If you get stuck, you can use a symbol for the first letter of a word, such as a sign from the international sign language.

Some common motions to represent words include the "OK" symbol (thumb and forefinger form a circle while the other three fingers extend upward) to represent "righteousness"; point to your ears or cup your hands behind your ears to represent "hear" or "hearing"; trace tears down your cheeks from your eyes drawing tiny circles with your forefingers to represent "crying"; point to your tongue for "taste"; point to your eyes or make circles of your thumbs and forefingers and hold them to your eyes like spectacles for "see" or "seeing"; point up toward heaven for "Lord" or "God"; point to each open palm with your forefingers (like pointing out nailprints) for "Jesus"; smack your lips for "mmm good!"; make a "V" with your forefinger and middle finger for "victory." Every culture has a set of motions that symbolize certain things. Use the motions that would be most clear for your students.

For Proverbs 11:28 you might use motions such as these: for "whoever" point to someone; for "trusts" clasp your hands firmly in front of you; for "in" make a circle with the thumb and forefinger of your left hand and insert your right forefinger in it; for "his" point to a boy; for "riches" you could draw a money bag or treasure chest in the air or pretend to count out money; for "will" nod your head emphatically; for "fall" smack your palms together, then fan them out horizontally with palms down to indicate its destruction; for "but" you could face your palm out then swing it around to face you to indicate "on the other hand"; for "the righteous" make a circle with your thumb and forefinger with the other fingers extended upward, then raise your hand and point up to God to indicate "OK with God"; for "will" again nod your head emphatically; for "thrive" draw lots of connected circles in the air with your forefinger as though indicating a bush with lots of leaves or very fancy handwriting; for "a green leaf" stand crooked and extend your arms out from your body at crazy angles with your fingers spread wide.

This method gets the students involved with the meaning of the verse as well as memorization of it. And it's fun! Remember, however, that motions are only useful if they help the students remember faster or give a deeper understanding of the verse. It works best if the students make up their own motions. They are often more creative than adults in coming up with humorous, memorable motions.

Teaching Children About Stewardship

When teaching children about the rich and the poor, stress the importance of stewardship of the possessions God gives them, whether few or many. Stress that everything God gives them

in their lives is only a loan to them to use for God. They are to be stewards or business managers for God. Discuss ways they can make wise use of their material possessions.

Millionaire John D. Rockefeller, who made his millions from oil wells, was well-known as a tither. He said, "I would never have been able to tithe my first million if I had not learned to tithe my first dollar." Children are not too young to learn to obey God in the matter of tithing. They will need help in learning how to figure their tithe. Based on your monetary system, teach them the mathematics of tithing. Bring a variety of change and bills to class to use in your teaching.

Word of the Day

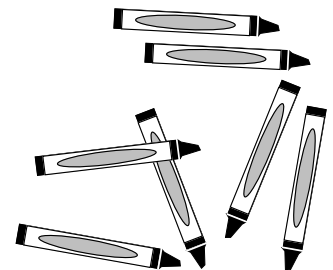
A good way to help students pay close attention during your teaching is to choose a key word from the lesson that you want them to learn. Tell the students to listen for that word and to clap once every time you use that word, or use a quiet signal like quickly raising a hand and then putting it back down. Be sure to use the word several times in different ways during the lesson. A good word to use in this lesson is *riches*.

Memory Verse Circle Games

A simple, but effective game to help students remember Bible verses is the circle game. Have the students stand in a circle. Point to a student and give the first word of the verse. He must give the second word. The student to his left must give the next word, and so on around the circle. If a student cannot give the next word quickly, he must sit down. Continue around the circle, repeating the verse over and over, trying to make it sound as though only one person is saying the entire verse. Continue until only one student is left standing. That one is the winner.

A variation of this game is to have one student be "it" and stand in the center of the circle. "It" points to a student at random and begins to count to 10 as fast as he can. The student whom "it" points to must give the next word of the verse before "it" finishes counting. If the student fails, he becomes "it," and the previous "it" takes his place in the circle.

Another circle game is Hot Potato. Pass an object around the circle. When the teacher says, "Stop," the student holding the "hot potato" must quickly quote the verse from memory.



Unit 3

Why Say No?

Lesson 7

Unit Theme: My Questions

Scripture Text: 2 Samuel 11, 12; Psalm 24:3-5; 51; 1 Corinthians 3:16,17; 6:15-20; 2 Corinthians 6:14-18

Lesson Objective: The learner will see himself as a temple of God, not to be spoiled by alcohol, drugs, or sex.

Memory Verse: “Everyone who has this hope in him purifies himself, just as he is pure” (1 John 3:3).

Focusing Attention

- ❑ *The learner will be able to define the concept of a temple.*

What is a temple? (*Allow responses.*) A temple is a place set apart for God’s presence to be felt in a special way. How are our bodies like a temple? Let’s listen to the lesson to find out.

Communicating God’s Word

- ❑ *The learner will be able to explain how a Christian’s body is like a temple.*

God told the Jews to build a temple where His presence would dwell in a special way. He gave them specific instructions about how to build it. No hammering or cutting of wood was to be done in the temple as it was being built. Nothing unclean or common was ever to be taken into the temple. The people were told to take a bath before going to the temple to worship. It was to be a holy place set apart for worshiping God only.

The apostle Paul taught the early Christians that their bodies were now the temple of the Holy Spirit. When the Holy Spirit came on the Day of Pentecost, He filled the believers. They spoke in other tongues, showing that the Holy Spirit had indeed filled them. Since God’s Spirit now filled them in this special way, they were now temples, or dwelling places on earth, for the Holy Spirit.

In 1 Corinthians 3:16,17; 6:15-20; and 2 Corinthians 6:14-18 Paul explained the behavior appropriate for believers now that their bodies had become temples of the Holy Spirit. “If anyone destroys God’s temple God will destroy him” Paul declared. “The temple of God is sacred,” he pointed out. To be sacred means to be separated from sin and dedicated to God’s use. Things that harm the body, such as alcohol, drugs, and sex outside of marriage are things that defile or destroy the body. If the Christian is going to obey God in this area, he will carefully avoid drinking alcohol, using drugs, and having sex outside of marriage.

In previous lessons we have learned how men like Joseph and Daniel refused to drink strong drink (alcoholic), or to engage in sex outside of marriage. God blessed them for their stand. Another man, King David, let down his guard and fell into sin with a beautiful woman named Bathsheba. (*Open Bible to 2 Samuel 11,12.*)

David was looking out of his palace window and saw Bathsheba taking a bath on the roof of a nearby house. (*Show Visual 1.*) He wanted to have her for himself even though she was another man’s wife. He sent for her to come to his palace, and he had sex with her. When she discovered she was pregnant, David sent for her husband, who was away in the army. He thought that if her husband came home and had sex with her too, he would think the child was his. He, however, would not go home to his wife when the other soldiers were not able to be with their wives. Then

David ordered that the man be sent to the front lines of the battle where he would be sure to be killed. When he was dead, David took Bathsheba as his wife.

David thought no one knew what he had done, but God knew. He sent Nathan, the prophet, to give David a message. Nathan told David a story about a rich man who had many sheep but stole the only lamb a poor man owned so he could feed a hungry traveler. David said, "That man should be killed!"

Nathan answered, "You are the man!" (*Show Visual 2.*) Immediately David knew God had seen his sin. He confessed his sin and asked God's forgiveness. God forgave his sin, but David paid for that sin many times in his own family. His and Bathsheba's child died. His sons rebelled against him and tried to take the throne by force. One of his sons killed another of his sons. David suffered greatly for that sin.

Applying the Lesson

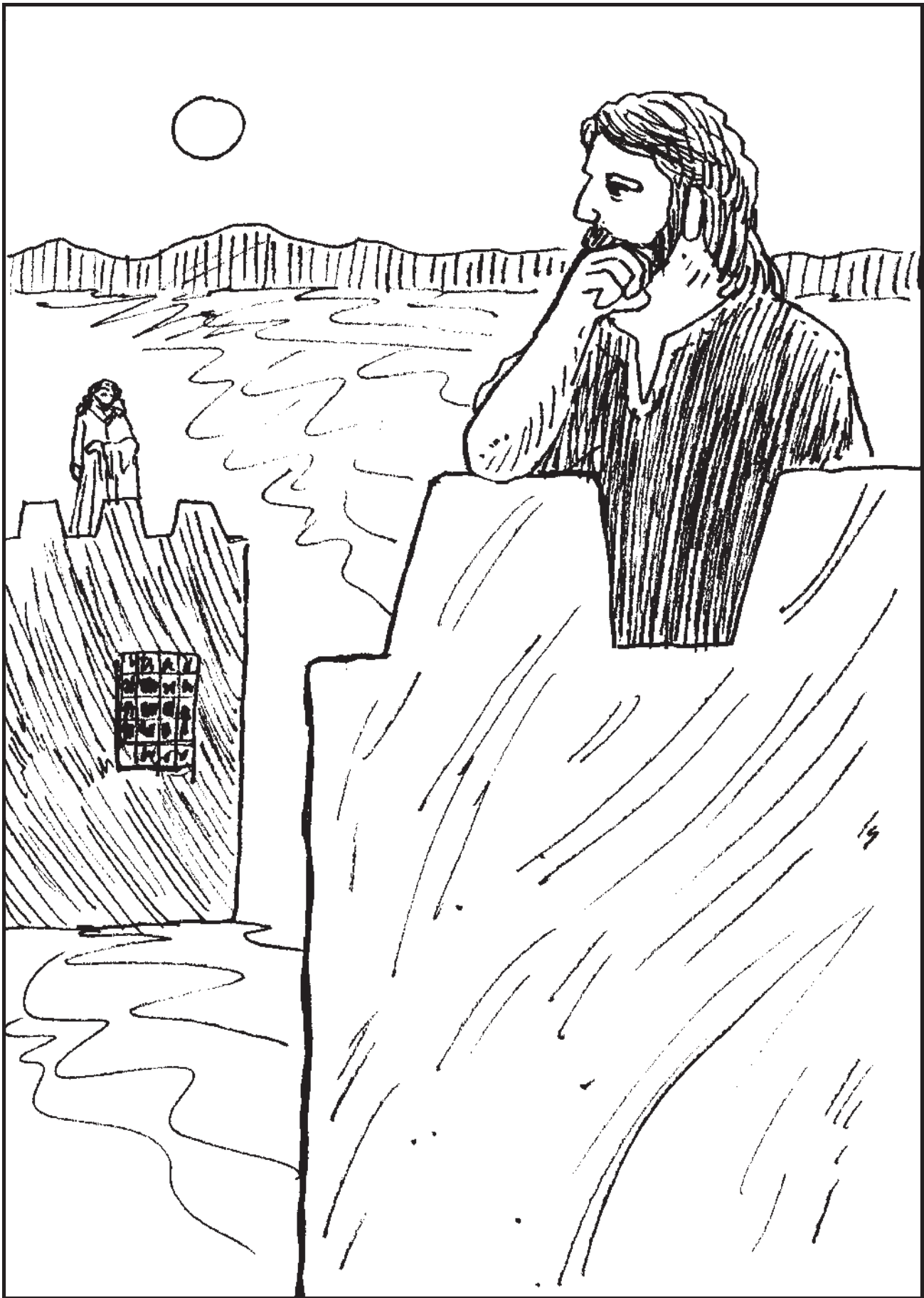
- ❑ *The learner will want to keep his body pure and unspoiled by alcohol, drugs, and sex outside of marriage.*

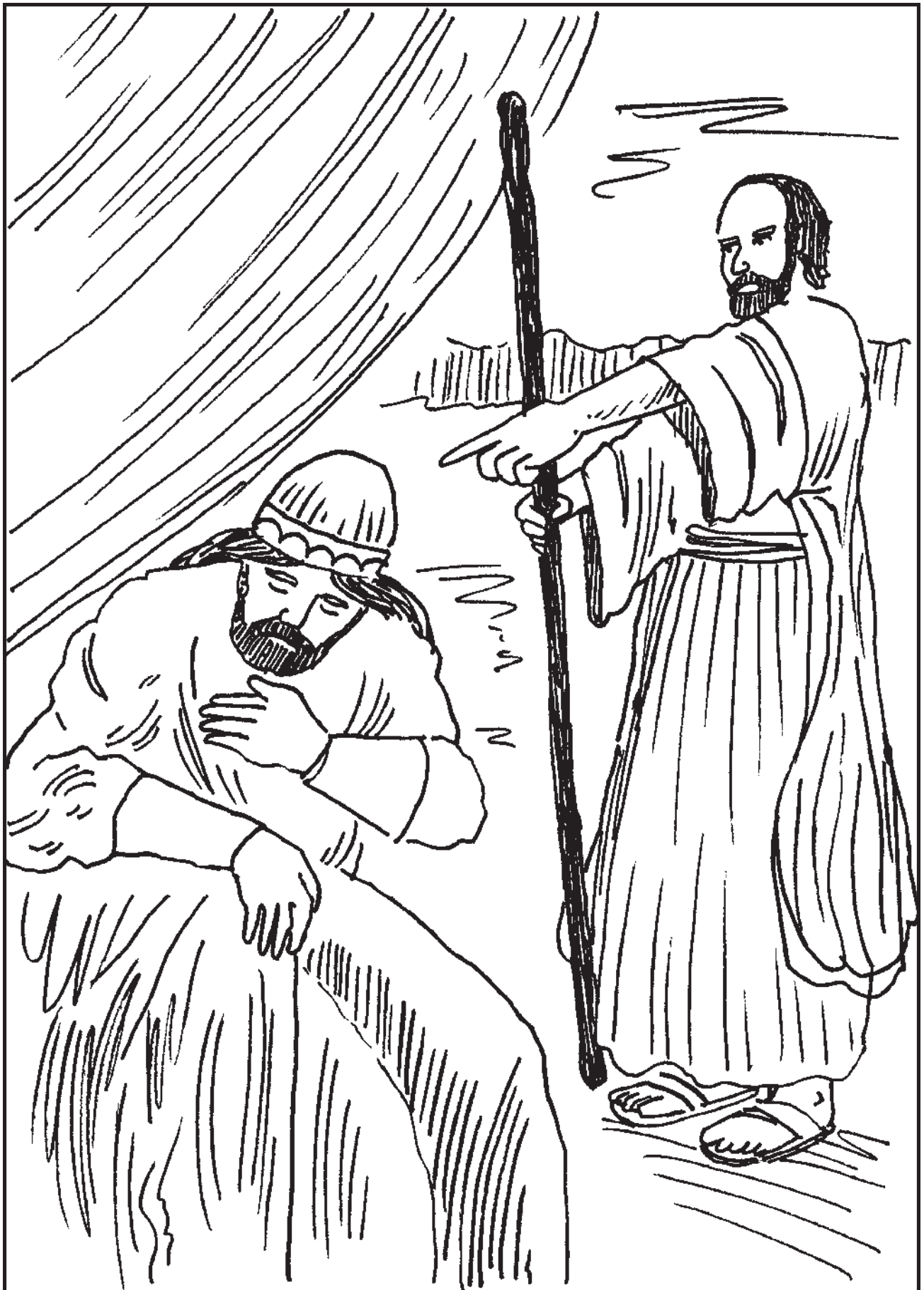
David learned that sin pays wages; that if you sow sin, you will reap heartache. God made us and knows what will make us happy. He knows that alcohol, drugs, and sex outside of marriage will bring us misery, not happiness. God is not trying to spoil our fun. He knows that sin pays terrible wages.

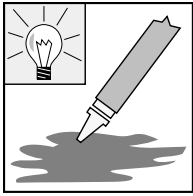
In 1 John 3:3 we read that "Everyone who has this hope in him purifies himself, just as he is pure." The hope John is writing about is the hope of eternal life through Jesus' death on the cross. One day Jesus will return to earth to catch away His people into heaven where we will live with Him forever. If we want to be ready to go with Him, we must keep ourselves pure and free from sin. We must keep ourselves pure even as Jesus is pure (Psalm 24:3-5). We do that by keeping our thoughts focused on those things that are true, noble, right, pure, lovely, admirable, excellent and praiseworthy (Philippians 4:8).

Directions for Study Guide

2. Answers: body, c, Memory Verse in correct order.
3. Pictures will vary.
4. The students will find the words in the puzzle.







Resource Pages

Helping Children Receive the Baptism in the Holy Spirit

In Acts 2:39, Peter promised on the Day of Pentecost, “The promise is for . . . your children.” Children need the baptism in the Holy Spirit as a stabilizing spiritual experience in their lives. This lesson provides a wonderful opportunity for teaching the children about the baptism in the Holy Spirit and encouraging them to seek for this infilling.

The reason many children do not receive the baptism in the Holy Spirit is not age, but because (1) they have no knowledge of the Holy Spirit, (2) they fear the experience because of a lack of teaching, or (3) they have no desire to receive because they don’t see the reality of the Spirit in the lives of Christians. To stimulate desire and eliminate fear, we must teach children about the Holy Spirit and what He wants to do in their lives from the moment they are saved. They need to know how to receive the baptism in the Holy Spirit and the importance of continually being filled with the Spirit.

Then we must provide opportunities for children to observe the Spirit in action in our lives and in our church worship services. As their teacher you must allow the children to see by your life that you value the infilling of the Spirit. Share your personal testimony with them.

As young Christians the children may be struggling with living victorious Christian lives and with witnessing. We need to teach them by word and deed that the infilling of the Holy Spirit will give them the power to live the Christian life and to be a witness.

Instruct the children that the baptism is the Spirit’s work, not ours. It is a gift. It cannot be earned. They can never be good enough to deserve it. Help them realize God wants to give them a priceless gift to show them His love and to help them be like Christ.

Once the children desire the infilling of the Spirit, instruct them how to receive. They need to realize the Holy Spirit fills only clean hearts (John 14:15,16), those that hunger and thirst for righteousness (Matthew 5:6), and those who obey God (Acts 5:32). To receive, a child needs only to ask in faith (Luke 11:13) and receive the promise of the Father.

Speaking in tongues is only the initial physical evidence of the baptism; it is not to be sought after for itself. Do not coach the children in techniques of speaking in tongues, such as repeating sounds over and over. Avoid high-key emotional responses. Be sensitive to the leading of the Holy Spirit and provide opportunities for the children to receive the infilling of the Spirit. Allow the Holy Spirit to move freely in prompting the children to speak in a heavenly language as He gives the utterance.

Fear often accompanies the unknown. Children may hesitate to open themselves to a new experience. Take time to reassure them that God loves them and will not allow anything bad to happen to them when they yield to Him. Have them read Luke 11:9-13. Then encourage them to praise the Lord and to allow the Holy Spirit to give them a new language in which to praise God.

Don’t press for a testimony before the Spirit has completed His work. A child will know when he has been filled, and he’ll want to share it. The Spirit will move in a unique way with each personality. Some children will feel great joy; others, a deep sense of peace; and others, a greater desire to share Christ. The Spirit knows what He is doing. Above all, the child’s experience must be rooted in the Word of God lest the accuser rise against his experience, trying to convince him it was not of God.

Be sure the children understand that speaking in tongues is not a toy for entertainment. It is not a stamp of spiritual achievement, nor proof of spiritual maturity. The Baptism is not a one-time experience; it is continually being filled with the Spirit (Ephesians 5:18), walking daily in the Spirit (Galatians 5), so that the children become more like Christ, which is the work of the Holy Spirit in the lives of believers.

Role-play Saying No to Temptation

An excellent way for the students to learn to feel comfortable saying no to temptation is to have them role-playing situations they face in their lives. As a class, discuss the kinds of temptations they might face, then allow them to role-play various ways they might say no. Try to give everyone a chance to role-play a situation.

Memory Verse Puzzles

Most verses can be represented by an object of some kind. For example, John 3:16 could be represented by a large heart which suggests God's love. Make two or more jigsaw puzzles in the shape of the object. Use colored construction paper or poster board. Use a different color for each puzzle to make it easier to keep them separate.

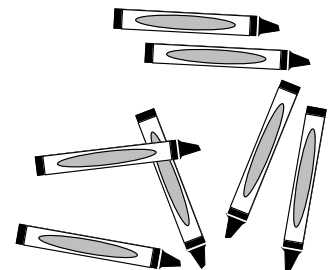
To make a puzzle, draw the outline of the object. Write the verse on the object, allowing enough space between words so you can cut it apart with one word on each puzzle piece.

Divide the class into teams. The teams can race each other to see which team can put the puzzle together first. Or, the teams can have a relay race in which one member of each team puts the verse together, then the next team member puts it together, and so on. The first team whose members all complete the puzzle in turn wins the relay race. Puzzles can be used individually too.

If no object suggests itself, make wordstrips, one word per piece of paper, to be lined up in the correct order.

Leadership Training

Saying no to alcohol, drugs, and illicit sex can be hard. Students need to learn how to be assertive and stand up for what they believe. Leadership training can help them. Refer to the Resources for Lesson 9 in this unit for ideas on leadership training.



Unit 3

Is It My Fault?

Lesson 8

Unit Theme: My Questions

Scripture Text: The Book of Job; Psalm 55, 56; John 9:1-12; 16:33; Romans 8:28,29; Hebrews 11:33-40

Lesson Objective: The learner will understand that bad things can happen that aren't their fault.

Memory Verse: "A righteous man may have many troubles, but the Lord delivers him from them all" (Psalm 34:19).

Focusing Attention

- ❑ *The learner will understand that God has given man free will.*

Imagine flying in an airplane over a highway. Imagine watching cars approach one another on a sharp curve. Suddenly one car pulls out to pass, hits head-on into an oncoming car, and you cannot prevent it even though you can see it coming.

We need to understand that while God sees what is happening here on earth, He has given every person free will. God's Spirit will try to influence each person, but ultimately we must choose what we will do. God has chosen to limit His power in order to give us freedom to choose. He will not force anyone to do or not to do anything.

Communicating God's Word

- ❑ *The learner will be able to explain that bad things that happen to us are not always our fault.*

Life is not fair. When sin entered the world, life became difficult. Everyone experiences trouble sometime in his life. Some people face more trouble than others. Sometimes people suffer because of their own sin. Others suffer because of the sins of others. (*Show Visual 1.*)

In previous lessons we learned how Joseph was sold into slavery by his own brothers. After David was anointed to become the next king of Israel, he had to go into hiding because King Saul, his own father-in-law, was trying to kill him. The apostle Paul was beaten, stoned, imprisoned, and finally beheaded by the enemies of the gospel. Stephen was stoned to death for preaching the truth. None of these men did anything to deserve such treatment. But God was with them through their trials. And according to Hebrews 11:39, they received a good report because they kept their faith in God in spite of the trials.

When Job had lost his cattle to robbers, his sons and daughters had been killed in a terrible storm, and even his health was gone, his friends tried to tell him it was because he had sinned. God, however, eventually made them all understand that Job was a righteous man. His trials were a test from the devil to try to defeat Job. But Job came through the test with his faith in God still strong. Job declared, "Though he slay me, yet I will hope in Him" (Job 13:15). And God blessed Job in the end of his life even more than He had blessed him in the beginning.

Jesus once healed a man who was blind from birth (John 9:1-12). His disciples asked, "Who sinned that this man was born blind, he or his parents?"

Jesus answered, "Neither this man nor his parents sinned, but he was born blind so that the works of God could be made known in his life."

Applying the Lesson

- ❑ *The learner will trust God to comfort him when bad things happen to him and to cause even bad things to work together for good.*

Bad things can come into our lives as a result of three possibilities: (1) our own sin; (2) the sins of others; and (3) that the works of God might be shown in our lives. (*Show Visual 2.*) If a person drinks too much alcohol, he can become sick. The sickness comes because of his own sin. Sometimes people do evil things to us, such as incest, rape, beatings, murder. We suffer because of the sins of another person. It is not our fault. Sometimes people suffer, as did the blind man Jesus healed, so that God's power may be shown.

Some things in life don't make sense to us. God doesn't always step in to change our situation, but God always walks through it with us. Jesus never promised to protect us from life's storms. He did promise to be the Rock under our feet. When we trust in Him, the storms of life cannot sweep us away from Him. We may cry because many things that happen to us are horrible, but we must never doubt God's love for us. God has promised to take even the bad things and make them work together for our good so we will become more like Jesus through our suffering.

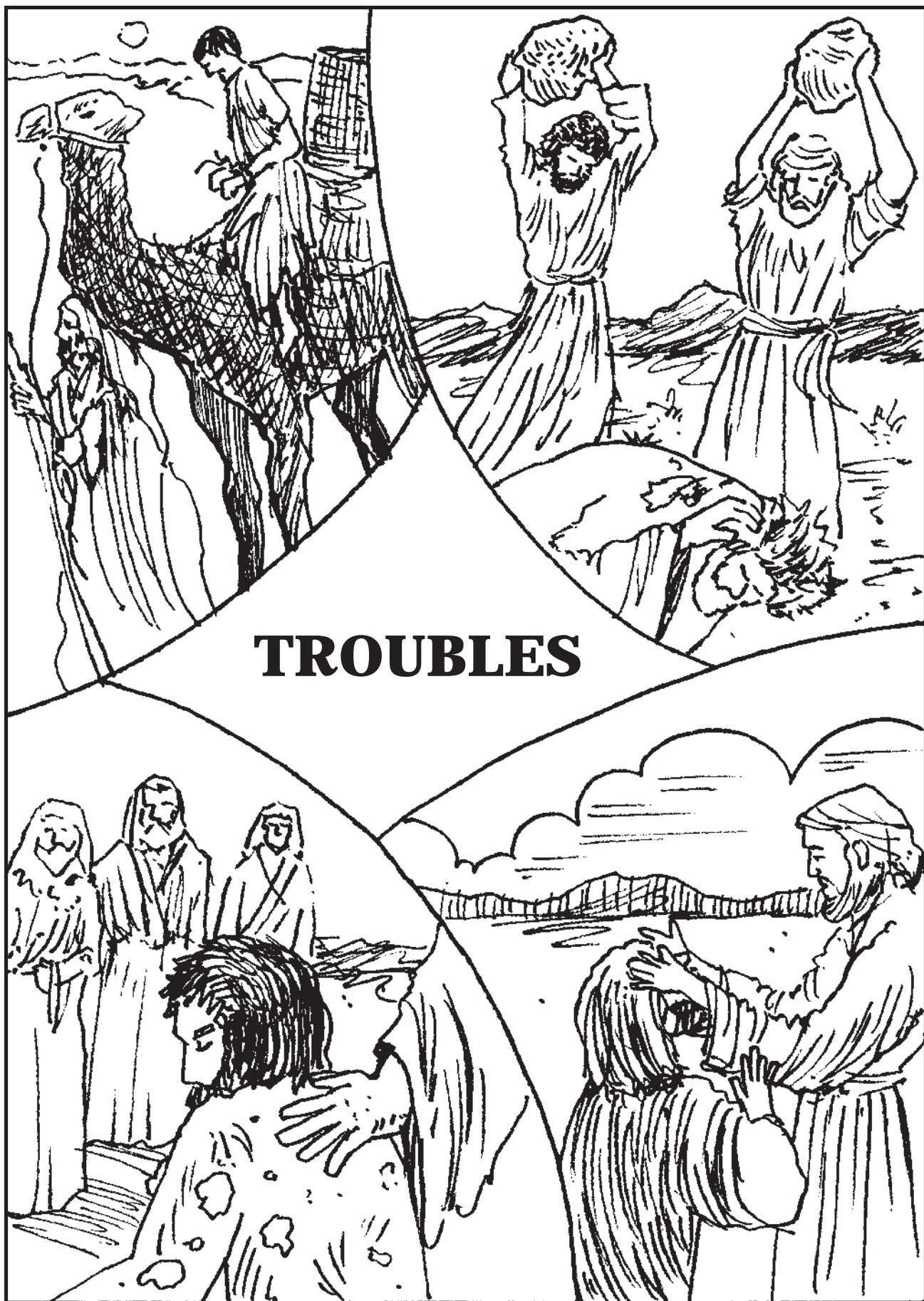
In Psalm 55 David described how a friend turned against him and did him harm. Then he wrote that God had "delivered my soul in peace from the battle." God will give us peace even in the midst of the storms of life.

The story is told of an artist who was asked to paint a picture illustrating peace. He painted a violent storm pounding the seacoast. In a little hollow in the rocky cliff he painted a little bird snug and safe from the storm that raged all around it. That is the kind of peace Jesus gives us—peace in the midst of the storm.

Our memory verse says, "A righteous man may have many troubles, but the Lord delivers him from them all" (Psalm 34:19). In John 16:33 Jesus said, "In the world you will have trouble. But take heart! I have overcome the world." Afflictions, tribulations, troubles come to all of us. We suffer many things that are not our fault. But we do not have to be afraid. Jesus will be with us in trouble. Sometimes He delivers us from our troubles. Sometimes He doesn't. In any case, He will carry us through if we keep our trust in Him.

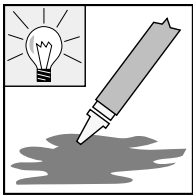
Directions for Study Guide

2. Answers: Stephen, Christians, Joseph, us, Job, Paul, unbelievers, trouble
3. Coded message: Psalm 34:19
4. The students will use a Bible concordance to help study the key words.



Why we suffer

1. for our sins
2. for the sins of others
3. that the work of God
may be shown



Resource Pages

Counseling Children in Crisis

Children today face many crises. Death, divorce, physical and sexual abuse traumatize children. As Christian teachers we often are in a position to counsel with those who are facing difficulties in resolving crises in their lives. Our primary concern is the story they tell themselves about the crisis, for this is what they will live with.

We need to develop a personal theology of crisis that is consistent with the entire Word of God. Psalm 91 promises God's protection. But, Hebrews 11 describes those who did not receive the promise in this life yet they received a good report. To minister to children in crisis, we must not over simplify our theology lest we set the stage for bitterness.

Children often ask why, yet we cannot always answer that question. Reality is determined by the interaction of several dynamics.

1. God is real and active in this world. He preserves the universe from destruction and protects His church from defeat by the devil.
2. Satan too is a reality, actively seeking to kill, to steal, and to destroy, but he is not the only person who causes crises.
3. Created beings have been granted by God certain degrees of freedom. People can use their freedom responsibly or irresponsibly, with good judgment or poor. People's actions can cause crises. Satan cannot destroy a man's soul without his consent. No one goes to hell as a result of God's will. God wants everyone to be saved.
4. Another dynamic is freedom in nature, which we call chance, being at the wrong place at the wrong time and having an accident, for example.

Crisis and its resolution follows four stages, which Dr. Richard Dobbins calls shock, storm, search, and sequel.

1. The first reaction to the crisis is shock, which is usually short-lived. The person feels it cannot be happening to him and is often immobilized by the emotional trauma.
2. Soon the storm sets in. This is the most painful time characterized by fear, anger, outrage, hate, guilt, regret, and the feeling of "I can't stand it anymore." Anger at God may be felt too. This stage lasts a few weeks to a few months. During this time we must support the child's feelings. We can't hold him accountable for his feelings. We must give him a chance to get through the storm.
3. The child will gradually come out of the storm into the search stage as he begins to readjust his life. He asks, "What will I do now?" This stage lasts 6 months to 2 years. During this time we need to give him realistic expectations.
4. In the sequel stage we find a redefinition of the person subsequent to the crisis. Who has he become as a result? Is he bitter or better? The individual decides, based on the story he chooses to tell himself about the crisis.

When children ask why, we need to engage in the struggle with them. Say, "Some things in life just don't make sense. We don't understand it. Go ahead and cry. It is horrible that it happened to you. But don't ever doubt God's love for you. Jesus is with you in the midst of this crisis. He will make all things work together for good if you will only trust Him. This experience can make you better, more like Jesus, if you will let it." We need to help them in the struggle to

forgive. To forgive does not alleviate our responsibility to restore trust by our behavior. Forgiveness releases us from the hurt and it enables us to receive God's forgiveness for ourselves.

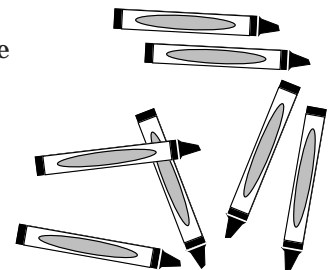
Creative Writing

Creative writing activities can be used to help students think through and apply the lesson to their own lives. Some students may resist expressing themselves through writing, but the teacher needs to persevere. Most reluctance comes from the fear of failing. Keep a warm and accepting atmosphere and most students will come around and enjoy creative writing.

You may want to lead up to a writing assignment by giving the students creative tasks to complete verbally. The class could complete the assignment together, dictating to the teacher who writes it on the chalkboard. Once they get the feel of it, the students can work on their own creative writing project. Here are some ideas for creative writing projects:

1. **Scripture Paraphrase:** Have each student rewrite in his own words a Scripture passage used in the lesson. This project enables you to observe how well he understands the Bible text.
2. **News Stories:** The students write the biblical account as it would be reported in a newspaper today. Encourage the students to report the facts in a creative manner as they answer the basic questions: who, what, when, where, why, and how. The children could write a news account of Job's experiences of his losses. News stories can also be written as though for a radio or television news script.
3. **Feature Stories:** In a feature article the students can explore the feelings and actions of characters in the story, such as David or Joseph.
4. **Diary Entries:** Allow the students to choose a character and write an account of what happened to him or her in relation to a specific Bible event, such as David's diary entry after escaping from Saul.
5. **Parables:** Instruct the students to write a true-to-life story that illustrates a specific lesson truth.
6. **Fables:** Fable writing is much like writing a parable, but a fable need not be true to life. Usually fables feature fictional animal characters who talk or learn lessons.
7. **Letter Writing:** Students can write a prayer request in the form of a letter to God. Or they could write their questions to God regarding a crisis they are facing.
8. **Joseph's Sandals** could tell one of his experiences.
9. **Tracts:** Students can write their own testimony in tract form to use in witnessing. They could describe how God has helped them in a crisis.
10. **Acrostics:** A descriptive word is listed for each letter of a key word from the lesson.
11. **Poetry:** Students love to write limericks, light or humorous verses with an abba rhyme scheme. In alphabet poetry a line is written that begins with each letter of the alphabet.
12. **Proverbs:** Students can write proverbs about the lesson theme, using the Book of Proverbs as a pattern.

Use your imagination to come up with other ideas. The possibilities are limitless.



Unit 3

Why Am I Like This?

Lesson 9

Unit Theme: My Questions

Scripture Text: Psalm 139; Jeremiah 1; 36-38; Matthew 6:25-27

Lesson Objective: The learner will appreciate that God has created all people as unique individuals.

Memory Verse: “I will praise you because I am fearfully and wonderfully made; your works are wonderful” (Psalm 139:14).

Focusing Attention

- ❑ *The learner will identify things he likes and things he doesn't like about himself.*

Please write the answers to these questions on a slip of paper: (1) Name one thing you like about yourself. (2) Name one thing you would like to change about yourself. (3) Is it reasonably possible to make the change you desire? (*Do not discuss the answers. The students will evaluate them at the conclusion of the Bible lesson.*) Now turn these papers over and let's see what we can learn from today's lesson.

Communicating God's Word

- ❑ *The learner will discover that God has a plan for his life for which he was uniquely created.*

Jeremiah was just a young man when the Lord spoke to him. “Before you were even born, I set you apart and appointed you as a prophet to the nations.”

Jeremiah replied, “But Lord, I am only a child, and I don't know how to speak.”

The Lord said to him, “Don't say you are only a child. You must go wherever I send you and say whatever I tell you to say. Don't be afraid of the people. I am with you and will rescue you.” Then the Lord reached out and touched Jeremiah's lips with His hand and said, “See, today I appoint you a prophet to the nations and kingdoms on this earth. I will give you words that will uproot and tear down, destroy and overthrow, build and plant. Get yourself ready! Stand up and say to them whatever I command you. Do not be terrified by them, or I will terrify you before them. Today I have made you like a fortified city with an iron pillar and a bronze wall to stand against the whole land—against the kings of Judah, its officials, its priests, and the people of the land. They will fight against you but will not overcome you, for I am with you and will rescue you.”

Jeremiah became a great prophet during the time of the destruction of Jerusalem. The people were taken into captivity by their enemies because they did not listen to Jeremiah's message from the Lord. In fact, when Jeremiah wrote the message of God on a scroll and read it to King Jehoiakim, the king burned the scroll. (*Show Visual 1.*) God gave the message to Jeremiah again so it could be written down again. The Book of Jeremiah contains the second message the Lord gave him. Jehoiakim lost his throne, his family, and all his possessions to the Babylonians because he did not listen to the word of the Lord through Jeremiah.

Although Jeremiah suffered imprisonment by the kings of Judah, he was allowed to remain in Judah when the people of Jerusalem were taken into captivity. He had found God's special plan for his life, and he was faithful to obey the Lord. The Lord, in turn, proved His faithfulness to Jeremiah.

Applying the Lesson

- ❑ *The learner will appreciate his own uniqueness and will seek God's plan and direction for his life.*
- ❑ *The learner will determine to develop his relationship with the Lord and receive His help to become more like Jesus.*

God has a plan for your life too. Psalm 139:14 tells us we are “fearfully and wonderfully made.” Even before we were born, the Lord formed us in our mother. He made each one of us as we are for a special purpose. Many times people have things about themselves that they don’t like. Some would like to be taller or shorter, thinner or fatter. Others don’t like the shape of their face or the size of their nose. Some are born with a handicap or become disabled due to sickness or injury. Others don’t like things about their personalities. (*Show Visual 2.*)

Remember the papers we wrote on at the beginning of the lesson? What do you like about yourself? What would you like to change? Is it something that is reasonably possible to change? We can do many things to improve ourselves, but we cannot change some things. Jesus said we can’t add a single hour to our lives or an inch to our height by worrying about these things (Matthew 6:25-27).

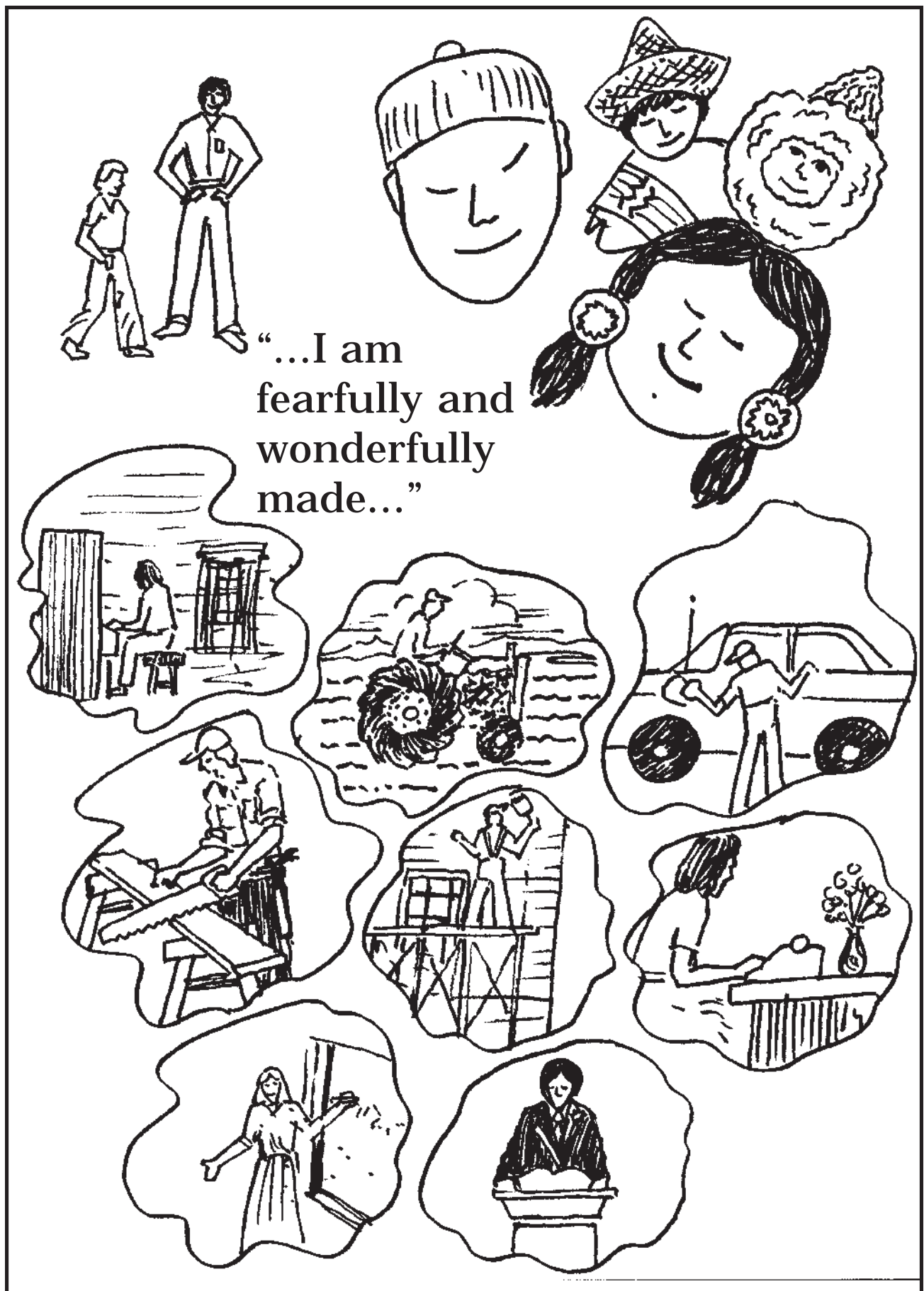
One area we can change about ourselves is done by strengthening our relationship with the Lord. He will help us develop the positive aspects of our personalities and overcome the negative traits. Prayer and study of God’s Word are essential if we are to become strong in the Lord. This is something everyone can do. We can let Jesus make us more like Him.

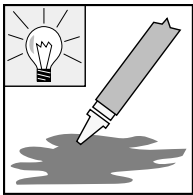
God has created each one of us with a unique set of characteristics. He designed each of us for a special purpose. If we obey Him and follow His leading in our lives, we too can find God’s plan and purpose for our lives. Then we will truly be happy. We need to learn to thank God for what He has made us to be. As we appreciate our own particular set of traits, we can begin to see God’s purpose in making us as we are. God has a purpose for your life that only you can fulfill. Begin today to seek God’s plan and direction for your life.

Directions for Study Guide

2. Answers: T,F,T,T,T,T,F,T,T,T
3. Message: Psalm 139:14
4. Answers will vary.







Resource Pages

Training Tomorrow's Leaders

Today's children are the church leaders and workers of tomorrow's church. To prevent a shortage of leaders tomorrow, it is important to begin leadership training in childhood. Children need to be taught what leadership is and how to be a good leader. This Bible lesson about Jeremiah, a leader God called and prepared to speak to His people, provides a natural opportunity to begin leadership training.

Children spend much of their lives doing what adults tell them to do. Of course, due to their lack of experience, they need such guidance. They need to learn to obey their parents and teachers so they will know how to obey God. Suddenly, however, when children reach adulthood, we expect them to make mature, independent decisions and to take their places in the world, using their authority responsibly and relating constructively to those who are over them. Yet, in spite of the importance of developing these skills, children get little opportunity to learn and practice them.

Children don't want nor can they handle complete authority. They do, however, need safe but challenging learning situations in which they can learn leadership skills and test their abilities to use authority properly. They need to know that being a leader does not mean being the boss, but that leadership provides a means of serving, just as one who follows serves.

In developing learning situations, begin with simple games in which children are the leaders: "sculptor" (where one child "molds" another child by moving the child's arms, legs, and body into the desired positions to achieve a desired shape, such as an animal, bird, etc.); "mirror" (the children imitate the actions of one child); "follow the leader" (one child leads the group around the area, and the group must imitate the actions and manner of the lead child). Make up or adapt other games of your own.

When the children are comfortable with these simple games, let them improvise skits, having one child direct the actions of the other children. The children can also role-play how to resolve conflict situations in relationships between leaders and followers, such as parent-child or teacher-pupil relationships. In role-playing, one child extemporaneously plays the role of the parent or teacher and another plays the child or pupil. You can set up the situation or problem to be dramatized in the role-play. This is an effective means of helping children experience in some measure how another person feels, and why he reacts as he does in certain situations.

Role-playing can be easily adapted to the Bible lessons. Role-playing of Bible characters can give the children insight into their feelings. Develop role-play situations in which the children can practice saying no in various temptations they may face in their lives. Skits can be developed around the lesson theme or another related theme, such as feelings of inferiority, which is a common emotion children need to learn to overcome. The game of Mirror or Follow the Leader can incorporate the actions of Jeremiah, who obeyed God and found God's will for his life. Use your imagination to come up with usable ideas for the particular lesson.

To make these learning situations comfortable and fun for all, begin by expressing the following guidelines for leadership games. Then enforce them strictly.

Rule One: The followers will treat the leader just as they want to be treated when it is their turn to be the leader. Let the children know that everyone will have an opportunity to be a leader sometime in the next sessions. Explain that part of learning to be a good leader is to learn to be a good follower.

Rule Two: Each child must do what the leader asks him to do. If the request is not appropriate, you, of course, will intervene.

Rule Three: Opportunity will be given afterwards for the followers to express their reactions. Each child needs to learn that while it may be exciting to possess authority and power, there is no guarantee everyone will like the way he used it. By listening to the reactions, the leader will begin to understand how to use authority effectively. Here, again, remind the children to be kind in how they express themselves.

Rule Four: No interruptions nor rudeness to the leader will be allowed.

When the children seem comfortable being in front in leadership situations, begin assigning them short leadership roles in the teaching of the lesson activities. Spend time explaining to them how to plan and prepare for their assigned activity. Once again, give everyone an opportunity, not just the natural leaders.

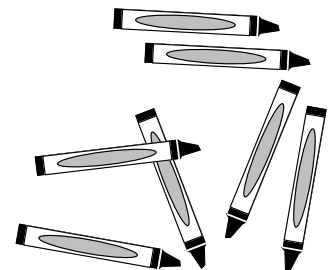
As the children participate actively in leadership, they will develop a sense of pride and belonging and will be more cooperative because of the confidence the teacher has shown in them. And as we develop their leadership potential, we are helping to provide prepared leadership for the church of tomorrow.

String a Verse

Write the words of the memory verse on paper, then cut the words apart and attach them in random order to a corkboard, a piece of plywood, or posterboard with pushpins or thumbtacks. Tie a long piece of yarn or string to the pushpin of the first word in the verse. The students can take turns stringing the yarn from one word to another, wrapping it around the head of the pushpins, linking the words of the verse in the right order. If you feel especially creative, the words of the verse can be used to draw a picture when finished, like a connect-the-dots picture.

Memory Verse Quote-Down

To review a number of verses learned by the students in this unit and the previous units as well, have a quote-down, like an old-fashioned spelling bee. Have all the students stand. You will give a reference of one of the verses, and the student must quote the verse along with the reference. If he quotes it correctly, he stays standing. If not, he sits down. The last student still standing wins.



Unit 3

Can I Question God?

Lesson 10

Unit Theme: My Questions

Scripture Text: Exodus 3:11-14; Judges 6:13-16; Job 23; Psalm 10:1; 13:1-6; 22:1; Isaiah 55:8,9; Habakkuk 1-3; Matthew 27:46; John 3:1-6; 20:19-29

Lesson Objective: The learner will see that he can ask God, but always knowing that God's ways are greater than ours.

Memory Verse: "As the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts" (Isaiah 55:9).

Focusing Attention

- ❑ *The learner will be able to list questions people in the Bible have asked God.*

Let's have a sword drill (see "Resource Pages" in Lesson 3 for help.) using these references for questions people in the Bible have asked God: Exodus 3:11-14; Judges 6:13-16; Job 23:1-7; Psalm 10:1; 13:1-6; 22:1; Habakkuk 1:1-4; Matthew 27:46; John 3:1-6; 20:24-29.

Communicating God's Word

- ❑ *The learner will be able to define omnipotence, omnipresence, and omniscience as attributes of God.*

Have you ever wanted to ask God a question? Often, when bad things happen in our lives, we want to ask why. Even Jesus, while on the cross, asked God, "Why have you forsaken Me?" (Matthew 27:46) (Refer to Visual 1-2 throughout the lesson.)

When God appeared to Moses in the burning bush in the desert, Moses asked God, "Who am I, that I should go unto Pharaoh, and that I should bring forth the children of Israel out of Egypt?" (Exodus 3:11) Moses had been taking care of sheep in that desert for 40 years. Even though he had grown up in the palace, he no longer felt capable of speaking there. God did not get angry at Moses for questioning Him. Instead, God promised to be with him and gave him a promise that he would see the people worshiping on that very mountain, and it came to pass just as God had said.

When the angel of the Lord appeared to Gideon, he asked, "If the Lord is with Israel, why have we fallen under the power of our enemies?" (Judges 6:13-16) God told Gideon that He would use him to deliver Israel out of the hand of their enemies. When Gideon wanted proof, God gave him two miracles to prove that God was with him.

We have already learned about the many troubles of Job. He asked God why all these troubles had come upon him. God never did really answer Job's questions, but He spoke to Job. Job came to realize that God's ways were higher than his ways. And God blessed the end of Job's life even more than his early days.

David asked God many questions. He wanted to know why God seemed so far away when he was facing troubles in his life. He wanted to know how long God would allow his enemies to triumph over him. He even asked God why He had forsaken him. Each time he asked a question, God helped him realize that God was with him in the midst of his troubles, and he would one day see God's salvation.

The prophet Habakkuk saw all the wickedness in the land and wanted to know how long God would allow it to go on. God showed him that He would use Israel's enemies to punish her for her

sins. That caused Habakkuk to have other questions. Why would God use a wicked, godless nation known for its cruelty to punish Israel? Israel was not as wicked as her enemy nations. God showed him that sin is sin, and He can use the nations to discipline His people. In the end Habakkuk declared he would “rejoice in the Lord” and “in the God of my salvation” (3:18).

Jesus, the Son of God, entertained Nicodemus, a ruler of the Jews, at night. Although Nicodemus was a teacher of the Scriptures, he had many questions about God. Jesus answered all his questions and showed him the way to salvation. We know he became a follower of Jesus because he provided the spices for embalming Jesus’ body after His crucifixion (John 3:1-6).

After His resurrection, Jesus appeared to His disciples, but Thomas was not present. When the others told Thomas about Jesus, he said, “Until I see the nail prints in His hands and put my hand in the wound in His side, I will not believe.” Later Jesus appeared to His disciples again. This time Thomas was there. “Put your finger in the nail print in my hand and in my side and believe.” Immediately, Thomas answered, “My Lord and my God!” Jesus said to him, “Because you have seen, you have believed. Blessed are those that have not seen, and yet have believed” (John 20:19-29).

God is willing to answer the questions we ask honestly out of a desire to know Him and to understand spiritual things. There are three words we use to describe God: *omnipresent*—present everywhere at all times (Psalm 139:7-12; Jeremiah 23:23,24); *omniscient*—all-knowing (Psalm 139:13-16; Isaiah 40:13,14); and *omnipotent*—all-powerful (Romans 4:16-24). Because He has all knowledge, He has the answer for every question we will ever ask. Because He is omnipresent, He is always with us no matter where we go. Because He is all-powerful, He can do more than we can even ask or think.

Applying the Lesson

❑ *The learner will trust God because he realizes God’s ways are higher than our ways.*

Our memory verse reminds us that God’s ways and His thoughts are higher than our thoughts and ways. A word we use to describe this idea is *sovereignty*. Because of God’s sovereignty, He does not always do what we ask or want Him to do. But we can trust Him. Since He knows everything, He knows what is best. And since He has all power, He can do what is best. Let’s take a moment to thank Him right now for always doing what is best for us, even when we may not understand.

Directions for Study Guide

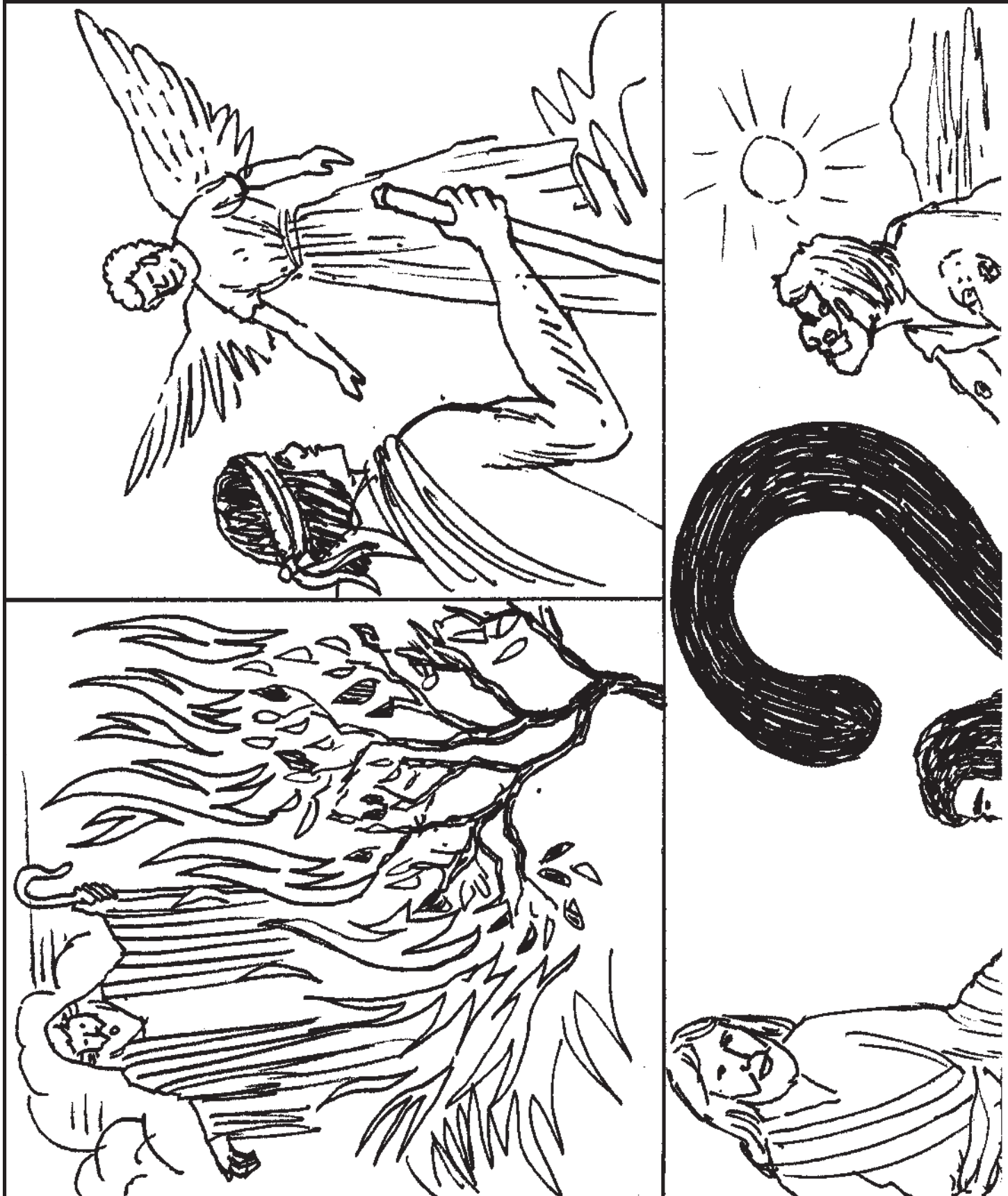
2. Answers:

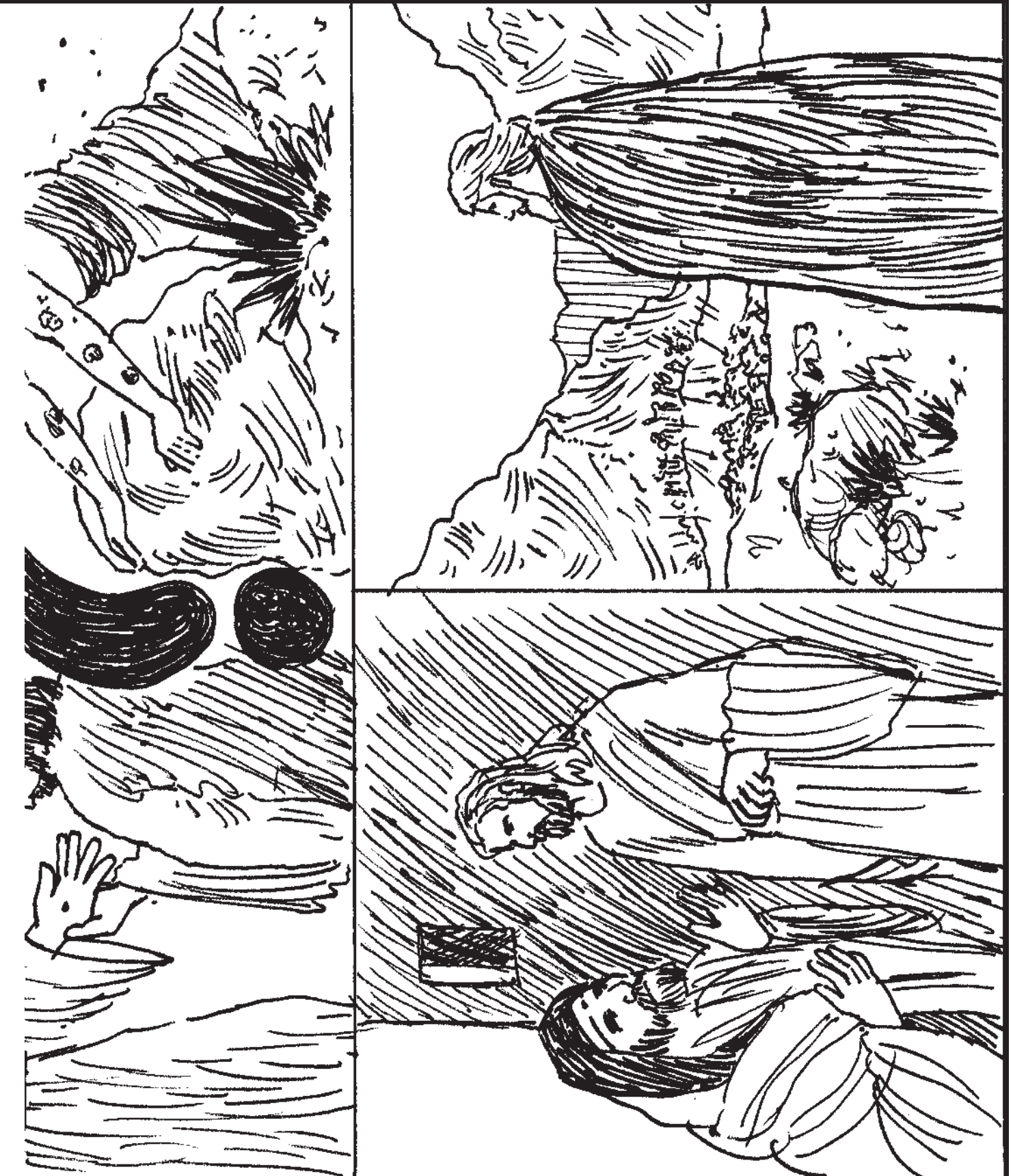
1. b
2. d
3. a
4. c

further answers will vary.

3. Message: Isaiah 55:9

4. Bible search by reference.







Resource Pages

Using the Chalkboard

Every teacher should make good use of the chalkboard. One is usually available, and its use requires little preparation. It can be used by both the teacher and the students. The simple act of the teacher walking to the chalkboard and writing something on it gets the attention of the students and extends their attention span, which is usually about one minute for every year of age. That is, the average 10-year-old will have an attention span of about 10 minutes. It can be expanded by using visual aids, such as the chalkboard. Use it often.

Here are a number of ways the chalkboard can be used:

1. To highlight the memory verse
2. To play a memory verse game
3. To outline or diagram the lesson's main points
4. To illustrate objects or ideas
5. To tell a story using stick figures or cartoon characters
6. To draw simple Bible maps, charts, graphs
7. To record students' responses and opinions
8. To show comparisons or contrasts
9. To preview or review the lesson
10. To give a test or quiz
11. To make assignments
12. To emphasize announcements
13. To define new words
14. To list important facts—dates, names, places
15. To make up a class poem, cinquain, or haiku

Developing a Theological Vocabulary

Students usually enjoy learning big words. They like to impress adults by knowing words many adults don't know. Capitalize on this when introducing Bible terms such as *omnipotence*, *omnipresence*, *omniscience*, *sovereignty*. Ask, "How would you like to learn some words your parents may not know?"

Before you teach the lesson, list the words on the chalkboard. As you come to each one in the lesson, point to the word in the list. Pronounce it clearly and ask the students to pronounce it several times after you. Ask if anyone knows the meaning to the word. You can clarify their understanding. Always explain the new word or concept in terms of what the students already know. For example, in the word *omniscience* is the word *science* which they will already know. Encourage them to use a dictionary to learn the meaning of unknown words. If you make learning new words sound like fun, the students will be challenged to remember them. Activities in the Study Guide will also help to reinforce their learning.

Review Game

To make reviewing the lessons of this unit more fun, play this review game. Pin the name of one of the characters, places, objects, or topics mentioned in the 10 lessons of this unit on the back of each student. Have the students ask each other for clues, without giving the answer, about who or what they are. Then have the students try to guess who they are. As each character, place, object, or topic is named, have the students tell what they remember about it. If they are unable to remember anything about the subject, have them refer to the lesson in their Study Guide in which it is named.

Charades Review Game

As a review, have the students play Charades. On slips of paper write the names of the Bible characters studied in this unit. A student chooses a slip and must silently act out who the person is. The rest of the class try to guess who is being portrayed. The student who guesses correctly is the next one to act out a character.

Bible Picture Review Game

Instead of acting out a Bible character from the unit lessons, a student can draw pictures on the chalkboard to illustrate the life of the Bible character. The rest of the class will guess who is being drawn. The one who guesses correctly draws the next pictures.

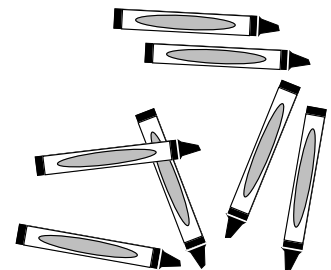
Unit Examination

Studies have shown that if the teacher mentions a test will be given at the end of the lesson, students will retain more of the lesson content. When you play one of the review games, tell the students they will be taking a test over the unit. After this review, administer the multiple-choice test in the Study Guide. The answer key is provided in the Instructor's Guide.

Memory Verse Review Game

Draw a Tic-Tac-Toe grid on the chalkboard. In each space write the reference of one of the memory verses from this unit. Divide the students into two teams. To decide which team goes first, have the first student on each team guess a number between one and ten. The one who comes closest to the number you have predetermined, starts the game.

To play, the first team member selects a reference and quotes the verse. If he says it correctly, he places an X in that square. Then the other team's first member selects a reference and quotes the verse. If he says it correctly, he places an O in that square. Then the second member of the first team selects another reference and tries to quote it. The game continues until one team has placed its symbol in three boxes in a row, either vertically, horizontally, or diagonally. To give every one a chance to play, repeat the game as many times as necessary.



Notes

Class Record

Bible Curriculum 4-3

- *Make a copy of this page on both sides to mail to ICI University. Use the address given on the title page.*

Instructor Information

Name _____

Mailing Address _____

City _____ Province/State _____

Country _____

Relationship to Student(s): ☐Self ☐Parent ☐Instructor

Group Study

Type of Learning Center: ☐ Individual ☐ Family ☐ Church ☐ School

Name of Church or School _____

Address of Learning Center _____

Student Records

[illegible]

- Please list additional students on another sheet of paper and attach it to this report.

Instructor's Comments

• In order to help ICI University improve this course, please answer the questions below. Please circle the letter preceeding the comment that gives your honest feelings about the course, whether positive or negative.

1. I found this course to be
a) very interesting. d) uninteresting.
b) interesting. e) boring.
c) somewhat interesting.
2. Compared to other courses I have taught, this one was
a) very difficult. d) easy.
b) difficult. e) very easy.
c) about average.
3. I found the added resource ideas for the lessons to be
a) very practical. d) not practical.
b) practical. e) useless.
c) somewhat practical.
4. The statements of objectives were
a) very helpful. c) of little help.
b) helpful. d) not helpful at all.
5. The exercises in the Study Guide were
a) very helpful. c) of little help.
b) helpful. d) not helpful at all.
6. The Unit Exam was
a) very helpful. c) of little help.
b) helpful. d) not helpful at all.
7. The lesson format was
a) very clear. c) confusing.
b) clear. d) very confusing.
8. Reading the Instructor's Guide was
a) very easy. c) difficult.
b) easy. d) very difficult.

9. The reading level of the Study Guide was
a) very easy. c) difficult.
b) easy. d) very difficult.

10. Due to this course my knowledge of the Bible

- a) increased a great deal.
- b) increased some.
- c) did not increase.




11. Due to this course my ability to teach the Bible was

- a) increased a great deal.
- b) increased some.
- c) did not increase.

12. Overall, this course was

- a) excellent. d) poor.
- b) good. e) very poor.
- c) fair.

13. Please tabulate the answers of your class to the Student Comments at the end of the Study Guide.

Item			
Entire course			
Instructor			
Written activities			
Bible lessons			
Group activities			
Unit exam			

14. Was there anything in the course that would be inappropriate or offensive to your culture? Please explain.

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15. Write any suggestions you have for improving the course, or other comments.

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