



# Discipleship and Mission

# THE COMBINED TEACHER'S GUIDE

**SPRING QUARTER 2019**

MARCH • APRIL • MAY

Christian Education Department  
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Bishop David R. Daniels, Chair

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## BASIC SUPPLIES

Bible dictionary	writing paper
Bible pictures and maps	DVD recorder/player
CD players	milk crates
chart paper	paper – letter, drawing, pen-
Christian music – books, sheets, recordings	cils, pens, markers
Christian videos and DVDs	poster boards
crayons	robes, scarves
digital camera	old clothing
digital camcorder	scissors, glue, paste
drawing paper	video player



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**The Teacher's Guide**  
**Faith Liberating Studies**  
**Spring Quarter**

**March 2019 – May 2019**  
**Prepared by Rev. Dr. D. Melynda Clarke**

**Quarter's Name: Discipleship and Mission**

**Unit I: Call to Discipleship**

**Lesson 1**

**March 3, 2019**

**Called to Humility and Hospitality**

**Devotional Reading:** Luke 14:15-24

**Lesson Scripture:** Luke 14:7-14

**Focus Scripture:** Luke 14:7-14

**Key Verse:** "For all who exalt themselves will be humbled, and those who humble themselves will be exalted." Luke 14:11

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Recognize that disciples of Jesus are encouraged to have a humble spirit and generous heart.
2. Increase regard for the poor and others who do not reap the comforts and benefits of life that others are afforded.
3. Promote a sense of advocacy for others who are less fortunate than ourselves.

**Key Terms**

- **Disciple** – A personal follower of Jesus
- **Exalt** – Hold someone (or something) in very high regard; think or speak very highly of.

- **Honor** – High respect, great esteem.
- **Humble** – Having or showing a modest or low estimate of one's own importance.

## Teaching Strategies

This quarter will lead participants into a deeper understanding of the meaning of discipleship. Throughout the post-modern era of Christianity, discipleship has become a quest for self-fulfillment, embracing a belief of confidence and authority that has often extended beyond the original context or the intentions of the biblical text. The lesson today, and those that follow, will engage participants in a more conservative view of discipleship, reflecting on the need for humility and generosity in Christian character. It will also look at the more difficult responsibilities of Christian discipleship, including the call for self-sacrifice, self-discipline, and obedience.

Suggestions for presenting these lessons is to use honest discussion, enabling participants to share their concerns as well as their enthusiasm. Allow time for testimonies and encourage homework assignments where students may be challenged throughout the week. Encourage everyone to be open and non-judgmental about each individual's perceptions.

For Lesson 1, consider the following:

- Remember your participants may come from differing backgrounds, cultures, and generational perspectives. Therefore, not all adults may be familiar with formal protocols, traditions, and rules of etiquette for formal dinners. Take a few minutes to provide history on why seating was a form of acknowledging social status. Older adults may share stories of informal practices (family and cultural beliefs) that determined status in the homes.
- Provide alternative scenarios of showing humility and

accommodating other people. Honoring the elderly, women with children, people with physical restrictions, are some examples.

- Allow participants to compare and contrast this philosophy with what happens in the workplace, churches, clubs, and organized group functions. How can the social norms and practices in church settings interfere with the gospel message?

### Questions

- Discuss how any of the following social groups have hierarchies that affirm pride and discourage humility. How can Christians demonstrate humility in these settings?
  - Schools, academics, athletics, grading systems
  - Workplace, corporate/for-profit verses non-profits
  - Religious institutions, denominations, local churches
  - Political offices, local clubs and organizations
- Share among members in the class any personal examples of humility they see in their family, job, community, etc.
- The lifestyle and spiritual growth that leads to holiness and righteousness suggest a humble spirit. Is this always true? Why or why not?

### Closing Devotions

**Closing Songs:** “I Give Myself Away” by William McDowell, “Worth” by Anthony Brown

**Closing Prayer:** Help me, God, to realize it is in being crippled that I learn to cling, and in limping that I learn to lean.

That victory comes not in how courageously I struggle, but in how completely I surrender, and that this is how I am to grow, by being defeated, decisively, by constantly greater things.

Help me to understand that your power is perfected in weakness, so that when I am rendered weak, you are given the opportunity

to be shown strong.

Help me to understand, too, that “more things are wrought by prayer than this world dreams of, for so the whole round earth is every way bound in chains about the feet of God.” Amen!

Ken Gire, *Windows of the Soul*

*The Secret Chamber – A Daily Devotional; April – June 2018*

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube

## Lesson 2

March 10, 2019

### A Costly Call

**Devotional Reading:** Philippians 3:7-16

**Lesson Scripture:** Mark 1:16-20; Luke 14:25-33

**Focus Scripture:** Mark 1:16-20; Luke 14:25-33

**Key Verse:** Whoever does not carry the cross and follow me cannot be my disciple. Luke 14:27

### Key Terms

- **Cross** – The image of the cross is the central icon within the Christian faith. The cross is the place where Christians see the character of God revealed through his love for all humanity. The place of extreme suffering and death has become the place of healing and deliverance from all sin (1 Peter 2:24-25). Disciples must be willing to carry their cross, in whatever form of suffering that may be.

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Increase understanding of Jesus' teaching on the cost of discipleship.

2. Compare and contrast the theological beliefs that prevail in many Christian communities of prosperity over spiritual discipline and potential suffering.
3. Understand and embrace living in a culture of Christian discipleship.

## Teaching Strategies

This lesson is designed to make people think beyond the personal sacrifices they have already made as a Christian, such as rejecting abuse of alcohol, profane language, or inappropriate habits. This lesson is also designed to encourage thought that may be contrary to more popular beliefs about the benefits of Christianity, such as prosperity and individualistic theology. Therefore, seek opportunities to challenge the cultural norms. Identify some of the costs of Christian discipleship such as accepting vocations with low earnings, commitments to missionary work, or extensive time away from the family.

Secondly, engage the participants in African spiritual thought that suggests, for example, the creator has assigned his people to be conscientious stewards over natural resources. Therefore, we are accountable for the things in the earth, which are valuable to everyone. Nothing should be wasted or abused.

Finally, each week's lesson is designed to educate participants on Africa and the African diaspora. Use segments to inquire of participants of any interest in increasing their commitment to discipleship, such as participating in medical missions and/or recovery projects.

## Questions

- Share with members of the group how the decision to follow Jesus has affected your life. Have the costs been high? What has been the most fulfilling and rewarding part of accepting Jesus Christ?
- If you have not decided to follow Jesus, then ask someone in

the group today how you can be a disciple of Jesus.

- We talked about the costs and benefits associated with our accepting Jesus. Are you discerning a call even now from Christ? What are you being called to do or be? What might be entailed (costs, benefits, adjustments) in your answering this call?

### Closing Devotions

#### Closing Hymn:

Vs. 1 - Must Jesus bear the cross alone,  
And all the world go free?  
No, there's a cross for everyone,  
And there's a cross for me.

Vs. 4 - O precious cross! O glorious crown!  
O resurrection day!  
When Christ the Lord from heav'n comes down  
And bears my soul away.

Thomas Shepherd, 1693.

**Closing Prayer:** O Lord, your word tells us that a true disciple must be prepared to sacrifice the things that may separate us from the work you have called us to do. Give us strength, Lord, to face our wilderness encounters and overcome the temptations of this world. Give us wisdom to understand those moments that test our faith and try our soul. Send a fresh anointing of the Holy Spirit that we may be strong enough and bold enough to share the gospel with others. Thank you, Lord, for choosing me and drawing me to you. May others feel the presence of your love and find peace in becoming your disciple, so that we may see your kingdom. In Jesus' name we pray.

Amen.

Rev. Dr. D. Melynda Clarke

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube; African American Heritage Hymnal

**Lesson 3**

**March 17, 2019**

**Calling the Lost**

**Devotional Reading:** Ezekiel 34:11-16

**Lesson Scripture:** Luke 15

**Focus Scripture:** Luke 15:11-24

**Key Verses:** “Quickly, bring out a robe – the best one – and put it on him...for this son of mine was dead and is alive again; he was lost and is found!” Luke 15: 22, 24

**Lesson Goals –** By the end of the lesson, students will be able to:

1. Reveal the unconditional love God has for his children.
2. Encourage a spirit of forgiveness
3. Examine the complexities found in extended relationships between family members

**Key Terms**

- **Humility** – A modest view of one’s importance. Humbleness, meekness.
- **Exaltation** – The action of elevating someone in rank, power, or character.
- **Inheritance** – The acquisition of a possession, condition, or trait from past generations.

## Teaching Strategies

Give background on the earlier parables of Luke's gospel. Compare the differences where the shepherd searched for the lost sheep, and the woman searched for the lost coin. Contrast these parables with this story of a father who did not search for the prodigal son, but waited for him to return.

Acknowledge that the story does not end with a celebration alone, but there is strife now with the other son. Encourage the participants to read the remainder of the story to understand family dynamics. Illustrate how this story may also symbolize the estrangement Israel had with God as they sought false idols.

## Questions

- Discuss the critical meaning behind the son's realization of his mistakes and return to his father.
- Briefly (3-5 minutes) discuss the feeling one has when something (object) is lost. How does this compare to the potential loss of a child?
- In pairs of 2, discuss a person you personally believe is a lost soul who needs to be reconnected with God. Discuss strategies and pray for God's direction

## Closing Devotions

**Closing Song:** "Open the Eyes of My Heart" by Michael W. Smith

### Scripture:

Listen, children, to a father's instruction, and be attentive, that you may gain insight, For I give you good precepts: do not forsake my teaching. When I was a son with my father, tender, and my mother's favorite, he taught me, and said to me, "Let your heart hold fast my words, keep my commandments, and live." (Proverbs 4:1-4)

**Closing Prayer:** "The Lord's Prayer"

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube

## Lesson 4

March 24, 2019

### Calling to Salvation

**Devotional Reading:** 1 Chronicles 16:8-13, 23-27

**Lesson Scripture:** Luke 19:1-10

**Focus Scripture:** Luke 19:1-10

**Key Verse:** The Son of Man came to seek out and to save the lost. Luke 19:10

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Examine how the grace of God can redeem all believers of Christ.
2. Acknowledge that with confession of one's sins, repentance is required.
3. Examine how restitution was important in the Mosaic law and understand its meaning for us as Christians.

### Key Terms

- **Defraud** – Illegally obtain money from someone through deception.
- **Stature** – A person's natural height.
- **Salvation** – Deliverance from sin and its consequences.

### Teaching Strategies

Discuss the questions outlined in the Student Book. Incorporate these additional teaching approaches throughout your discussion.

Show a picture of a similar sycamore tree. See article, “Zacchaeus Tree Now Top Tourist Destination” downloaded September 24, 2018. [https://www.huffingtonpost.com/2010/10/06/zacchaeus-tree-now-a-top-\\_n\\_753465.html](https://www.huffingtonpost.com/2010/10/06/zacchaeus-tree-now-a-top-_n_753465.html)

### Questions

- Briefly (3-5 minutes) watch a portion of the video, “*Stealing Africa – Why Poverty?*” Discuss our natural responses and the spiritual response to the injustice we see.
- As disciples of Christ, we are called to salvation and repentance of past habits and sinful practices. Have you ever been offered opportunities to receive any financial or material gains that were not being equitably distributed to other deserving individuals or groups? (Example: Living in better accommodations, payment for services not received.)
- People despised tax collectors because of their fraudulent practices. Yet Jesus was willing to dine at Zacchaeus’ home and forgive him and his household. As disciples, we are also expected to forgive others for their wrongdoing. If we are a victim of wrongdoing such as theft, unequal pay, discrimination, unfair hardships or penalties, by a family member, friend, employer, or member of the community, discuss the situation and how we are expected to respond as Christian disciples.

### Closing Devotions

**Closing Hymn:** “My Hope Is Built” – AMEC Hymnal #364

**Closing Prayer:** Today is the best day of your life. It is the only day you have to live. Yesterday is history; tomorrow may never be history. Live this day to the fullest – encountering God, enjoying God.

Blessing God by blessing and being blessed by God’s people. And may the grace of God: loving us before we knew we were loved;

The grace of God; sustaining us in the chaos and calamity surrounding us;

The grace of God; already present in the days yet to come:

The grace of God whose favor knows no end:

Uphold you, uplift you, and embellish you in ways that bring the world joy.

In the name of Jesus, we pray. Amen.

Joseph W. Daniels, Jr.

*The Secret Chamber – April – June 2018*

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube; AMEC Hymnals

## Unit II: Call to Ministry

### Lesson 5

March 31, 2019

### Called to Discipleship

**Devotional Reading:** Psalm 91

**Lesson Scripture:** Matthew 4:12-22

**Focus Scripture:** Matthew 4:12-22

**Key Verse:** And he said to them, “Follow me, and I will make you fish for people.” Matthew 4:19

**Lesson Goals –** By the end of the lesson, students will be able to:

1. Inspire participants to recognize their role in sharing the gospel.
2. Promote a stronger passion for others to receive Jesus Christ.
3. Recognize the urgency of sharing the gospel.

### Key Terms

- **Call** – A vocation; a powerful force or attraction.
- **Fish** – To try to catch something; to engage in a search.

## Teaching Strategies

Use this brief video to introduce the Bible lesson. <https://www.lds.org/bible-videos/videos/follow-me-and-i-will-make-you-fishers-of-men?lang=eng>.

Explore the students' thoughts of what it may have been like for the first disciples. Lead them in understanding how responding to a calling is not driven by typical worldly interests.

## Questions

- Is the concept of “calling” limited to only ministers? List other roles within the church and throughout kingdom-building where believers are called to serve.
- Experiencing a call to discipleship is different for everyone. Share what the calling experience looked like for you. Do you feel you have answered this call completely?
- Jesus calls the disciples while proclaiming a message of repentance from sins and a warning that the kingdom of God is near. Has the church altered this message in any way? If so, how? Is it still applicable? Why or why not?

## Closing Devotions

**Closing Song:** “We Offer Christ” by Joel Britton – African American Heritage Hymnal #355

## Closing Prayer

- Pray for a forgiving heart as you have seen Jesus forgive.
- Take a moment to pray for the people you know who have not given their lives to Christ. Secondly, pray for a church that is passionate about fishing for souls to be saved:

Lord, we are asking for a fresh start today in casting our nets to reach souls for Jesus Christ. Let your Holy Spirit begin to draw more people to you. Let the power of the love you have shown

us compel families, communities, and nations to become new disciples of Christ. This we pray in Jesus' name. Amen.

Rev. Dr. D. Melynda Clarke

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube

## Lesson 6

April 7, 2019

### Call and Mission

**Devotional Reading:** Matthew 15:21-28

**Lesson Scripture:** Matthew 10

**Focus Scripture:** Matthew 10:1-15

**Key Verse:** Then Jesus summoned his twelve disciples and gave them authority over unclean spirits, to cast them out, and to cure every disease and every sickness. Matthew 10:1

**Lesson Goals –** By the end of the lesson, students will be able to:

1. Inspire disciples to believe in their calling to reach the lost.
2. Recognize the implications of rejecting the gospel.
3. Recognize the importance of faith in God and the belief in hospitality that will be offered to disciples of Christ.

### Key Terms

- **Authority** – A right to command or to act; power.
- **Unclean** – Morally or spiritually impure; prohibited by ritual law for use or contact.

### Teaching Strategies

- Use this lesson to invite participants to share their experiences when evangelizing, performing missions work, or sharing the gospel in unfamiliar areas.

- Avoid condemning discussions on races, ethnic groups, and alternative lifestyles.
- Encourage participants to show love and have faith in God's ultimate plan of salvation for all.

### Questions

- What are the greatest challenges and sacrifices for you as a disciple of Christ?
- What concerns arise for you when people reject the gospel?
- Does your local church schedule time to reach out to the community and share the gospel? If so, what have been the results?

### Closing Devotions

**Closing Song:** "Let It Rise" by William Murphy

**Closing Prayer:**

*Prayer of St. Francis of Assisi*

Lord, make me an instrument of your peace:  
where there is hatred, let me sow love;  
where there is injury, pardon;  
where there is doubt, faith;  
where there is despair, hope;  
where there is darkness, light;  
where there is sadness, joy.

O divine Master, grant that I may not so much seek  
to be consoled as to console,  
to be understood as to understand,  
to be loved as to love.  
For it is in giving that we receive,  
it is in pardoning that we are pardoned,  
and it is in dying that we are born to eternal life.  
Amen.

**Resources:** The Holy Bible – New Revised Standard Version

(NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube

## Lesson 7

April 14, 2019

### Called to Remember

**Devotional Reading:** Acts 2:29-39

**Lesson Scripture:** Matthew 26:1-13

**Focus Scripture:** Matthew 26:1-13

**Key Verse:** “Truly I tell you, wherever this good news is proclaimed in the whole world, what she has done will be told in remembrance of her.” Matthew 26:13

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Inspire others to be free to worship Jesus Christ.
2. Promote understanding and acceptance of unguarded worship styles.
3. Recognize the vulnerability that occurs with unfettered worship.

### Key Terms

- **Alabaster** – A fine-grained, translucent form of gypsum, typically white, often carved into ornaments; used for centuries for statuary, carvings, and other ornaments.

### Teaching Strategies

- Select psalms, hymns, or quotes to begin your opening and closing prayers.
- Provide students an opportunity to be silent for three minutes in meditative worship to the Lord.
- Being mindful of medical conditions such as allergies, release the fragrance of an essential oil or perfume.

## Questions

- What are the greatest challenges and sacrifices for you as a disciple of Christ?
- What concerns arise for you when people reject the gospel?
- Does your local church schedule time to reach out to the community and share the gospel? If so, what have been the results?

## Closing Devotions

**Closing Song:** “Here I Am to Worship” by Michael W. Smith or play audio or YouTube music video of “Alabaster Box” by CeCe Winans

**Closing Prayer:** O God, forgive me of my sins. Restore in me, the right mind and spirit. Increase my faith and praises unto you. In Jesus' name. Amen!

By: Reverend Larry M. Banks, *Moments of Meditation – Celebrating the Bicentennial of the African Methodist Episcopal Church*; Bishop Gregory G.M. Ingram, Editor

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; a bottle of perfume, or an alabaster bottle (can be ordered online, or found in consignment shops); worship music

## Lesson 8

**April 21, 2019**

### Called to Proclaim the Resurrection

**Devotional Reading:** 1 Corinthians 15:12 -22

**Lesson Scripture:** Matthew 28:1-15

**Focus Scripture:** Matthew 28:1-15

**Key Verse:** Then Jesus said to them, “Do not be afraid; go and tell my brothers to go to Galilee; there they will see me.” Matthew 28:10

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Inspire believers to strengthen their faith in the resurrection and what that means for all believers.
2. Encourage believers to share the resurrection story.
3. Analyze and understand the various accounts and faith communities throughout the gospels.
4. Recognize that people will dispute the miracle of the resurrection and be comfortable in providing meaningful responses.

### **Key Terms**

- **Chief Priests** – Directly below the rank of the high priest of the temple. An exclusive group that had charge of daily services, temple treasury, and maintenance of sacred vessels.
- **Elders** – During Jesus' ministry, the Elder accompanied the priests and the scribes, considered to be the Sanhedrin. Elders were considered wise due to age and experience but had to be selected and/or appointed
- **Governor** – A ruler with great authority over a specific region.

### **Teaching Strategies**

- Research the historical context of the time of Jesus' crucifixion. Provide details of the power of the Roman government. Offer pictures and images that illustrate the risk the disciples and the women faced, with fabricated false stories of the resurrection.
- Provide additional illustrations of earthquakes and lightning to enhance the imagery of what the Matthean gospel was depicting.

### **Questions**

- The women, Mary Magdalene and the other Mary, came to the tomb with grief and heaviness in their hearts. Yet, they were met with the good news of the resurrection. Share how

this story of hope can help turn around grief, pain, confusion, and disappointments, for you or someone you know.

- As a disciple of Christ, we are called to share the resurrection story. However, there are some who will dispute it just as the religious leaders did. How would you respond to those who are unbelievers of the resurrection?
- There are people throughout the world who are persecuted for being Christians. What can the church do to support these disciples who face opposition and are persecuted for their beliefs?
- How would you respond to the debate in the United States regarding the separation of church and state? Some would say that this restricts and hinders a Christian's ability to pray, study, or worship on government property. Discuss the issue and research the rights all people have in the United States and other parts of the world to worship freely.

### Closing Devotions

**Closing Hymn:** "He Arose (They Crucified My Savior)" – AMEC Hymnal #170

**Closing Prayer:** Dear God, we exalt your holy name, for you have given us victory over sin, death, and the grave. We are so grateful for your love. YOU have taught us to love without conditions or agendas. You, Lord Jesus, have given us the hope in knowing that the love you have shown us has become our path to righteousness. We believe in your resurrection and believe in the future resurrection of all believers to a new life in glory. Comfort those who mourn even today. Give them reassurance in knowing we will all rejoice again one day, soon and very soon. We pray for unbelievers who have not seen your light, felt your presence, or known your forgiveness. (Pause and lift specific names.) We pray today for these family members, friends, members of our communities, and nation. Let your saving grace and mercy touch their hearts to receive you completely. And renew our hearts

today, so that all fear and doubts are replaced with the power of your Holy Spirit. This we pray in Jesus' name. Amen.

Rev. Dr. D. Melynda Clarke

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube; AMEC hymnals

## Lesson 9

April 28, 2019

### Call and Commissioning

**Devotional Reading:** Colossians 3:12-17

**Lesson Scripture:** Matthew 28:16-20; Acts 1:6-8

**Focus Scripture:** Matthew 28:16-20; Acts 1:6-8

**Key Verses:** “Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything that I have commanded you. And remember, I am with you always, to the end of the age.” Matthew 28:19-20

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Inspire everyone to accept the commission by Christ to proclaim the gospel to all nations.
2. Examine the gospel commissioning and embrace it in its totality.
3. Encourage disciples to remember that Jesus is still with us.

### Key Terms

- **Judea** – The name Judea comes from the Hebrew name *Judah*. Judea is the name given to the province of the Persian Empire to where the exiled Jews repatriated; geographically it is the area in southern Palestine, centered on Jerusalem and

west of the river Jordan. It has existed under Persian, Greek, and Roman rule; it was divided between Israel and Jordan in 1948; since 1967 completely occupied by Israel.

- **Samaria** – An ancient city of central Palestine in the northern part of the present-day West Bank. It was founded in the ninth century BCE as the capital of the northern kingdom of Israel, also known as Samaria; the region of ancient Palestine around Samaria, between Galilee in the north and Judaea in the south.

### Teaching Strategies

- Using an atlas, or online mapping, illustrate the geographic areas that are mentioned.
- Discuss reasons why Christians resist sharing the gospel.
- Provide examples of successful ministries that expand the gospel throughout their communities and the world, crossing racial and cultural boundaries.
- Encourage participants to discuss ways this can be actualized within the local church.

### Questions

- Jesus' command to go and make disciples also indicates that authority has been given to fulfill this mandate. What are examples of you and/or your local church fulfilling this mission?
- Briefly discuss ways groups within the church can be more accountable in evangelizing to the world.
- Everyone is not comfortable reaching out to others about the gospel. Share techniques that you have found to be effective in sharing the gospel.

### Closing Devotions

**Closing Hymn:** "Take My Life, and Let It Be" – AMEC Hymnal #292

**Closing Prayer:** “I am Thine, O Lord, I have heard Thy voice, and it told Thy love to me; But I long to rise in the arms of faith and closer drawn to Thee. Consecrate me now to Thy service, Lord, By the power of grace divine; Let my soul look up with a steadfast hope, And my will be lost in Thine. Draw me nearer, nearer, blessed Lord, To the cross where Thou hast died; Draw me nearer, nearer blessed Lord; to Thy precious bleeding side.” Lord Jesus, draw us nearer to you, the resurrected savior. Let our hearts be constantly seeing your face as the path to follow. We look to you, Lord, as we step out in faith, to reach the neighbors next door and to the world. We pray that you will guide us along the way, strengthen us and keep us, so that all will see your light shining from us, and ask to be saved.

By: Reverend Dr. D. Melynda Clarke

Lyrics from “I Am Thine, O Lord” by Fanny J. Crosby, AMEC Hymn #283

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube; flip chart paper, markers, tape, or dry erase markers; atlas; AMEC Hymnals

### Unit III: The Spread of the Gospel

#### Lesson 10

May 5, 2019

#### Called to Righteousness

**Devotional Reading:** John 10: 1-11

**Lesson Scripture:** Romans 3

**Focus Scripture:** Romans 3:21-31

**Key Verses:** They are now justified by his grace as a gift, through the redemption that is in Christ Jesus, whom God put forward as a sacrifice of atonement by his blood, effective through faith. Romans 3:24-25a

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Examine any beliefs and practices that promote works as righteousness.
2. Promote spiritual growth and renewed faith in Christ Jesus that acknowledges true atonement and redemption come through the blood of Jesus Christ.
3. Understand the biblical concept of redemption.
4. Encourage believers to look beyond the outer appearances and even the known faults of others.

### Key Terms

- **Forbearance** – A refraining from the enforcement of something (such as a debt, right, or obligation) that is due.
- **Righteousness** – The quality of being morally right or justifiable.
- **Atonement** – Reparation or expiation for sin; the reconciliation of God and humankind through Jesus Christ.
- **Justified** – Declared or made righteous in the sight of God.
- **Redemption** – The action of regaining or gaining possession of something in exchange for payment, or clearing a debt; the action of saving or being saved from sin, error, or evil.

### Teaching Strategies

- Engage participants in discussions on “Wesley and Sanctification.” Remind the students how founder Richard Allen wished to remain Methodist when he separated himself from the injustice of St. George’s Methodist Episcopal Church.
- Using the questions below, lead a discussion with the group around what it means to be saved. Discuss how the church determines conversion.
- Encourage participants to be willing to trust the Holy Spirit as people begin to receive Christ in their hearts.

- Discuss the broad spectrum of sin so that participants do not limit sin to merely those mentioned in the Ten Commandments.

### Questions

- Briefly (3-5 minutes) discuss how doing what is right does not determine our “righteousness.” How does this create problems in the universal church?
- Discuss whether the moral compass of society has changed Christians' perspectives of sin and redemption.
- Why was Paul's explanation of atonement important to the Jewish community? Is it relevant to us today?

### Closing Devotions

**Closing Hymn:** “I Am Redeemed” – African American Heritage Hymnal #512

**Closing Prayer:** Lord God, Heavenly Father, we come to you through your son, our risen Savior, Jesus the Christ. We recognize that we are not worthy to approach the throne of grace on our own volition. Each of us must stand before you recognizing we have sinned in some way. Today we personally confess those sins, repent of what we have done, asking your forgiveness through the blood that Jesus shed for us. We pray that we are reminded daily that we are not condemned; therefore, we must be careful not to condemn others. Give me a clean heart and renew a right spirit within me. Show me the way to understanding and love for my brothers and sisters. Enable me to receive others, just as you received me. This I/we pray in Jesus' name. Amen.

By: Reverend Dr. D. Melynda Clarke

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube; Wesley and Sanctification - *A Study in the Doctrine of Salvation* by Harold Lindstrom, 1946. Downloaded February 8, 2018: <http://www.craigladams.com/Books/page289/>

**Lesson 11****May 12, 2019****Called to Life in the Spirit****Devotional Reading:** Romans 6:1-14**Lesson Scripture:** Romans 8**Focus Scripture:** Romans 8:1-14**Key Verse:** There is therefore now no condemnation for those who are in Christ Jesus. Romans 8:1**Lesson Goals** – By the end of the lesson, students will be able to:

1. Recognize that we are no longer condemned if we are in Christ Jesus.
2. Understand that each believer takes an active role in defeating sin each day of our lives.
3. Inspire disciples to seek Jesus daily in continuing to sanctify their hearts and minds.

**Key Terms**

- **Condemnation** – When a law has been broken which leads from liability for wrongdoing, to infliction of that punishment.

**Teaching Strategies**

- Make a list of things that most people will struggle with in the flesh (Ex. greed, envy, anger, lust, unforgiveness, bitterness). Ask each person to select one item they can relate to and put it in their prayer journal or Bible for daily prayer.
- Discuss how to avoid condemning others, since believers are no longer condemned.

**Questions**

- Watch the brief two-minute video on “Redemption by the Blood of Jesus Christ.” Discuss what this symbolizes. (<https://youtu.be/LThxiWpGIYg>)

- What types of belief systems arise in media and advertising that promote obsessive attention to external beauty? How has this been shown to be detrimental to the mental and physical well-being of people, young and old? Give an example.
- How does this same desire to satisfy the needs of the flesh translate into our spiritual lives?

### Closing Devotions

**Closing Hymn:** “Give Me a Clean Heart” – African American Heritage Hymnal #461

Or “The Blood That Jesus Shed for Me” – AMEC Hymnal #137

**Closing Prayer:** O Lord, I am grateful for the creative and unique application of your spirit that molded me into my existence. I know that my race and genetic disposition may be primarily of [*African/Indian/Asian/Caucasian*] descent. I am proud to be the creature you have designed. Because you crafted me, I am fearfully and wonderfully made. However, I also know that my outer flesh, the natural *man/woman*, is not able to be reconciled with you naturally, and needs a relationship with Jesus Christ and the indwelling of the Holy Spirit. I am willing to let the natural person perish, so the Holy Spirit may rise up in me. I pray for a stronger disciplined life in the Spirit, through prayer and study. I pray that I will be intentional about my devotion and schedule times to even fast when I am able. Take me higher in you, Lord Jesus. Let your Spirit reign in me, for your honor and glory.

Amen.

By: Rev. Dr. D. Melynda Clarke

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube

**Lesson 12****May 19, 2019****The Call of the Gentiles****Devotional Reading:** Romans 10:5-13**Lesson Scripture:** Romans 11**Focus Scripture:** Romans 11:11-24**Key Verse:** Do not boast over the branches. If you do boast, remember that it is not you that support the root, but the root that supports you. Romans 11:18**Lesson Goals** – By the end of the lesson, students will be able to:

1. Recognize that God has a plan to save the people of Israel.
2. Examine and reject a boastful attitude, which mocks any other religious community, especially Jewish believers.
3. Inspire Christians to pray for the conversion of Jewish people.

**Key Terms**

- **Cultivate** – To prepare, tend, and work towards spiritual growth and becoming Christ-like.
- **Grafted** – Inserted in a branch or stem of another tree; Jews and Gentiles forming the collective people of God.
- **Reconciliation** – An element of salvation that refers to the results of atonement. Reconciliation is the end of the estrangement caused by original sin, between God and humanity.
- **Transgression** – Infringement or violation of a law, command, or duty. An act that goes against a law, rule, or code of conduct; an offense.

## Teaching Strategies

- Show a video clip on a group called “Jews for Jesus.” (<https://youtu.be/oNhJ6kKu0ec>)
- Show the video clip of grafting a plant to illustrate how much must be pruned in order to merge the two.
- Discuss how Christian disciples are integral in sharing the gospel to other faiths.
- Discuss opportunities where the church can partner with a local Jewish synagogue.

## Questions

- After watching a video on the process of grafting two plants, what are some primary points Paul was making to the Christians in Rome? Explain how grafting is different than assimilation. (<https://youtu.be/Cti-cSpFbYE>)
- There is an underlying message in Romans of living in community. Recognizing the need to respect and live in harmony with our neighbor as well as the environment, share opportunities where the church can take the first step and/or join others.
- How does the concept of grafting also speak to diversity within the modern church?

## Closing Devotions

**Closing Song:** “I Pray We’ll All Be Ready” – Mississippi Mass Choir

**Closing Prayer:** Dear Lord, we are all grateful to be given an open door to salvation through Jesus Christ. Thank you for the blood that was shed for my sins, the power of the resurrection that will deliver me into a heavenly home, and the assurance that death has no victory through Christ Jesus. Now we also seek the power of your Holy Spirit to intervene where there are so many who are unsure of their salvation. We pray for those who

are seeking answers that they will find their solution resides in a relationship with Jesus Christ. Let your will be done in my life, so that I may be used for your glory. This we pray in the name that is above all names, Jesus the Christ. Amen.

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube

## Lesson 13

May 26, 2019

### Called to New Life in Christ

**Devotional Reading:** Psalm 34:1-14

**Lesson Scripture:** Romans 12

**Focus Scripture:** Romans 12:1-8

**Key Verse:** I appeal to you therefore, brothers and sisters, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Romans 12:1

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Promote spiritual growth within believers through a renewed, transformed life in Christ Jesus.
2. Encourage believers to understand true acts of worship are sacrifice of self to God.
3. Inspire participants to identify and share their spiritual gifts with the body of Christ.

### Key Terms

- **Transformed** – A fundamental change in a person's sacred or spiritual life.
- **Judgment** – Opinion, notion; the right or power of passing sentence.

- **Sacrifice** – Offer up; comes from the Latin “sacra” and “facere,” meaning “to perform sacred rites.”
- **Worship** – Honor with religious rites; revere and reverence.

## Teaching Strategies

- Discuss as a closing discussion what has changed for each participant since the beginning of studying Discipleship and Mission. Discuss how their views have changed about discipleship and who they are becoming as a disciple of Jesus Christ.
- Encourage participants to leave with action items for their personal discipleship walk and recommendations for what can be done to increase evangelism within the local church.

## Questions

- Romans Chapter 12 is an ethical mandate by Paul to strive towards a transformed life. Discuss what this may mean for you as a disciple.
- Discuss whether Christianity has become “watered down” with less focus on a transformative life.
- Ask yourself what needs to be released completely to God, in order truly to experience a renewed mind.
- What were some things that God changed in your life? Share with members of your group. Use this as a testimony for witnessing to others who are still struggling with their walk as disciples. Make a plan for next steps as a disciple of Christ.

## Closing Devotions

**Closing Song:** “Change” by Tremaine Hawkins

**Closing Prayer:** Precious Jesus, you walked the roads of Galilee and changed the lives of men and women forever. The change that took place in Paul on the Damascus road and the believers gathered in the upper room on the Day of Pentecost would be the

next step to changing the world. I am here, Lord, to continue to be the catalyst for change. Please change me, Lord. I submit to you all things that are not pleasing to you. I cannot change it alone; however, you can. Make the change evident so others will be able to see the manifestation of your love in my life, without me speaking a word. I praise you for all that you are doing and what you plan to do in me, in my family, my community, and the life of our church. May you be glorified today and forever. In Jesus' name. Amen.

By: Reverend Dr. D. Melynda Clarke

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary; laptop with projector or large screen; access to Internet and YouTube

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## The Teacher's Guide

### Senior Lessons

#### Lesson 1

March 3, 2019

#### Hospitality and Humility

**Lesson Scripture:** Luke 14:7-14

**Focus Scripture:** Luke 14:7-14

**Key Verse:** All who lift themselves up will be brought low, and those who make themselves low will be lifted up. Luke 14:11 (CEB)

**Take-Away:** Jesus issues a radical call to hospitality and humility that is all-encompassing.

#### Bible Background

- In the Greco-Roman world, the table was a microcosm of the day's culture. Those with high social status sat in the middle or near the place of honor, while those with lower social status sat further away.
- In the culture of the ancient Roman world, hospitality and humility were important both to securing one's place in society and also when moving up the social ladder. As a result, it would have been acceptable to invite a person of inferior status but who wanted to move up to dine with you. It would have been improper to invite someone who was poor or disabled, because unlike the person of inferior status, the poor or disabled could not return the invitation.
- Jesus used parables to reveal the kingdom of God and to teach his followers how to participate in it. The ethic revealed in this lesson's parable echoes not only Jesus' life trajectory (from heaven to the cross) but also his teachings in Matthew 25.
- This call to go to the lowest "seat" mirrors God's preference throughout the Bible. God often chooses the youngest, the weakest, and the smallest for God's mission in the world.

## Holy Hospitality

Form three groups and assign each one of the following Scripture passages: Abraham entertains angels (Genesis 18:1-15); the widow feeds Elijah (1 Kings 17:7-16); Jesus washes the disciples' feet (John 13:1-17).

Ask the students to prepare a skit illustrating the assigned Bible story and to present any key verses that illustrate hospitality. Suggest using the space in the student book to plan and make notes.

After each skit performance, pause for students to answer the questions in the student book. Talk about answers as related to each skit, then continue discussion by asking the following questions: What would this story look like if it happened today? Based on the skit, what is one thing you could do to model hospitality in the story?

### Lesson 2

March 10, 2019

### Counting the Cost

**Lesson Scripture:** Mark 1:16-20; Luke 14:25-33

**Focus Scripture:** Mark 1:16-20; Luke 14:25-33

**Key Verse:** Whoever doesn't carry their own cross and follow me cannot be my disciple. Luke 14:27 (CEB)

**Take-Away:** Saying yes to the call of Jesus leads to a life of surrender that is best heard in the context of community.

### Bible Background

- Most Jews in the ancient world understood "repentance" to mean turning away from a Gentile (non-Jewish) life and toward a Jewish one. At its heart, repentance was a rejection of the Gentile world in order to become a Jew. Calling a Jew to "repentance" during that time would have been a surprise for those who heard it.

- Jesus' decision to call the disciples was highly unorthodox in the Ancient Near East. Most would-be students would have sought out a teacher rather than a teacher pursuing the students.
- While often believed to be poor, James and John seemed to have some financial means. As fishermen, it appears they had enough money to purchase equipment and hire other men to work with them (verse 20b).
- In Luke 14, Jesus' use of the word *hate* should not be interpreted as hostility but rather with the Semitic understanding of "to love less." Simply put, we should love Jesus more than we love others.

### A Week of Sacrifice

Have the class consider: The rich young ruler was unwilling to sacrifice to follow Jesus. What must followers of Jesus be willing to give up?

Ask, "How can we help one another as we give up something to follow Jesus?" Invite students to choose accountability partners and to write each other's names in the student book.

### Lesson 3

March 17, 2019

### Lost and Found

**Lesson Scripture:** Luke 15

**Focus Scripture:** Luke 15:11-24

**Key Verse:** While he was still a long way off, his father saw him and was moved with compassion. His father ran to him, hugged him, and kissed him. Luke 15:20b (CEB)

**Take-Away:** The parable of the prodigal son helps us understand God as Father and seek God's embrace.

### Bible Background

- Jesus shared three parables about lost things in Luke 15: the

parable of the lost sheep, the parable of the lost coin, and the parable of the prodigal son. Jesus tells these parables together in response to the dismay expressed by the Pharisees and scribes when they learned Jesus had been spending time with so-called sinners.

- In a culture that venerated family and ancestors, the son's request for his inheritance was surely scandalous and shocking to Jesus' listeners. The demand was the equivalent of saying to his father, "I wish you were dead!"
- Most listeners would have expected the parable of the prodigal son to conclude around verse 15 with the son's suffering. Had the story ended there, the parable would have reinforced the wisdom of loving and following one's father, mimicking the wisdom literature of the Old Testament. Yet, Jesus' continuation of the parable adds a significant plot twist and recasts the focus of the story on the forgiveness and generosity of the father.

## Lesson 4

March 24, 2019

### Zacchaeus and Me

**Lesson Scripture:** Luke 19:1-10

**Focus Scripture:** Luke 19:1-10

**Key Verse:** So Zacchaeus came down at once, happy to welcome Jesus. Luke 19:6 (CEB)

**Take-Away:** God consistently draws near to us, prompting radical repentance and transformation.

### Bible Background

- Jesus' social environment was rife with divisions. Jews separated the world into Jews and non-Jews (Gentiles). Even amongst Jews there was division based on disagreements over interpretation of Scripture.

- Tax collectors lived between two worlds and typically were rejected by both. They earned their living by collecting money on top of the taxes they collected from people for the empire.
- Zacchaeus stands as a direct contrast to the rich young man described in Luke 18. Upon encountering Jesus, Zacchaeus commits to doing what the rich young man could not.
- Zacchaeus' status as a tax collector would have had implications for his dinner party. Because of his job, the food he served would have been considered "unclean" by the Pharisees and therefore untouchable. Jesus' act of inviting himself into Zacchaeus' home for a meal surely surprised and shocked those who considered everything about Zacchaeus off limits, including his home and food.

## Lesson 5

March 31, 2019

### Called to Love and Follow Jesus

**Lesson Scripture:** Matthew 4:12-22

**Focus Scripture:** Matthew 4:12-22

**Key Verse:** "Come, follow me," he said, "and I'll show you how to fish for people." Matthew 4:19 (CEB)

**Take-Away:** God is calling us—always and everywhere—to a greater love for the sake of the world.

### Bible Background

- We don't know with any certainty where the Gospel of Matthew was written. But it reflects many of the beliefs of the Christian communities in Syria and Galilee that arose after the fall of Jerusalem around 80 CE.
- This information is important because it suggests the intended audience would have been familiar with Jewish customs. These customs are not explained in Matthew in the same way that another Gospel, such as Mark, would explain them for outsiders.

- John the Baptist, the forerunner of Jesus, was arrested because Herod’s brother’s wife (Herodias) was concerned about John’s warnings regarding her illicit relationship with Herod (see Matthew 14).
- In the time period covered in Matthew, it was not uncommon to have two names, one Hebrew and one Greek (or possibly Latin). “Simon” is Hebrew for “God has heard,” and Peter is Greek for “rock.”
- The fact that the fishermen were “repairing their nets” (verse 21b) suggests they had a successful catch that day. They were good at their job, which amplifies their sacrifice and what they were giving up for the sake of following Christ.

### Child’s Play

If you have time, have the students play a couple of games they may remember from when they were younger.

Begin by playing *Follow the Leader*. Ask everyone to line up behind either you or another designated leader. Whenever the leader moves or performs any action, the students should mimic the leader’s actions.

After a few minutes, switch to *Mother May I?* If the students need to have their memories jogged, explain that one person will be designated as Mother or Father and the remaining players as Children lining up one after the other. Ask for a volunteer to be Mother or Father, and then the students playing Children should ask a question that begins, “Mother (...or Father), may I \_\_\_\_\_?” and is completed with a suggested movement (such as “jump four times”). If a student forgets to say, “Mother, may I \_\_\_\_\_” he or she must return to the starting position. Encourage the students to add interesting twists to their requests, such as “Mother, may I jump like a frog?” The designated Mother or Father then responds either, “Yes, you may” or “No, you may not” and substitutes an alternate action.

After playing both games, have the students answer questions in the student book and then talk about the answers as a class.

**Lesson 6****April 7, 2019****Call and Mission****Lesson Scripture:** Matthew 10**Focus Scripture:** Matthew 10:1-15**Key Verse:** Jesus called his twelve disciples and gave them authority over unclean spirits to throw them out and to heal every disease and every sickness. Matthew 10:1 (CEB)**Take-Away:** Seek to find the place where your passion meets the world's needs.**Bible Background**

- Though not explicitly stated, many believe Jesus chose twelve disciples for his ministry to parallel the twelve tribes of Israel.
- Sodom and Gomorrah were destroyed because of their lack of hospitality and charity (Ezekiel 16:49). When Jesus described the towns where the disciples were not welcome, he was comparing them to Sodom and Gomorrah.
- The mention of Judas' betrayal suggests that the intended audience was already familiar with the story.
- The phrase "shake the dust off" symbolized judgment on those who rejected the disciples' message.
- According to Jewish belief, anyone who taught or preached about God would have favor with God and provision from God. Consequently, when Jesus instructed the disciples not to take anything with them, they would have viewed it as a common instruction.
- "Peace," or *Shalom*, was a familiar Jewish greeting. It also was used as hello or good-bye.
- The Roman government was oppressive. Jesus understood that this culture would lend itself toward persecution for those

who espoused new and radical ideas.

### **Call, Purpose, Mission, Justice**

Split the class into four groups and assign each group one of the following words: call, purpose, mission, justice.

Invite each group to brainstorm creative ideas using its assigned word as a basis and the prompts provided in the student book. Ask students to make notes in the student book.

After several minutes of brainstorming, call on each group to share its ideas with the entire class. Students also can write reflections and notes about other group ideas in the student book.

Ask and talk about the following questions: Which ideas surprised you the most? What are some ways you can think about these words in a different light? How do you think these four ideas work together?

### **Make This Announcement**

God's call requires us to listen. Ask the students to identify the verses, words, and/or phrases that require listening or suggest sounds, and to think about the sounds they might have heard when Jesus spoke the words in the original setting. Talk about the answers as a group.

**Lesson 7**

**April 14, 2019**

### **Called to Remember**

**Lesson Scripture:** Matthew 26:1-13

**Focus Scripture:** Matthew 26:1-13

**Key Verse:** I tell you the truth that wherever in the whole world this good news is announced, what she's done will also be told in memory of her. Matthew 26:13 (CEB)

**Take-Away:** We can become more compassionate by remembering the life, ministry, and teachings of Jesus.

## Bible Background

- The word *passion* is widely used as the name for the narrative of Jesus' arrest, trial, and crucifixion. It comes from the Latin word *passio*, both of which translate to "suffered" or "suffering."
- The Passover is the Jewish celebration of the Israelites' escape from Egypt. In particular, it is a celebration of the final plague when the angel of death passed over the specially marked houses, thus sparing the firstborn children of the Israelite people. This celebration drew tens of thousands of people to Jerusalem.
- Today's Bible verses are the fourth time Jesus predicted his death in the Gospel of Matthew. The other three instances are found in Matthew 16:21-23; 17:22-23; and 20:17-19.
- The anointing of a person's head was an act reserved for kings and priests. This may have been one of the reasons why the disciples reacted so strongly to the woman pouring perfume on Jesus' head.
- During this time, Jewish people would have prepared bodies for burial by anointing them with oils and ointments.

## Service of Anointing

Anointing is an ancient ritual. In Exodus 30:29, oil was used for anointing the holy people. If the students are interested or need help with the example, the following can be used as a spoken prayer during the "Thanksgiving Over the Oil" section:

O God, the giver of health and salvation, we give thanks to you for the gift of oil. As your holy apostles anointed many who were sick and healed them, and as the woman anointed the head of Jesus in an act of sacrifice and devotion, pour out your Holy Spirit on us and on this gift, that those who in faith and repentance receive this anointing may be made whole through Jesus Christ our Lord. Amen.

The following prayer can be used as a close to the ritual:

God, you have anointed us today. Through this oil, we

remember the call of Jesus on our lives. Bless this oil and those who have been anointed. Amen.

## Lesson 8

April 21, 2019

### Called to Proclaim the Resurrection

**Lesson Scripture:** Matthew 28:1-15

**Focus Scripture:** Matthew 28:1-15

**Key Verse:** He isn't here, because he's been raised from the dead, just as he said. Come, see the place where they laid him. Matthew 28:6 (CEB)

**Take-Away:** The invitation to "come, see" the empty tomb is also an invitation to proclaim the good news.

### Bible Background

- The first witnesses to the Resurrection in Matthew's Gospel are women. Jesus consistently elevated the role of women in his ministry through preaching and service.
- Matthew is the only Gospel that mentions guards at the tomb.
- The accounts of the empty tomb vary slightly in Matthew and John's Gospels. Scholars have tried to reconcile the two versions, but the difference is likely reflective of the particular points each writer wanted to emphasize in his telling of the story.
- Matthew says the women went away with "fear and excitement," while Mark says they fled with "terror and dread." It is likely the women experienced a variety of emotions. As a result, these descriptions, while different, would not be inconsistent with each other.
- Some scholars believe the angel dressed in a white robe is

an allusion to Jesus' transfiguration as described earlier in Matthew.

- The story of the guards being paid is told only in Matthew's account. His use of "to this very day" (verse 15) would have meant to the time of Matthew's writing. It would not necessarily apply to today's audience.

## Lesson 9

April 28, 2019

### Call and Commissioning

**Lesson Scripture:** Matthew 28:16-20; Acts 1:6-8

**Focus Scripture:** Matthew 28:16-20; Acts 1:6-8

**Key Verse:** Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit. Matthew 28:19 (CEB)

**Take-Away:** The commissioning of the gospel is passed down through the sacrament of baptism.

### Bible Background

- Like Jesus, Moses delivered his final instructions to his followers from a mountain. A mountain also served as the place for Jesus' famous sermon in Matthew 5–7, the site of Jesus' transfiguration experience, and, of course, the site of Jesus' crucifixion.
- The "doubt" that some disciples felt may have stemmed from the story that the guards were telling (28:13).
- The phrase "all nations" can also be understood as referring to all Gentiles and to the expansion of God's call beyond the Jewish people. This truth would become the basis for Peter's sermon at Pentecost when he spoke in tongues to all the nations.
- The phrase, "I will be with you every day until the end of this present age" helps to bookend Matthew with a second

reminder that God is always with us. The Gospel also begins with a reminder of God's presence in Jesus' name "Emmanuel" or "God with us" (1:23).

- John Wesley believed that Jesus' Great Commission was manifested through baptism and teaching. He wrote that "baptizing and teaching are the two great branches of that general design."

## Lesson 10

May 5, 2019

### Called to Be Righteousness

**Lesson Scripture:** Romans 3

**Focus Scripture:** Romans 3:21-31

**Key Verses:** But all are treated as righteous freely by his grace because of a ransom that was paid by Christ Jesus. Through his faithfulness, God displayed Jesus as the place of sacrifice where mercy is found by means of his blood. He did this to demonstrate his righteousness in passing over sins that happened before. Romans 3:24-25a (CEB)

**Take-Away:** We cannot earn our own righteousness, but we can accept Jesus' free gift of salvation through faith declaring us righteous in God's eyes.

### Bible Background

- Paul was a Jew and thought like a Jew; however, he saw himself as the apostle of the Gentiles. Paul was strongly convicted to bring the gospel message to the Gentiles and to teach the Jews that Jesus is for everyone.
- Paul understood faith as "trust" and not simply an intellectual agreement.
- The divine faithfulness, which seemed to be called into question by Israel's failure to be the light for the Gentiles, is now revealed through the faithful Israelite, Jesus the Messiah. Through Jesus, God keeps his promise to Abraham.

- The words “righteousness of God” (verses 21-22) may have double meaning, referring not only to the right moral character of God but also the right standing before God that is granted believers through salvation.
- Paul is not merely concerned with the sinfulness of the Jews. More importantly, he is pointing out their failure to carry out the divine commission so others might hear the gospel and be saved. God remains faithful to the covenant plan through Jesus, even though Israel failed in the covenant task.

## Lesson 11

May 12, 2019

### Called to Life in the Spirit

**Lesson Scripture:** Romans 8

**Focus Scripture:** Romans 8:1-14

**Key Verse:** So now there isn't any condemnation for those who are in Christ Jesus. Romans 8:1 (CEB)

**Take-Away:** As followers of Jesus, we are free from the eternal consequences of sin. Life in the Spirit includes putting God's will before our own.

### Bible Background

- The beginning of Romans 8 is a summary and conclusion to Paul's argument in chapter 7 about the workings of sin in the flesh and freedom in God's law.
- In verse 2, the law means “principle” and is not a reference to a specific written law as opposed to the Mosaic law referred to in verses 3–4.
- A life based on selfishness is also translated to “living in the flesh” (verse 5). Galatians 5:16- 26 describes in greater detail the struggle between living in the flesh and living in the Spirit.
- Living according to our selfishness (verse 13) leads to spiritual death. If we do not repent or turn from it, our sins distance us from God. Choosing to follow our own way instead of God's

way leads us down a path of destruction.

- The status of adoption is given to those who seek to live in the Spirit (verse 14). The idea of Christians being led by God's Spirit reaches back to the Israelites being led through the desert by the pillar of a cloud and fire (Exodus 13:21-22; 40:38). Even today the Holy Spirit acts as our pillar of cloud and fire leading us toward our inheritance.

## Lesson 12

May 19, 2019

### Called to Be Included

**Lesson Scripture:** Romans 11

**Focus Scripture:** Romans 11:11-24

**Key Verse:** Then don't brag like you're better than the other branches. If you do brag, be careful: it's not you that sustains the root, but it's the root that sustains you. Romans 11:18 (CEB)

**Take-Away:** All who have faith in Jesus Christ can have confidence they will not be separated from God's goodness.

### Bible Background

- Paul reminds readers that the rejection of Jews is only temporary; it's all part of God's plan to open the door of salvation to others.
- Verse 16 is a reference to Numbers 15:17-21. Part of the dough made from the first fruits was offered to the Lord. The first fruits are the Jewish people. Not all Jews are righteous, but God will fulfill God's promise to rescue them.
- Paul uses the metaphor of a tree to explain the relationship between Israel and Christ and the inclusion of Gentiles in the covenant family of God.
- The broken-off branches are the individual Jewish people who do not believe, and the wild olive shoot grafted in are the believing Gentiles.

- Grafting a wild olive branch into the cultivated olive tree is not commonly practiced in horticulture and would normally be unfruitful. The point of the metaphor is that even though it's contrary to nature, God can make it happen.
- Gentiles are reminded not to become boastful about their inclusion but rather to hold the tension of the harshness and kindness of God.

## Lesson 13

May 26, 2019

### Called to New Life in Christ

**Lesson Scripture:** Romans 12

**Focus Scripture:** Romans 12:1-8

**Key Verse:** So, brothers and sisters, because of God's mercies, I encourage you to present your bodies as a living sacrifice that is holy and pleasing to God. This is your appropriately priestly service. Romans 12:1 (CEB)

**Take-Away:** Faith expresses itself through obedience. God wants visible, lived-out evidence that our lives belong to Jesus.

### Bible Background

- The “therefore” (NRSV) or “so” (CEB) of Romans 12:1 marks a shift from the doctrinal section of the previous chapters of Romans to the practical application side.
- Paul uses the term “living sacrifice” (verse 1) to help believers understand that faith goes beyond belief and rituals—faith requires action. Paul wants believers to be obedient with their minds and their bodies to bring glory to God.
- The Jews of Paul's day believed that evil influences dominated this age, which is implied in the word “world” in Romans 12:2. The *world* is defined for us in 1 John 2:15-16 as the “desire of the flesh, the desire of the eyes, the pride in riches.”
- The use of body imagery emphasizes the importance of diversity within unity. There are many members and each has a different function, but all are needed for the overall health of the body.

- Paul outlines in verses 3-8 how worshipers practice spiritual gift-sharing in community. Each member of the body should use one's gift to better the overall health of the body as an act of worship. This is a type of sacrifice that is alive, holy, and pleasing to God.
- Paul's lists of spiritual gifts in this passage are also found in 1 Corinthians 12 and Ephesians 4.

### **One Body, Many Parts**

The gifts listed in the Scripture are: 1. Prophecy; 2. Faith; 3. Ministry (Service); 4. Teaching; 5. Exhortation (Encouragement); 6. Generosity (Giving); 7. Leadership; 8. Compassion (Mercy).

**The Teacher's Guide**  
**Intermediate Lessons**  
**Spring Quarter: March 2019 - May 2019**  
**Prepared by Faith M. Waters**

**Discipleship and Mission**  
**Unit I: Call to Discipleship**

**Lesson 1**

**March 3, 2019**

**Call to Humility and Hospitality**

**Lesson Scripture:** Luke 14:7-14

**Focus Scripture:** Luke 14:7-14

**Key Verse:** "For all who exalt themselves will be humbled, and those who humble themselves will be exalted." Luke 14:11

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Understand Jesus' teachings on humility and hospitality.
2. Reflect on their personal behaviors that have been humble and/or selfish.
3. Demonstrate humility and hospitality towards others.

**Vocabulary**

- **Honor** – To treat with high esteem.
- **Parable** – A story used to illustrate a religious or moral truth.
- **Distinguished** – To be a well-known and respected person who has high achievements or skills.
- **Exalt** – To lift up.
- **Humble** – To not be proud.

## Teaching Strategies

1. Remind the class that exhibiting humility for personal gain is sinful.
2. Before class you can ask the pastor if it is okay to develop a community fellowship program, so those who usually do not attend church can have opportunity to do so. Get the input from the class on what they desire to do in developing the program.
3. Be sensitive towards those who are dealing with being outcast or marginalized persons in the community, school, and church.
4. This is Lenten Season so suggest that students keep a journal. If they do not have notebooks of their own, possibly purchase small notebooks so the students can write how God has spoken to them and worked in their lives during Lent.

## Helpful Hints

1. Jesus' parable was about more than proper etiquette at a banquet. It was to help us to understand what behavior is acceptable and expected in God's kingdom.
2. Being a host means we have to show generosity and concern for the comfort of others. But some who show generosity expect the same extension of hospitality shown to them in return.
3. In this parable, God is the host of the banquet in his kingdom. No one can repay God. Therefore, God is saying he is inviting all to come to the banquet without conditions or expecting returned favors. We should do the same.
4. Love of strangers is the definition of hospitality in this text. And the breaking of bread together at the table is the clear sign of acceptance and true fellowship.

**Resources:** Notebooks, pencils

**Lesson 2****March 10, 2019****A Costly Call****Lesson Scripture:** Mark 1:16-20; Luke 14:25-33**Focus Scripture:** Mark 1:16-20; Luke 14:25-33**Key Verse:** "Whoever does not carry the cross and follow me cannot be my disciple." Luke 14:27**Lesson Goals** – By the end of this lesson, students will be able to:

1. Understand Jesus' teachings on the sacrifice required of his disciples.
2. Aspire to make the hard choices and risks required to be a disciple.
3. Demonstrate a willingness to accept the cost of being a disciple.

**Vocabulary**

- **Disciple** – Somebody who believes in and follows the teachings of Jesus.
- **Follow** – To go after somebody or take same direction.
- **Cost** – That which causes somebody to sacrifice something.

**Teaching Strategies**

1. Using a Bible dictionary, research the word "hate" in the context of this scripture.
2. During Jesus' time, if a person carried a cross through town, it was meant to publicly humiliate them for their alleged crimes and show others what would happen if they did not submit to the Roman government.
3. Discuss what each student would be willing to give up on behalf of Jesus.

4. Research how Jesus’ disciples died and share with the class. The disciples suffered tremendously on behalf of Christ.
5. Using the apostle Paul as an example, discuss some of the persecution Christians endure on behalf of Christ. Google “Voice of Martyrs” for more information on current situations of the persecuted Church.
6. Be sensitive towards those who come from wealthy families and have difficulties thinking about giving it all up for Christ.

**Resources:** Electronic devices with access to the Internet, pencils

### Lesson 3

March 17, 2019

#### Calling the Lost

**Lesson Scripture:** Luke 15

**Focus Scripture:** Luke 15:11-24

**Key Verses:** “Quickly, bring out a robe—the best one—and put it on him . . . for this son of mine was dead and is alive again; he was lost and is found!” And they began to celebrate. Luke 15:22, 24

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Understand Jesus’ teachings on “the lost.”
2. Appreciate God’s love for the lost and his desire to be reunited with them.
3. Commit to helping the lost know about God’s love and his desire to welcome them back home.

#### Vocabulary

- **Squander** – To use something wastefully.

- **Dissolute** – Overindulging in physical pleasures in a way that is considered harmful.
- **Famine** – Extreme food shortage resulting in widespread hunger.
- **Sinned** – Behaved in a way that goes against God's laws.
- **Compassion** – A feeling of pity or sorrow for another's suffering.
- **Pods** – Seeds of the carob tree.

### Teaching Strategies

1. Compare and contrast the three parables in Luke 15 with the class.
2. Discuss witnessing techniques and role-play some scenarios.
3. Be sensitive to students who do not have a good relationship with their fathers.
4. Talk about situations when the students lost something valuable and later found it. Ask them to describe their feelings.

Message solution to the hidden message in the *Word* puzzle:

**I was lost but now I am found.**

**Resources:** Pencils

**Lesson 4**

**March 24, 2019**

### Calling to Salvation

**Lesson Scripture:** Luke 19:1-10

**Focus Scripture:** Luke 19:1-10

**Key Verse:** For the Son of Man came to seek out and to save the lost. Luke 19:10

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Identify why Zacchaeus was excluded but Jesus accepted him and transformed his life.
2. Reflect on Zacchaeus' feelings during his encounter with Jesus.
3. Believe and accept that no matter how unworthy we feel or others feel about us that Jesus welcomes us.

### **Vocabulary**

- **Stature** – The measurement of one's height.
- **Welcome** – To receive someone gladly.
- **Sinner** – One who behaves in a way that goes against God's laws.
- **Grumble** – To complain and express dissatisfaction.
- **Defraud** – To cheat.
- **Extortion** – A devised scheme to own another's possessions.

### **Teaching Strategies**

1. Be sensitive to those who have family members who work in perceived low-status jobs.
2. Research sycamore trees and bring a picture to class, or tell students to Google to see a picture of the tree.
3. Let the students use their electronic devices to look at a map and find the location of Jericho.
4. Be sensitive to students who may have experienced bullying because of their height or other physical features.
5. Discuss people in the Bible Jesus welcomed and associated with that were outcasts in society.

## Scripture Facts

1. Salvation causes those with grateful hearts to willingly make restorations to others above and beyond what is due.
2. Hospitality was a strong practice in Israelite culture. Jewish religious traditions also had strong boundaries about who was acceptable and who was not. Tax collectors, though Jewish, were considered to be collaborators with the Roman government, and therefore treated like Gentiles.

**Resources:** Pencils

## Unit II: Call to Ministry

### Lesson 5

March 31, 2019

### Called to Love and Follow Jesus

**Lesson Scripture:** Matthew 4:12-22

**Focus Scripture:** Matthew 4:12-22

**Key Verse:** And he said to them, "Follow me, and I will make you fish for people." Matthew 4:19

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Identify how the disciples responded to Jesus' call.
2. Reflect on the importance and sacrifice of being called to follow Jesus.
3. Be committed to God's calling on our lives.

## Vocabulary

- **Repent** – To feel regret about wrong behavior and then change your ways.
- **Cast** – To throw.
- **Follow** – To go after.
- **Immediately** – From that very time; promptly.

## Teaching Strategies

1. Before the students arrive, decorate the class with a large net, a small boat, and plastic fish (or live fish in a fishbowl). Items can be found in Dollar Tree stores or [www.OrientalTrading.com](http://www.OrientalTrading.com).
2. Be sensitive to students who may have a fear of witnessing for Christ.
3. Ice Breaker: Play a game with the class that involves them being blindfolded and made to stand in a specific place in the room. Have another student call their name and give instructions for them to follow to walk to the place the other student is located at while avoiding obstacles in the room. The aim is to help students to understand that Jesus will help them overcome obstacles in answering his call.
4. Tell the students to Google “Capernaum” and “Lake Tiberias” on their electronic devices.
5. Discuss the sacrifice required as followers of Christ.
6. Be aware this lesson is very similar to Lesson 2.
7. Discuss people they know who are dedicated followers of Christ.
8. Discuss the tools we can use as witnesses for Christ today, such as social media.

## Scripture Facts

1. During this time, Rabbis were highly respected, and people came to them to be followers. But in this situation, the Rabbi (Jesus) called the disciples to follow him.

**Resources:** Net, model-sized boat, fish, blindfold or large handkerchief to use as a blindfold, pencils

**Lesson Scripture:** Matthew 10

**Focus Scripture:** Matthew 10:1-15

**Key Verse:** Then Jesus summoned his twelve disciples and gave them authority over unclean spirits, to cast them out, and to cure every disease and every sickness. Matthew 10:1

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Identify how the disciples' mission compares/contrasts with our mission today.
2. Reflect on how carrying out Jesus' mission affects our lives as disciples.
3. Demonstrate faithfulness to Jesus' mission.

### Vocabulary

- **Authority** – Power.
- **Cast** – To fling something away.
- **Cure** – To restore a sick person to health.
- **Proclaim** – Declare (the gospel publicly).
- **Tunic** – A loose, knee length garment with sleeves and a round neck, that was gathered at the waist.
- **Welcome** – To be eagerly and delightedly received in someone's home.
- **Tolerable** – To be fairly good.

### Teaching Strategies

1. Answers to scrambled names of disciples: 1) Peter; 2) Andrew; 3) James; 4) John; 5) Philip; 6) Bartholomew; 7) Thomas; 8) Matthew; 9) James; 10) Thaddaeus; 11) Simon; and 12) Judas Iscariot. Next week, quiz the students to see who memorized the names.
2. Work with the Women's Missionary Society in the church to develop a community program that will help others in need.

3. Be sensitive to students who will be frightened when the text speaks about casting unclean spirits out of people. They may relate it to something they viewed in a horror movie.
4. Be sensitive to those who have prayed for sick family members or friends but they died. Not all sick people are healed and live.
5. The twelve disciples are listed in Matthew, Mark, and Luke in the Bible.
6. Before class, do research on the backgrounds of the disciples to share with the class.
7. Before class, have copies of the Mission Statement of the AME Church from the Book of Discipline available for the students to read, or have them find it online. Also, if the local church has a mission statement, bring it to share with the class.

### Scripture Facts

1. "Shaking the dust from one's feet" was a visual demonstration that one was finished with trying to communicate with or minister to someone. In Acts 13:51, Paul and Barnabas did that when they were driven out of the city of Antioch of Pisidia.
2. Verse 12: The usual Jewish form of greeting was: *Peace (shalom)* be on this house.

**Resources:** The Doctrine and Discipline of the AME Church

**Lesson 7**

**April 14, 2019**

### Called to Remember

**Lesson Scripture:** Matthew 26:1-13

**Focus Scripture:** Matthew 26:1-13

**Key Verse:** "Truly I tell you, wherever this good news is proclaimed in the whole world, what she has done will be told in remembrance of her." Matthew 26:13

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Understand the reason the woman anointed Jesus with perfume.
2. Appreciate the kindness shown to Jesus, who was being prepared for his crucifixion and burial.
3. Demonstrate boldness in proclaiming the Gospel in spite of mockery and persecution.

### Vocabulary

- **Conspire** – To plot something evil.
- **Stealth** – Secretive action.
- **Alabaster** – A pink-colored mineral that was made into cups or boxes for holding perfumes.
- **Ointment** – A general term for perfume that was used in the act of consecrating a person.
- **Waste** – A failure to use something wisely, properly, fully, or to good effect.
- **Remembrance** – In memory of, recollection.

### Teaching Strategies

1. This is Palm Sunday. Alternative lesson: Matthew 21:1-11. Focus – Tell class about the generosity of the owner of the donkey who gave it so Jesus could use it. Jesus then used the donkey to ride into Jerusalem. The people praised Jesus as he rode through town with shouts of “Hosanna.” This happened to show Jesus is King.
2. Read Matthew Chapter 24 and 25 in preparation for class.
3. Have the class Google “Bethany” and “alabaster jar.” This will enable students to know the location of the town and what the alabaster jar may have looked like.
4. Ice Breaker: Bring a beautifully decorated jewelry box

and place fancy pieces of chocolate candy in it. Share the chocolate with the class when they arrive. **Ask if any student is allergic to chocolate or any of its ingredients.** Say to them: “Jesus wants us to show love and kindness towards others so they can be drawn to Christ.”

5. In class, set up an opportunity for the students to role-play Matthew 26:6-15.
6. Discuss ways to be kind to others.
7. Role-play ways to respond when sharing the gospel and facing ridicule and persecution.

**Resources:** Jewelry box, chocolate candy, electronic devices with Internet access

## Lesson 8

April 21, 2019

### Called to Proclaim the Resurrection (Easter)

**Lesson Scripture:** Matthew 28:1-15

**Focus Scripture:** Matthew 28:1-15

**Key Verse:** “He is not here; for he has been raised, as he said. Come see the place where he lay.” Matthew 28:6

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Learn about the first Resurrection story and how people responded to the Resurrection.
2. Sense why some went from hopelessness to joy.
3. Celebrate the Resurrection of Christ.

## Vocabulary

- **Sabbath** – The Jewish day on which labor ceased and rest prevailed.
- **Tomb** – A natural cave where a person was buried, with an entrance closed by a heavy stone door or roller.
- **Descend** – To come down.
- **Afraid** – To be terrified.
- **Crucified** – A form of capital punishment in which the person was bound and killed on a cross.
- **Joy** – Happiness, delight.
- **Worship** – To show honor and respect to a person.
- **Devise** – To think about or design.

## Teaching Strategies

1. Prepare to have the class role-play the Resurrection Story.
2. Bring Easter lilies to decorate the classroom.
3. Encourage the class to write a poem or draw a picture about the Resurrection.
4. Be sensitive to those students who may have recently experienced the death of a family member or friend.
5. Before class, read all four gospels' versions of the Resurrection story.

## Helpful Hints

1. All outfits and other materials needed for Resurrection play can be found at [www.orientaltrading.com](http://www.orientaltrading.com).
2. Luke 24:1 notes the women were going to use spices to anoint Jesus' body.

**Resources:** Paper, white robes for angel and Jesus, Easter lilies, guard outfits, bright light, cross, long dresses for women, basket with spices

**Lesson 9****April 28, 2019****Call and Commissioning****Lesson Scripture:** Matthew 28:16-20; Acts 1:6-8**Focus Scripture:** Matthew 28:16-20, Act 1:6-8**Key Verse:** "Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit." Matthew 28:19**Lesson Goals** – By the end of this lesson, students will be able to:

1. Understand the call and commission Jesus gave to the apostles.
2. Sense Jesus' presence with us as we go into the world to fulfill his call and commission.
3. Commit to being involved in worldwide missions and evangelistic outreach.

**Vocabulary**

- **Doubted** – To question or not be certain.
- **Authority** – Power.
- **Baptizing** – To perform a baptism.
- **Teacher** – One who shares knowledge or information.
- **Command** – To order or direct with authority.
- **Witness** – A person who testifies on behalf of Jesus.

**Teaching Strategies**

1. Discuss how someone is empowered by the Holy Spirit (Acts 1:6-8).
2. Be mindful of the requirements for baptism in the AME Church. Laity does not perform baptisms, only clergy.

3. Remind the class in order to share the Word of God they must study it in church and at home.
4. Provide the class resources for studying the Bible.
5. Be sensitive to students who live with adults who are not Christian, and are restricted in sharing the gospel.
6. In preparation for class, find a missionary who has visited other countries and can come to share about these trips.
7. Think about ways the students can help those suffering for their faith, e.g. pray for specific countries where being a Christian is forbidden. Bring a globe to class and have the students lay hands on different countries and pray for that specific country.
8. The Bible is filled with God revealing himself to people on mountains (Exodus 24:15-16; 1 Kings 19:8-9).
9. Let the students Google: "Jerusalem," "Judea," and "Samaria" to find their location.

**Resources:** Globe, electronic devices with Internet access

### **Unit III: The Spread of the Gospel**

#### **Lesson 10**

**May 5, 2019**

#### **Called to Righteousness**

**Lesson Scripture:** Romans 3

**Focus Scripture:** Romans 3:21-31

**Key Verses:** They are now justified by his grace as a gift, through the redemption that is in Christ Jesus, whom God put forward as a sacrifice of atonement by his blood, effective through faith. Romans 3:24-25a

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Understand, based on Paul's teachings, that we all need to be reconciled with God and forgiven.
2. Appreciate that we can be forgiven because of Jesus' sacrifice and grace.
3. Praise God that we can be forgiven because of Jesus' sacrifice.

### Vocabulary

- **Righteousness** – Purity of heart and a life of honesty.
- **Justified** – Made right.
- **Redemption** – Deliverance from the sins of humanity by the death of Jesus Christ on the cross.
- **Grace** – The undeserved favor of God, who forgives us of our sins.
- **Atonement** – The process by which God and man can once again become “at one”; reconciliation.
- **Forbearance** – Holding back.
- **Faith** – Trust or confidence in Jesus Christ.
- **Sinned** – Violated God's laws and commands.
- **Sacrifice** – Jesus giving up himself as an offering to God for humans' sins.

### Teaching Strategies

1. Ice Breaker: This is the first Sunday of the month when most AME churches have Holy Communion. If possible, take the time to share with the class the meaning of the elements of Holy Communion and connect it to the lesson for today.
2. Discuss various sins we commit and write them on a poster board or the blackboard. Then ask the class for a volunteer to put the number “1” next to the worst sin, number “2” to the second worst, etc. Afterwards say, “One sin is not considered worse than others in God's view. All sin is evil. We must repent

and seek forgiveness from Jesus.”

3. The scripture words for the Life Application activity are in Romans 3:23-26.
4. Before class, read Romans 1-3. Do background research on Paul's life and missionary journeys.
5. The biblical concept of “redemption” (verse 24; see also Ephesians 1:7; Colossians 1:14) can be found in the description of the Old Testament Passover (Exodus 12–15).

### Scripture Facts

1. The “faithfulness of God” (verse 3) may have a double meaning—referring not only to the right, moral character of God, but also the right standing before God that God grants to believers through the blood of Christ. Compare Romans 1:17; 2 Corinthians 5:21; Philippians 3:9.
2. Paul wanted the Jew and the Greek to know that there is only one way to be saved, that is faith in Christ.

**Resources:** Holy Communion elements (bread and cup), poster board, markers, Bibles

## Lesson 11

May 12, 2019

### Called to Life in the Spirit

**Lesson Scripture:** Romans 8

**Focus Scripture:** Romans 8:1-14

**Key Verse:** There is therefore now no condemnation for those who are in Christ Jesus. Romans 8:1

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Understand, based on Paul's teachings, the difference between life in the flesh versus life in the Spirit.
2. Appreciate that we can have freedom and joy when we live life in the Spirit.
3. Commit to life in the Spirit.

### Vocabulary

- **Righteousness** – Purity of heart and life of honesty.
- **Condemnation** – Strong disapproval of someone who does not have faith in Jesus Christ.
- **Flesh** – Sinful nature.
- **Spirit** – The third person of the Trinity who lives in believers.
- **Hostile** – Strongly opposed to God.
- **Debtor** – One who owes something.

### Teaching Strategies

1. Be sensitive to those who have family members in prison. Advise students that the family member can still have hope and gain a new life through Jesus Christ.
2. Offer examples of good or bad choices, and the potential consequences.
3. Ice Breaker: Ask for two volunteers to simulate being led by the Spirit by taking turns leading one another while one is blindfolded.

### Scripture Facts

1. Paul's repeated mention of our relationship to the Holy Spirit in verses 4-11 makes clear the importance of the Spirit's role in defeating ongoing sin in our lives.
2. Galatians 5:16-25 – Works of the flesh include fornication;

impurity; licentiousness; idolatry; sorcery; enmities; strife; jealousy; anger; quarrels; dissensions; factions; envy; drunkenness; and carousing. *Fruit of the Spirit* include love; joy; peace; patience; kindness; generosity; faithfulness; gentleness; and self-control. Some of the words may need to be explained so have a dictionary available.

**Resources:** Blindfold, dictionary, pencils

## Lesson 12

May 19, 2019

### The Call of the Gentiles

**Lesson Scripture:** Romans 11

**Focus Scripture:** Romans 11:11-24

**Key Verse:** “Do not boast over the branches. If you do boast, remember that it is not you that support the root, but the root that supports you.” Romans 11:18

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Understand Paul's metaphor of the olive tree with branches grafted in.
2. Appreciate that God accepts all people as part of his family, Jew or Gentile.
3. Pray and repent of bad feelings and actions towards those who are not saved.

#### Vocabulary

- **Jealous** – Feeling bitter and unhappy because of another's advantages.
- **Reconciliation** – The bringing together of God and humans through Jesus' death.

- **Graft** – The process of inserting a portion of one plant into another.
- **Boast** – To praise or exalt oneself.
- **Proud** – Filled with pride.
- **Awe** – Reverent fear.
- **Severity** – Extreme strictness.
- **Cultivate** – To nurture something.

### Teaching Strategies

1. Ice Breaker: Discuss how a child may feel being adopted into a new family. It is similar to being adopted into God's family. Be sensitive to students who may be in foster care. Note: some students may feel that they are better than others because of their family's economic advantage.
2. Ask students to Google "olive tree."
3. Discuss how students may have treated people of other faiths such as Muslims, Jehovah's Witnesses, Buddhists, or atheists.

### Helpful Facts

1. While Paul comments on the rejection of Christ as the Messiah by Israel, there were some Jews who had in fact accepted Christ as the promised Savior.
2. In modern day Israel, people still graft olive trees. Some of the olive trees are hundreds of years old.

**Resources:** Picture of an olive tree, electronic devices with Internet access, pencils

**Lesson Scripture:** Romans 12

**Focus Scripture:** Romans 12:1-8

**Key Verse:** I appeal to you therefore, brothers and sisters, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable unto God, which is your spiritual worship.  
Romans 12:1

**Lesson Goals** – By the end of this lesson, students will be able to:

1. Understand Paul's teaching on being a living sacrifice and using your gifts as part of the body of Christ.
2. Appreciate all parts of God's family.
3. Identify gifts of those in the body of Christ and dedicate the use of these gifts to God.

### **Vocabulary**

- **Sacrifice** – An offering to honor God.
- **Holy** – Set apart for use by God.
- **Conformed** – To be similar as those in the world.
- **Transformed** – To change dramatically to be more useful.
- **Renewing** – To make something new again.
- **Prophecy** – A message from God, often about the future.

### **Teaching Strategies**

1. Search the Internet to find a spiritual gift assessment tool that can be used by the class to discover their gifts (www.Christianbooks.com may sell them). Or the pastor may be able to recommend or have one.
2. Refer to the AME Church Book of Discipline to share the role of each person whose gifts are listed in verses 6-8, or search a Bible Dictionary for further information.

3. All of the spiritual gifts are not listed in this text. Read 1 Corinthians 12:1-11 and Ephesians 4:11-12.
4. For more clarification about believers being a part of Christ's body, read 1 Corinthians 12:12.
5. Some students may not know their spiritual gifts yet. It is important to encourage them. Ask: "What do you enjoy doing at church? What do people say you are good at doing?" This may help them start to think about their gifts.
6. You may have to name the ministries in the church to help students with the body diagram in the Life Application section in the student book.

**Resources:** Spiritual gift assessment tool, pencils

**The Teacher's Guide**  
**Junior Lessons**  
**Spring: March–May 2019**  
**Prepared by Rev. Tashara S. Void,**  
**Rev. Garland F. Pierce**  
**Discipleship and Mission**

**Unit I: Called to Follow Jesus**

**Lesson 1**

**March 3, 2019**

**Called to Be Humble and Kind**

**Lesson Scripture:** Luke 14:7-14

**Focus Scripture:** Luke 14:7-14

**Key Verses:** When you give a banquet, invite the poor, the crippled, the lame, and the blind...you will be blessed. Luke 14:13-14a

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Learn the importance of inviting others who are not like them.
2. Encourage children to show hospitality and humility toward others.
3. Reflect on how they have shown and failed to show humility and hospitality to others.

**Word Power!!!**

- **Parable** – A proverb or story with a lesson.
- **Banquet** – Ceremony, feast.

- **Host** – The person who’s having the party.
- **Disgrace** – Shame.
- **Exalt** – Lift up.
- **Humble** – To bring low, embarrass.
- **Lame** – Weak, causing one to limp or have problems walking.

## Teaching Strategies

1. Set up the room in such a way that there are special seats. For instance, have a chair with balloons or signs that say “special students sit here.” Set it up in such a way that would make students want to sit there.
2. Watch as the students try to figure out who will get the special seat. If you do not have the spacing or materials, play musical chairs, but instead of leaving out one chair, set up no more than four. (If the class is large, set up the number of chairs in a way that a significant amount of students will be left without one and have to sit elsewhere.) Have the students play one round of the game, competing for the four chairs. Allow the music to play a little longer than normal to build anticipation. For the lesson, leave the four students in the middle and have the other students sit in the chairs around them. Ask the following questions to the students in the middle:

How does it feel to be in the special seats?

What was going through your mind as the music was playing?

Explain your actions as the music stopped? (Have all four children respond)

3. Write the students’ responses on the board.
4. Ask the same questions of the students along the wall. (If the class is too large to have each child speak, allow a few to speak, writing their answers on the board.)

5. Ask the four students the following questions:

Did you think of how your peers would feel if they did not get a seat?

Did you see any of them sad?

Did you ever think to give up your seat, so someone else could sit or let someone else win?

6. Discuss the students' responses.

7. Bring the students back together and go into the lesson.

8. What happened during our game is exactly what was happening in our story today.

9. Jesus was on his way to have dinner at one of the Pharisees' house. When he got there, he saw the men fighting over seats. Those who thought they were important sat in special seats leaving the others to sit everywhere else because they thought they earned those seats, just like the four persons in the game we just played. They did not think about how it would make others feel. They were only concerned about getting in one of the special seats. So, Jesus told those people a story.

10. Now, Jesus loves to tell stories. Why do you think that is? (Allow the students to give their reasons.) Jesus loves to tell stories because people love to hear stories. Stories help us to learn lessons easier, and there was a lesson Jesus wanted the men to learn. (Have one of the students read verses 8-11.) Ask this of the four volunteers, "What would have happened if you would have allowed someone to sit in one of the special chairs? How do you think they would have felt?" Allow the students to answer. Then ask, "What do you think are some reasons why you may have gotten the seat?" (The ultimate answer you are looking for is that in some way you think you're better, be it faster or more attentive.)

**Questions:**

1. What are some reasons that we don't want to play or hang out with certain people? Were they mean to you? Did they look different?
2. Was there a time when you were left out?
3. Why do you think you were?
4. How did it make you feel?
5. What do you think will happen if you decided to hang out with someone that is not like you?
6. Do you think it is the same in church?
7. Are there people being left out?
8. What would the church look like if everyone was welcomed?

**Activity 1:** Have the students work in pairs or small groups to discuss what church would look like if everyone was welcomed.

**Activity 2:** *All Are Welcome Here Collage*

Supply the learners with construction paper, old magazines, scissors, markers, glue or glue sticks. Ask them to create a collage showing a church where all are welcome. (You may need to explain to the learners what a collage is or demonstrate to them how to make one.) Have the learners share who is included in their collage and what it might take to make all feel like they are truly welcome.

**Closing Prayer:** God, we thank you for our lesson today. Help us to be kind to our neighbors and to remember that they are special, too. This is our prayer in Jesus' name. Amen.

**Resources:** Balloons, music, flip chart/markers, construction paper, old magazines, scissors, glue or glue sticks

**Lesson 2****March 10, 2019****Following Jesus Is Costly****Lesson Scripture:** Mark 1:16-20; Luke 14:25-33**Focus Scripture:** Mark 1:16-20; Luke 14:25-33**Key Verses:** Jesus said to them, "Follow me and I will make you fish for people." . . . And immediately they left their nets and followed him. Mark 1:17-18**Lesson Goals** – By the end of the lesson, students will be able to:

1. Discover why following Jesus is hard for many to do.
2. Consider experiences that demonstrate making sacrifices to follow Jesus.
3. Find the courage to face the risks of costly discipleship.

**Word Power!!!**

- **Cast** – Throw, drop, place.
- **Mend** – Fix.
- **Hate** – Love less than something or someone else.
- **Disciple** – Learner, pupil, student.
- **Delegation** – A group of persons chosen to represent others.

**Teaching Strategies**

Play the two clips for the class: one from the movie *Coco* and the other from the movie *Moana*. (*Coco* clip: <https://youtu.be/oz7ZmTVtIsY>; *Moana* clip: [https://youtu.be/JQOjFc65I\\_k](https://youtu.be/JQOjFc65I_k)) Ask students:

1. What did you notice about these two characters?  
(They both left home. It was against their family wishes. They went to follow a stranger. There was a purpose to their journeys.)

2. What did they take when they left? Why do you think they ultimately made the decision to leave? (For Miguel, his reasons were more selfish. There was something he wanted to do; but it went against his family, so he left everything to do it. Moana left for the greater good. She was willing to sail across the ocean with a complete stranger because she knew it would lead to a better life for her people.) And, I believe it might have been the same for the disciples.
3. Have a student read the Mark passage, then lead the learners in the Ignatian (ig-ney-shuh s) method of reading scripture:

Ignatius (ig-ney-shuhs), an early church leader, encouraged people to pray using the gospel passages and their imaginations. The person places him or herself in the Bible story, letting it play out, interacting with the characters, and noticing their senses and feelings. This exercise is something that is powerful for all ages, particularly for children who enjoy pretending. Have them talk about what they see, hear, smell, and/or feel when they are in the story.

Then ask:

What is something you love to do? Something that you do every day? (Allow the kids to answer.) What would happen if someone came by and told you to stop doing it and instead to follow them? Would you do it? If no, why not? (The answer you are looking for is, because Jesus was a stranger.) So, what do you think made these men drop everything to follow this stranger? (After the students respond, read the story of when Jesus first came to Galilee, Mark 1:1-3,14-15.) The point of this section is to paint the picture of what they had heard about Jesus that would make them want to follow him when he called.

The men had to give up a lot to follow Jesus. They had to give up their homes. They had to leave their family behind. They had to quit their jobs.

4. (*Simon Says...* Select one of the students to be Simon. Have

him/her give all the *Simon Says* commands. Randomly, in the midst, you say Stop! Take note of the students who actually stop and those who do not. Have the student say “Simon Says Stop” and have all the students return to their seats. Ask the following questions to those who did not stop: Why did you not stop when I said to stop? (You are looking for them to say because Simon did not say). Ask those who did stop why they did. (You are looking for them to say because you are the leader and in charge.)

Use this activity to illustrate what happened when Jesus came along. The men were already in the midst of a task with their father, but when a greater authority figure came and gave instructions, they followed. Speak to the students about following authority before closing the session. Since children are often quite literal, it will be important to talk about “Stranger Danger” as well.

**Closing Prayer:** God, we thank you for our lesson today on the cost of following Jesus. Give me courage to be able to leave some things behind, if it means going after a greater purpose. This is our prayer in Jesus’ name. Amen.

**Resources:** Computer, projector or iPad Internet access

### Lesson 3

March 17, 2019

### Jesus Calls the Lost

**Lesson Scripture:** Luke 15

**Focus Scripture:** Luke 15:11-24

**Key Verses:** “Quickly, bring out a robe—the best one—and put it on him...for this son of mine was dead and is alive again; he was lost and is found!” Luke 15:22, 24

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Appreciate what it means for the lost to be found.
2. Sense God’s grief over God’s lost children, like the father grieved over his lost son before the son’s return.
3. Experience God’s love even when we try to “move away” from God’s love.
4. Explore ways to extend the love of Christ to others who do not know that love.

### Word Power!!!

- **Parable** – A story that teaches a lesson.
- **Squander** – Waste.
- **Dissolute** – Extravagantly wasteful, reckless.
- **Famine** – Hunger.
- **Pods** – Shells.

### Teaching Strategies

1. Play the clip “Po Returns Panda Village.” (<https://youtu.be/ojzXWuzSBhw>)
2. Engage the class in these questions:  
How did the Pandas respond to Po? (Happy, excited, etc.)  
Why do you think they were so excited? (Because he was lost but now was found.) Why was Po being found so important? (Because they saw how sad his dad was because he could not find him.) Have you ever experienced a time when you lost something valuable? How did it feel when it was gone? How about when you found it? The same way you felt about finding your lost item is the same way God feels when “lost” people are returned to God.
3. Have a student read the Bible story. Invite the learners to use the Ignatian method to explore the lesson text (see the explanation in Lesson Two). Introduce the method or remind

the learners of the method. You may invite them to choose one of the characters in the story and imagine themselves as that character—imagining what that character saw, smell, heard, and felt.

Talk about the lost son. Ask students what they noticed about the son. (Allow the students to give their opinions of what they saw and heard in the story.) After everything the son did, why do they think the dad took him back? And, not only did he take him back, he was SUPER EXCITED and threw him a party. Why would the dad do that? (Allow the kids to answer.) What does this father teach us about forgiveness and how we should treat each other?

**Activity:** Ask students to think of something they lost that they were glad they found. Write a story about it.

**Closing Prayer:** God, thank you. Thank you for our lesson. Thank you for calling the lost. Help me to not panic when I lose something, but instead to celebrate when it is found. This is our prayer in Jesus' name. Amen.

**Resources:** Paper, pencils, laptop, Internet access

## Lesson 4

March 24, 2019

### Jesus Calls the Lost to Salvation

**Lesson Scripture:** Luke 19:1-10

**Focus Scripture:** Luke 19:1-10

**Key Verse:** The Son of Man came to seek out and to save the lost. Luke 19:10

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Identify reasons why Zacchaeus was excluded and why some children may be excluded.

2. Reflect on the joy Zacchaeus must have felt when Jesus talked to him.
3. Believe that, although persons may feel unworthy, Christ accepts and welcomes them into a loving relationship.

### Word Power!!!

- **Stature** – Height.
- **Grumble** – Mutter quietly because one is annoyed.
- **Possessions** – Belongings, property.
- **Defrauded** – To take from someone by not telling the truth.
- **Lost** – Did not know Jesus, or needed spiritual guidance.

### Teaching Strategies

1. Have the students listen to or watch *The Lorax*, “How Bad Can I Be?” (See lyrics at the end of this lesson.)
2. Ask the following questions: Tell me about the Once-ler. Was he a bad guy? (assuming the students say yes) What made him a bad guy? What else can you tell me about Once-ler? Tell me about how his family treated him?

Once-ler was a young man with a dream. He wanted to do something great in the world. He wanted people’s respect. He wanted to be liked. And, he wanted to be rich. Who wouldn’t want to be rich, right? But, there was a problem. In order for the Once-ler to be successful, he had to do some bad things. He took over homes and took their resources. He didn’t care how his business affected them. It was all about getting money and having his family’s respect. Unfortunately, when it was all said and done, the world around him was not in a good condition, and he was left alone.

How does the Once-ler compare to Zacchaeus?

They both had the same drive. They were determined to be the best at what they did. The Once-ler made a product that

everyone wanted, so he had to do some things to get more money (cut down the trees at a fast rate, create a smog-producing factory that dirtied the air and the water, and not plant any new trees). Zacchaeus knew that taxes were a must, so he increased the amount of taxes the people owed, then took the extra for himself.

Zacchaeus was a little man with a “napoleon complex.” He may have been small, but he was in charge. He was at the top of his game. The top performer at his job. He didn’t let his size stop him from accomplishing what he wanted. But, there was a problem. Zacchaeus being good at what he did, meant being not so good to the people around him. His job required that he take from others. The more he took, the richer he was. But, this made the people poorer. To be good meant he had to be bad without any care to how it was affecting others.

**Activity:** “Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” — **Dr. Seuss, *The Lorax***

Have the students complete the prayer and the *Imagine, Plan, Reflect* activity in their book.

**Closing Song:** <https://www.youtube.com/watch?v=bkd-QFD7vMA>

Zacchaeus was a wee little man  
And a wee little man was he  
He climbed up in a sycamore tree  
For the Lord he wanted to see.

And when the Savior passed that way  
He looked up in the tree  
And said, ‘Zacchaeus, you come down!  
For I’m going to your house today!  
For I’m going to your house today!’

Zacchaeus was a wee little man  
But a happy man was he  
For he had seen the Lord that day  
And a happy man was he;  
And a very happy man was he.

**Closing Prayer:** God, we thank you for our lesson on salvation. Help us to remember that we have the power to make things better or make them worse. Help us to choose better. This is our prayer in Jesus' name. Amen.

**Resources:** Poster paper, laptop, Internet access, markers, pencils

“How Bad Can I Be?” Video – <https://youtu.be/BXIYuaycRbU>

*Lyrics—*

How bad can I be?  
I'm just doin' what comes naturally  
How bad can I be?  
I'm just followin' my destiny  
How bad can I be?  
I'm just doin' what comes naturally  
How bad can I be?  
How bad can I possibly be?  
Well, there's a principle in nature  
(Principle in nature)  
That almost every creature knows  
Called survival of the fittest

(Survival of the fittest)

And check it, this is how it goes:

The animal that wins gotta scratch and fight

And claw and bite and punch

And the animal that doesn't

Well, the animal that doesn't

Winds up someone else's la-la-la-la lunch

(Munch, munch, munch, munch, munch)

I'm just sayin'

How bad can I be?

I'm just doin' what comes naturally

How bad can I be?

I'm just followin' my destiny

How bad can I be?

I'm just doin' what comes naturally

How bad can I be?

How bad can I possibly be?

(Ahhh!)

There's a principle in business

(Principle in business)

That everybody knows is sound

It says the people with the money

(The people with the money)

Make this ever-loving world go 'round

So I'm biggering my company

I'm biggering my factory

I'm biggering my corporate sign

(Bigger, bigger, bigger, bigger, bigger)

Everybody out there, you take care of yours

And me? I'll take care of mine, mine, mine, mine, mine

(Shake that bottom line)

Let me hear you say Smogulous Smoke!

(Smogulous Smoke!)

Schloppity Schlopp!

(Schloppity Schlopp!)

Complain all you want

It's never ever, ever, ever gonna stop

(Stop!)

Come on! How bad can I possibly be?

How bad can I be?

I'm just building the economy

How bad can I be?

Just look at me petting this puppy

How bad can I be?

A portion of proceeds goes to charity

How bad can I be?

How bad could I possibly be? Let's see!

(How bad can I be?)

(Buy, sell, trade, squash)

All the customers are buying

(How bad can he be?)

(Pork, fat, cut, smash)

And the money is multiplying

(How bad can we be?)

(Gold, yen, mark, pound)

And the PR people are lying

(How bad can I be?)

(Short, coal, oil, war)

And the lawyers are denying

(How bad can I be?)

Who cares if a few trees are dying?

(How bad can we be?)

(Pork, fat, cut, smash)

This is all so gratifying

How bad

How bad can this possibly be?

## Unit II: Called to Serve Jesus

### Lesson 5

March 31, 2019

### Called to Love and Follow Jesus

**Lesson Scripture:** Matthew 4:12-22, Mark 1:14-20

**Focus Scripture:** Matthew 4:12-22, Mark 1:14-20

**Key Verse:** Immediately they left the boat...and followed him.  
Matthew 4:22

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Consider what was involved in being called from the daily work of fishing to become a disciple of Jesus.

2. Discover how the disciples responded to Jesus’ call.
3. Identify ways to act as one of Jesus’ disciples.

### Word Power!!!

- **Repent** – Acknowledge wrong and seek forgiveness.

### Teaching Strategies

#### Background

In the first *Kung Fu Panda*, Po, a panda obsessed with kung fu, was selected in China to be the dragon warrior. Though he was excited to be selected, Po didn’t think he was the right fit, and neither did the rest of his team. But, the master Oogway saw differently. He challenged master Shifu to train Po and to get him ready to fight, for he knew there would come a time when he would no longer be present. Po was excited to be called and even more excited to be a part of the team. Though the journey was not always easy, Po stood the course, and when the time came, he was able to complete the mission he was originally given. Po was like the disciples.

**Activity:** What is a disciple? On the left side of the chart, have the students write every word they can think of to describe a disciple. On the right side, have them list everyone they believe to be a disciple. On the bottom, have the students list ways they can be more like Jesus.

**Closing Prayer:** God, we thank you for our lesson on discipleship. Help us to remember that we have been called to follow and be examples of Jesus. This is our prayer in Jesus’ name. Amen.

**Resources:** Poster board, markers

**Lesson 6**

**April 7, 2019**

### Jesus Calls Us to Witness

**Lesson Scripture:** Matthew 10

**Focus Scripture:** Matthew 10:1-15

**Key Verse:** “Jesus summoned his twelve disciples and gave them authority . . . to cure every disease and every sickness.”  
Matthew 10:1

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Explore the instructions that Jesus gave his disciples.
2. Anticipate the challenges the learner will experience in making an attempt to fulfill Christ's mission for the church.
3. Commit to Jesus' call to heal and witness to “the lost” from within their own communities.

**Word Power!!!**

- **Summon** – Call.
- **Authority** – Power, influence.
- **Unclean** – Impure.
- **Cure** – Heal, care for, treat, serve.
- **Leper** – Persons with leprosy (disease of scaly, rough skin).
- **Tunic** – Long shirt.

**Teaching Strategies**

- On March 24, 2018, thousands of students from all over the country gathered to protest against violence. These students were tired of shootings happening in their communities, and wanted it to end. They wanted stricter laws regarding how people get guns, and they wanted more safety precautions put in place. The students felt politicians and law enforcement forgot what their original responsibilities were. So, the protesters walked. They cried. They sang. And, they spoke. They let their voices be heard, and they demanded action. With the power and authority given to them by organizations like *Never Again MSD* and *Everytown for Gun Safety*, the student protesters were able to witness to the whole world, sharing their stories.

Information on March for Our Lives: [https://en.m.wikipedia.org/wiki/March\\_for\\_Our\\_Lives](https://en.m.wikipedia.org/wiki/March_for_Our_Lives)

### **Read the scriptural passage.**

1. Talk about the type of person Jesus picked. Why do students think Jesus picked the men he did? (Ultimate answer is, Jesus wanted to show he could use anyone. He used the lowest of the low, the fisherman, and the highest of the high, the tax collector. He called a variety of people because he was going to need a variety of skills for the work that needed to be done.) What did Jesus ask for them to do? (Ultimately, if they saw someone in need, help them. If they were sick, pray for them. If they were hungry, feed them. If they were cold or naked, clothe them. Jesus wanted the disciples to go to the people and let them know that better was coming, and the better was starting with them. Jesus wanted the disciples to use the power he gave them to witness to people the same way those organizations wanted the students to use the power given to them to make a difference.)

### ***Discipleship—Answering the Call***

#### ***Across***

2. A person who preaches, teaches, leads, and helps the members in the church and even in the community. (ANSWER: PASTOR )
7. As person who helps other in need and they do not get money for it. (ANSWER: VOLUNTEER )
8. A person who helps others learn about Jesus through the studying of Bible. (ANSWER: CHURCH SCHOOL TEACHER)
9. A person who plans and leads the music for a church. (ANSWER: MINISTER OF MUSIC)

10. A skill or talent that God has given you to share with other people. (ANSWER: GIFT)

*Down*

1. A person who leads and helps the young people in the church by teaching them about Jesus. (ANSWER: YOUTH MINISTER)
  3. A follower of Jesus Christ (ANSWER: DISCIPLE)
  4. A person who because of their love of God goes to places near and far to help others in need. (ANSWER: MISSIONARY)
  5. When we talk to God and God talks to us to help us know what God wants us to do and to be (ANSWER: PRAYER).
  6. A person whose main job is to go near and far and tell others about the story of God and God's love. (ANSWER: EVANGELIST)
  8. God does this to everyone of us so that we can help to spread God's love. (ANSWER: CALL)
2. What are some things students see in their community, or hear on the news, or see happening in school? (Allow the students to list them.) Then, ask them to select a few that they could actually do. Using the Wikipedia link, take the students through the process of ways they can witness within their own communities, schools, and families.

**Closing Prayer:** God, we thank you for our lesson on witness. Help us to remember there is no task too small or too big. Remind us to spread your love in all that we do and help those who may be in need. This is our prayer in Jesus' name. Amen.

**Resources:** Poster board, markers; "The Hate You Give" (in theatres) is a movie about violence in the black community and one young girl's fight to make her voice known after her best friend was shot by a police officer. May be a good movie to suggest that

students see and discuss with their parents.

## Lesson 7

April 14, 2019

### A Woman Is Kind to Jesus

**Lesson Scripture:** Matthew 26:1-13

**Focus Scripture:** Matthew 26:1-13

**Key Verse:** Jesus...said to them...“(the woman) has performed a good service for me.” Matthew 26:10

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Understand why the woman brought precious ointment for Jesus.
2. Appreciate the kindness that the woman did for Jesus.
3. Practice being kind to others like the woman did for Jesus.

### Word Power!!!

- **Passover** – Feast of the sacrificial lamb to signify the Israelites being delivered from Egypt.
- **Chief Priests** – Leader among priests.
- **Elders** – Older persons/leaders.
- **Conspired** – Plotted.
- **Stealth** – Action done secretly.
- **Alabaster** – A material that looks like marble.

### Teaching Strategies

1. Ask: How many here have a cell phone? Who has a tablet or iPad or video game? A piggy bank, or savings, bonds, or money that we've saved? We all have something that we deem really, really valuable, right? Would you give that item up if it meant showing your love and appreciation for someone? What helps you determine if you will hold on to something, or

if you will give it away? Does it matter who the person is who will receive it? How about if it was for a family member? What about for a friend? This is what we see happening in the story today.

**Read the passage, then the following (Use the Ignatian method again to help the learners explore this lesson (see Lesson Two). You may have to introduce the method to new students and reintroduce it to others.):**

Here Jesus is preparing for the Passover feast. He is in the house of one of the chief priests when a lady comes in carrying a box filled with perfumed oil. Now, that might not seem like much to you, but this oil was worth at least a year's wages. That means she could have sold it and had money for an entire year. Instead, she chose to use it to anoint Jesus.

**Ask:**

Why do you think the woman chose to use her valuable oil to anoint Jesus?

It is said that this woman wanted to show Jesus just how much he meant to her and how much she appreciated him. Matthew 6:21 tells us that, "Wherever your treasure is, there the desires of your heart will also be." Well, this woman placed her treasure with Jesus, which meant that is where her heart was.

**Activity:** What are some ways you can show kindness to others? Have the students make greeting cards to distribute to a children's hospital.

**Closing Song:** Here you may want to just play this song so that the learners hear again the scripture for today's lesson in another way. If the learners know it, they may want to pantomime to it or do an impromptu liturgical dance.

"Alabaster Box" – (CeCe Winans)

<https://youtu.be/qR6HSSm5YUM>

The room grew still  
As she made her way to Jesus  
She stumbled through the tears  
That make her blind  
She felt such pain  
Some spoke in anger  
Heard folks whisper  
There's no place here for her kind

Still on she came  
Through the shame that flushed her face  
Until at last she knelt before his feet  
And though she spoke no words  
Everything she said was heard  
As she poured her love for the master  
From her box of alabaster

And I've come to pour  
My praise on him like oil  
From Mary's alabaster box  
Don't be angry if I wash his feet with my tears  
And I dry them with my hair  
You weren't there the night he found me  
You did not feel what I felt  
When he wrapped his loving arms around me  
And you don't know the cost  
Of the oil in my alabaster box

I can't forget the way life used to be  
I was a prisoner to the sin that had me bound  
And I spent my days  
Poured my life without measure  
Into a little treasure box  
I thought I found  
Until the day when Jesus came to me  
And healed my soul with the wonder of his touch

So now I'm giving back to him

All the praise he's worthy of  
I've been forgiven and that's why  
I love him so much

And I've come to pour  
My praise on him like oil  
From Mary's alabaster box  
Don't be angry if I wash his feet with my tears  
And I dry them with my hair  
You weren't there the night he found me  
You did not feel what I felt  
When he wrapped his loving arms around me  
And you don't know the cost  
Of the oil in my Alabaster box.

Songwriter: Janice Sjostran

© PURE PSALMS MUSIC

**Closing Prayer:** God, we thank you for our lesson on showing kindness today. We ask that our acts of kindness encourage someone and remind them of your love for them. This is our prayer in Jesus' name. Amen.

**Resources:** Construction paper (for greeting cards), markers, stickers, stencils, colored pencils, smart phone or device to play the closing song

**Lesson 8**

**April 21, 2019**

### **Called to Proclaim the Resurrection**

**Lesson Scripture:** Matthew 28:1-15

**Focus Scripture:** Matthew 28:1-15

**Key Verse:** Jesus said to (the women), "Do not be afraid; go and

tell my brothers to go to Galilee; there they will see me.” Matthew 28:10

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Learn the story of the Resurrection morning.
2. Tell the story of the Resurrection to others.
3. Celebrate the joy and hope of Easter.

### **Word Power!!!**

- **Sabbath** – The seventh day of the week.
- **Dawn** – Beginning (of the day or of something).
- **Descend** – Come down.
- **Fear** – Reverence, respect.
- **Almighty** – Ruler of all, ruler of the universe.

### **Teaching Strategies**

Ask the students:

- a. What do you do when you receive good news? How does it make you feel when you receive it? Who’s the first person you tell?

When Jesus rose from the dead, it was the two persons named Mary who found out first. How do you think they felt? Let’s listen to this song and see.

Play “Matthew 28” by Donald Lawrence.

(Donald Lawrence – “Matthew 28” <https://youtu.be/9yB0gKVw-Dk>)

*Lyrics—*

Destroy this temple and in three days, I will raise it up [x3]

Early Sunday morning as the noon day was dawning,

Came Mary Magdalene and the other Mary to the tomb.

Behold! There was a great earthquake! [x2]

For the angel of the Lord descended from heaven

The angel of the Lord descended from heaven [x3]

And rolled, rolled

And rolled,

Back the stone.

His countenance was like lightening and his raiment was as white as snow. [x3]

And for fear of him the keepers did shake and became as dead men.

Fear not. [x3]

For I know ye seek Jesus who was crucified.

He is not here [x4]

For he has risen as he said.

Yeah!

See the place where the Lord lay.

Fear not. [x3]

For I know ye seek Jesus who was crucified.

He is not here [x4]

For he has risen as he said.

Yeah!

See the place where the Lord lay.

Remember how he said while he was yet in Galilee

I'll rise, I'll rise, Again [x4]

Alleluia [x3]

Amen [x6]

Songwriters: Lawrence Thom

Matthew 28 lyrics © The Bicycle Music Company

- b. Did you know it is our job to tell people about Jesus, the good things he's done, and what happened to Jesus? Why do you think that is?

How will you tell others about Jesus?

**Activity:** Write a haiku to tell the story (5-7-5). Have the children share.

**Closing Prayer:** God, we thank you for sending us Jesus. We thank you for his strength and his courage. Most importantly, we thank you for his resurrection. This is our prayer in Jesus' name, Amen.

**Resources:** Tablet/computer with access to the Internet, white sheet, construction paper, markers, crayons, colored pencils, jewels, fabrics, paints, googly eyes, feathers, gold glitter and/or paint

## Lesson 9

April 28, 2019

### Jesus Calls and Assigns His Disciples

**Lesson Scripture:** Matthew 28:16-20; Acts 1:6-8

**Focus Scripture:** Matthew 28:16-20; Acts 1:6-8

**Key Verses:** "Go therefore and make disciples of all nations... And remember, I am with you always." Matthew 28:19-20

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Explore what it means to be a disciple of Jesus Christ.
2. Understand the behaviors necessary to please God.
3. Help students get excited about worshipping God.

## Word Power!!!

- **Baptize** – Submerge, immerse, ceremonially wash.
- **Age** – Time.

### Teaching Strategies

After Jesus appeared to the two women named Mary, Jesus appeared to the disciples. He spent time with them. He talked to them. And, Jesus gave them one more instruction before he left, “Go make disciples of the nations.”

Ask students:

What do you think Jesus meant when he said “make disciples”? (The answer you’re looking for is something along the lines of “followers.”)

How do we do that?

**Activity:** *All About Jesus Booklet*. In their books, have the students list all the things Jesus did while on earth. Once they are done, have the students create a booklet that can be handed out.

### Closing Song:

“Get All Excited, Go Tell Everybody That Jesus Is King”

<https://youtu.be/PKnW8mNkool>

Chorus:

Get all excited go tell everybody that Jesus Christ is king  
I said get all excited go tell everybody that Jesus Christ is king  
Get all excited go tell everybody that Jesus Christ is king  
Jesus Christ is still the king of kings.

(repeat)

You talk people,

you talk about about things that really aren't important at all  
you talk about weather,  
you talk about problems we have here at home and abroad  
But friend I'm excited about a solution for the world  
I'm going to shout and sing  
Jesus Christ is still the king of kings.

<https://www.letsingit.com/gaither-vocal-band-lyrics-get-all-excited-22n8mqf>

LetsSingIt - The Internet Lyrics Database

**Closing Prayer:** God, we thank you for our assignment you have given us. Give us opportunities to spread the good news and tell the world about Jesus. This is our prayer in Jesus' name. Amen.

**Resources:** Construction paper, markers, crayons, colored pencils, cutouts, etc.

### Unit III: Called to Spread the Good News

**Lesson 10**

**May 5, 2019**

#### Called to Be Faithful and Loving

**Lesson Scripture:** Romans 3

**Focus Scripture:** Romans 3:21-31

**Key Verse:** "Righteousness [is given] through faith in Jesus Christ to all who believe." Romans 3:22

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Know that everyone, according to Paul, makes mistakes and does wrong.
2. Affirm the joy of being forgiven by grace.
3. Provide various opportunities for children to express their love for Christ because of his sacrifice.

## Word Power!!!

- **Righteousness** – Justice.
- **Justify** – Defend the cause of.
- **Redemption** – Saved from evil, deliverance.
- **Atonement** – Sin offering.
- **Forbearance** – Being able to overlook and suspend punishment.
- **Boast** – Glorify, brag.

### Teaching Strategies

1. Divide the class into two teams. One team is the red team. The other is the blue team. Depending on the size of the class, select two-three students to be the “watchers.” Go through the rules with the students:
  - a. There is to be absolutely no talking during the song and lesson. Everyone is to sit in their chair with their backs straight, and feet on the floor. If students have an answer or question, instruct them to raise their hands. Children should sit quietly.
  - b. If I see anyone talking or playing, I will pop one of the balloons. If all of your team's balloons are popped by the end of the lesson, all of your snacks go to the other team. You are not to eat that snack until the end of class. No one should be moving around at this time. The only ones who will be moving around in here are the quiet seat watchers. Their job is to watch you, not us. Does everyone understand? Let's begin our lesson:

Assign “quiet seat watchers” to walk around and look for the “perfect” kids, i.e. kids who are sitting up straight, feet on the floor, hands in their laps, and whose eyes are on the teachers. If the quiet seat watchers see a perfect kid, they will slip a fruit snack into the perfect students' hands.

2. Start the lesson with the song “Fixer Upper” from *Frozen*.

“Fixer Upper” <https://youtu.be/lWtTdRmSrYQ>

*Lyrics—*

What's the issue, dear?  
Why are you holding back from such a man?  
Is it the clumpy way he walks?  
Or the grumpy way he talks?  
Or the pear-shaped, square-shaped  
Weirdness of his feet?  
And though we know he washes well,  
He always ends up sort of smelly.  
But you'll never meet a fellow who's as  
Sensitive and sweet!  
So he's a bit of a fixer-upper,  
So he's got a few flaws.  
Like his peculiar reindeer,  
His thing with the reindeer.  
That's a little outside of nature's laws!

So he's a bit of a fixer-upper,  
But this we're certain of  
You can fix this fixer-upper  
Up with a little bit of love!  
Can we please just  
Stop talking about this?  
We've got a real, actual problem here.  
I'll say! So tell me, dear  
Is it the way that he runs scared?  
Or that he's socially impaired?  
Or that he only likes to tinkle in the woods, what?!

Are you holding back your  
Fondness due to his unmanly blondness?  
Or the way he covers  
Up that he's the honest goods?  
He's just a bit of a fixer-upper,  
He's got a couple of bugs  
His isolation is confirmation  
Of his desperation for human hugs

So he's a bit of a fixer-upper,  
But we know what to do  
The way to fix up this fixer-upper  
Is to fix him up with you!  
Enough! She is engaged  
To someone else, okay!  
So she's a bit of a fixer-upper,  
That's a minor thing.  
Her quote 'engagement' is a flex arrangement.  
And by the way I don't see no ring!  
So she's a bit of a fixer-upper,  
Her brain's a bit betwixt.  
Get the fiancé out of the way and  
The whole thing will be fixed.  
We're not sayin' you can change him,  
'Cause people don't really change.  
We're only saying that love's a force  
That's powerful and strange.  
People make bad choices if they're mad,  
Or scared, or stressed.  
Throw a little love their way.  
Throw a little love their way.  
And you'll bring out their best.  
True love brings out their best!  
Everyone's a bit of a fixer-upper,  
That's what it's all about!  
Father!  
Sister!  
Brother!  
We need each other to raise  
Us up and round us out.  
Everyone's a bit of a fixer-upper,  
But when push comes to shove.  
The only fixer-upper fixer  
That can fix up a fixer-upper is  
True! true!  
True, true, true!

Love (True love)

Love, love, love, love, love

Love! (True love!)

True

Do you, Anna, take Kristoff to be your troll-fully wedded

Wait, what!?

You're getting married!

Love!

Based on the song, what was wrong with Kristoff? (Allow the children to give their answers while you write them on the board.) Kristoff has a lot going on! But, we learn so much from this song. Despite all his flaws, his family still believed in him. They had his back and supported his weird habits. They showed him unconditional love no matter what, even to the point where they tried to convince Anna to look past his flaws and see the good in him. And, that is what is happening in our story.

### **Have the students read the story again from the Easy-to-Read Version.**

But God has a way to make people right, and it has nothing to do with the law. God has now shown us that new way, which the law and the prophets told us about. God makes people right through their faith in Jesus Christ. God does this for all who believe in Christ. Everyone is the same. All have sinned and are not good enough to share God's divine greatness. They are made right with God by God's grace. This is a free gift. They are made right with God by being made free from sin through Jesus Christ. God gave Jesus as a way to forgive people's sins through their faith in him. God can forgive them because the blood sacrifice of Jesus pays for their sins. God gave Jesus to show that God always does what is right and fair. God was right in the past when God was patient and did not punish people for their sins. And in our own time, God still does what is right. God worked all this out in a

way that allows God to judge people fairly and still make right any person who has faith in Jesus.

So do we have any reason to boast about ourselves? No reason at all. And why not? Because we are depending on the way of faith, not on what we have done in following the law. We are made right with God through faith, not through what we have done to follow the law. This is what we believe. God is not only the God of the Jews. God is also the God of those who are not Jews. There is only one God. God will make Jews right with God by their faith; and, God will also make non-Jews right with God through their faith. So do we destroy the law by following the way of faith? Not at all! In fact, faith causes us to be what the law actually wants.

None of us are perfect. None of us are doing everything right all the time. We know this, and God knows this. But, God wants us to know that God still loves us. God loves us so much that God sent God's Son who decided to bear the weight of our sins. And, Jesus loves us so much that he was willing to do so. He looked past all of our bad to keep going to God on our behalf, so we wouldn't get in too much trouble. But, we have to stay connected to God for this to remain true. Don't let the bad parts of you get you down. We all have things to work on, but God is the only who can change them, so give it all to God.

**Activity:** Go back to the balloon activity. Tell the students they can relax. Ask them to tell you how they felt during the whole lesson. What did it feel like to have to be perfect, the whole class, and know that people were watching you to make sure you were perfect? How did it feel to know that the smallest wrong move would cause you to lose the gift that was promised to you? Thankfully, God does not operate that way. God does not hold everything against us because God understands how hard it is. Isn't it good to know that grace is not dependent on our actions, but God's love?

## Called to Spread the Good News

### Word Search

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

ATONEMENT

BOAST

CALLED

DISCIPLES

FAITH

FORBEARANCE

FORGIVEN

GOOD NEWS

JESUS

JUSTIFY

PERFECT

REDEMPTION

RIGHTEOUSNESS

SACRIFICE

SPREAD

**Closing Prayer:** God, thank you for showing us what grace looks like. Open our hearts to extend more grace to others because we now realize that we all need work! This is our prayer In Jesus' name. Amen.

**Resources:** Four red balloons, four balloons, whistle, fruit snacks

## Lesson 11

May 12, 2019

### Called to Live in the Spirit

**Lesson Scripture:** Romans 8

**Focus Scripture:** Romans 8:1-14

**Key Verse:** All who are led by the Spirit of God are children of God. Romans 8:14.

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Affirm that we can follow Jesus even when we want to do wrong.
2. Commit our lives to Jesus in all that we do.
3. Appreciate the joy and freedom of life in the Spirit.

### Word Power!!!

- **Condemn(ation)** – Penalty, punish.
- **Sin** – Missing the mark, a fault or failure.
- **Mortal** – Subject, likely to die.

- 
- **Debtor** – One who owes.
  - **Slavery** – Bondage.
  - **Adoption** – Received as a son/daughter into a family.

## Teaching Strategies

1. Have one of the students read the lesson for the day.
2. To illustrate this passage, play a game of tug-o-war. Break the class into two teams. Make sure the teams are physically matched, as you want them to really have to tug hard. One team will be *humans*, and the other team, *sin*. When you say “Go,” the humans will try to pull the sin to their side. You as the teacher are to be on the *sin* side. Right before you see the *sin* side about to win, slowly start to loosen your grip. After you completely let go, go to the *human* side to help them win. (Be careful not to release too fast as you do not want the students to fall.) The goal is for the *human* team to pull the *sin* team. Switch teams. The *human* side will now become the *sin* side and vice versa. Play the game again. Once the game is over, have the students take their seats.

### Ask students:

What was it like being on the Jesus' side and fighting against sin?

Life is a constant tug of war. We are always fighting to do right, even though we don't always make the best decisions. There is no way around it. That's just the way life is. Sometimes, you can try so hard that you feel like nothing is changing. But, in those moments, you cannot give up. Remember when I came over to your side to help? Who do you think I represented? (Answer: the Holy Spirit.) Whenever you feel like you don't know what to do or don't have the strength, the Holy Spirit steps in and helps you out.

**Activity:** Provide the children with strips of paper. On each strip,

the children will write sins that keep us from being free. They will then make a paper link chain as long as time allows. Tell today's story and following the story, the children can spread out into a LONG line while holding the chain of sin. When the teacher calls out FREE AT LAST, the children will pull the links apart and "break the chain that binds us." (adapted from sermon4kids activities)

### **Closing Song:**

"I Am Free" <https://www.youtube.com/watch?v=sXvLnidDZ3I>

By Milton Brunson and the Thompson Community Choir

#### *Lyrics*

I am free

Praise the Lord, I'm free!

No longer bound

No more chains holding me!

My soul is resting!

It's just a blessing!

Praise the Lord, Hallelujah,

I'm free!

**Closing Prayer:** God, thank you. Thank you for breaking the chains of sin that try to keep me bound. Help me to be more obedient to you and those in authority over me. When I am in a tug-of-war between right and wrong, send the Holy Spirit to help me choose right. This is my prayer in Jesus' name. Amen.

**Resources:** Rope, strips of paper, glue/tape

**Lesson 12****May 19, 2019****God Calls the Gentiles****Lesson Scripture:** Romans 11**Focus Scripture:** Romans 11:11-24**Key Verse:** Note then the kindness . . . of God. Romans 11:22**Lesson Goals** – By the end of the lesson, students will be able to:

1. Appreciate how we are all part of God’s family and no one is better than another.
2. Pray for all of God’s family to work together as one.
3. Learn how to welcome and greet new members of a community or organization.

**Word Power!!!****Salvation** – Deliverance.**Inclusion** – Togetherness.**Gentiles** – Non-Jewish people.**Graft** – Blend into another plant.**Severity** – Abruptness, harshness, rigor.**Teaching Strategies**

1. As children arrive, alternate giving them red or blue strings, but do not make it obvious how you are distributing them. (To better understand, watch Season 2, Episode 6 of *Andi Mack*) (*Andi Mack* Season 2, Episode 6: “I Wanna Hold Your Wristband” <https://youtu.be/tKMXuYrW3Rc>). Have all the students with red strings sit on one side, and all the students with blue sit on the other. Be extremely nice to the students on the red side and really strict to the students on the blue. Allow the students on the right to answer questions, read the passages, and be your helpers. Tell the students that they can only talk to those who have the same color string as them.

This exercise will help the children better understand the idea of “Gentile” and “Jew”.

After the introduction, revisit the exercise and ask the following questions: how did it feel being divided into separate groups and being able to talk only to the ones in their own group?

**Ask:** How are the two groups different? (Listen for the reasons they give. The ultimate answer is one group has blue strings while the other has red strings.) How are the groups alike? (Have the students tell all the ways both groups are alike.)

**Say:** All people are alike in many ways. People are also different in many ways.

2. Have students read verses 22-24 from the Easy-to-Read Version.
3. Have students complete the family tree project before closing out the session.

### Closing Song:

To celebrate the big family that we are all a part of, let's sing this fun song that requires us to move as we are able.

“Father Abraham” <https://www.youtube.com/watch?v=Ublvpd9bUL4>

Lyrics

Father Abraham had many kids  
Many kids had Father Abraham  
I am one of them and so are you  
So let's all praise the Lord.  
Right arm!

Father Abraham had many kids  
Many kids had Father Abraham  
I am one of them and so are you

So let's all praise the Lord.  
Right arm, left arm!

Father Abraham had many kids  
Many kids had Father Abraham  
I am one of them and so are you  
So let's all praise the Lord.  
Right arm, left arm, right foot!

Father Abraham had many kids  
Many kids had Father Abraham  
I am one of them and so are you  
So let's all praise the Lord.  
Right arm, left arm, right foot, left foot!

Father Abraham had many kids  
Many kids had Father Abraham  
I am one of them and so are you  
So let's all praise the Lord.  
Right arm, left arm, right foot, left foot,  
Chin up!

Father Abraham had many kids  
Many kids had Father Abraham  
I am one of them and so are you  
So let's all praise the Lord.  
Right arm, left arm, right foot, left foot,  
Chin up, turn around!

Father Abraham had many kids  
Many kids had Father Abraham  
I am one of them and so are you  
So let's all praise the Lord.  
Right arm, left arm, right foot, left foot,  
Chin up, turn around, sit down!

**Closing Prayer:** God, thank you for opening your family to everyone. Thank you for showing me that though we may be

different, there are a lot of ways that we are alike. Help me to be open to adding people to my family tree and showing them the way to becoming a part of yours. This is my prayer in Jesus' name, Amen.

**Resources:** Possibly a smart phone or something to play the closing song

## Lesson 13

May 26, 2019

### Called to New Life in Christ

**Lesson Scripture:** Romans 12

**Focus Scripture:** Romans 12:1-8

**Key Verse:** Do not be conformed to this world, but be transformed by the renewing of your minds. Romans 12:2

**Lesson Goals** – By the end of the lesson, students will be able to:

1. Understand that every person has unique abilities and is called to serve in his or her own special way, but we all serve together because we love Jesus.
2. Appreciate the different members of God's family.
3. Identify one's gifts and the gifts of others and to commit those to the Lord for the good of the body of Christ.

### Word Power!!!

- **Appeal** – Summon, invite, send for.
- **Sacrifice** – Offering.
- **Conform** – Identify with.
- **Discern** – Test, prove, examine.
- **Exhorter** – Comfort, encourager, consoler.

## Teaching Strategies

### Ask students:

What are some things that could take God's place? Give students magazines and have them cut out things that could take God's place, and glue/tape them to their "mind" template. Once the students are done, ask for volunteers to share the information on their templates.

What do you think happens when we put similar things in the way of God? It weighs us down, makes it difficult for us to think straight and make sound decisions. Let's read our story and see what God says we should do with all the stuff in our minds.

Read the printed scripture, then break the students up into small groups. For every item that was glued to the students' "mind," have them add two drops of food coloring. (The color does not matter.) Once a drop has been added by each student, have them stir the mixture. The mixture should be colorful and hard to see through.

- (a) Explain to the students that this is what happens to our brains when it is filled with a bunch of stuff. Then have the students take turns pouring the water into the jar. But with each pour, have the students revisit the previous lessons finding the commands that God gives. (See answers in the Appendix.) For each command, pour in water. You want the water to dilute the mixture until it is almost clear again.
- (b) Explain to the students that this is what transformation of the mind looks like. It is not instant. It takes time. But, the more you put in God's word and follow God's commands, the clearer your mind will become.

**Closing Song:** Have the participants learn how to sign as well as sing this song. This link teaches a modified version of the Modern Sign Language: <https://youtu.be/HmhXhtSvTvc>. If you have someone in your class or congregation who knows sign

language, you might invite them to come and teach the signing of this song to the class.

“Spirit of the Living God, Fall Fresh on Me (Singing and Signing)”

Spirit of the Living God, fall fresh on me,

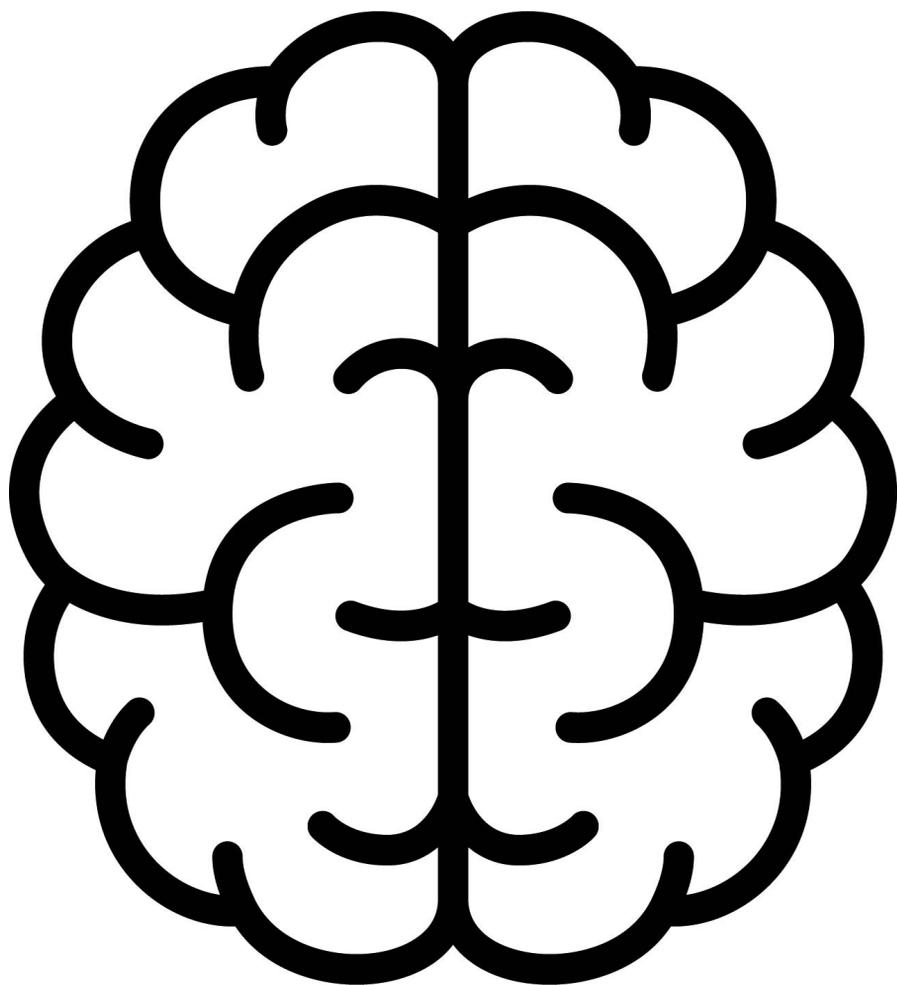
Spirit of the Living God, fall fresh on me.

Melt me, mold me, fill me, use me.

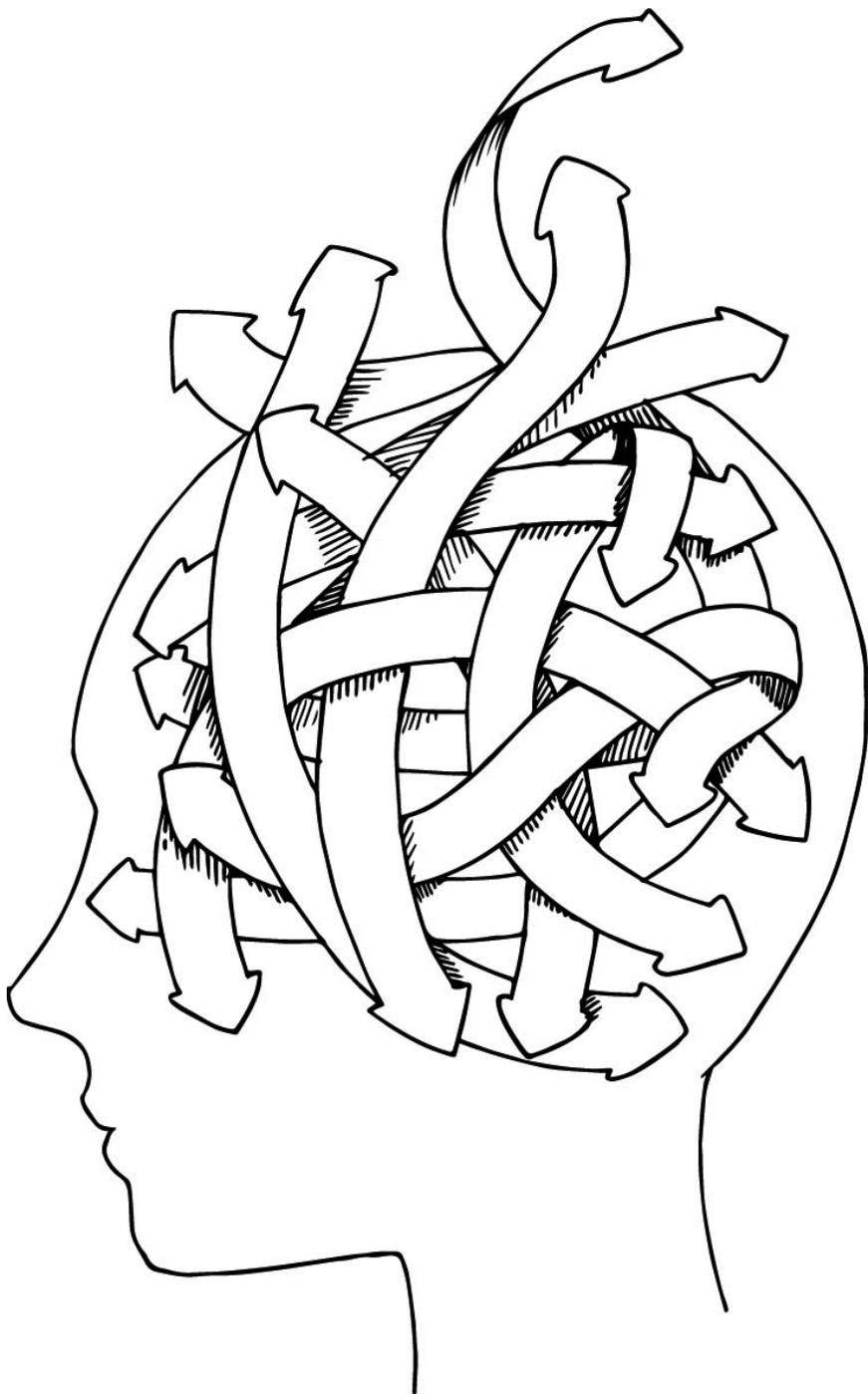
Spirit of the Living God, fall fresh on me.

**Closing Prayer:** God, thank you! Thank you for our lesson on transformation and gifts. God, help me to remove those things that clutter my, mind and keep me from hearing you clearly. Reveal the gifts that you have given me, so I may use them for the betterment of your kingdom. This is our prayer in Jesus' name. Amen.

**Resources:** Scissors, magazines with pictures, markers, glue/tape, plastic aprons, gloves, wooden spoon (for stirring), large bowl, pitcher of water, food coloring, tall clear glass, “mind” templates (one per kid – see below), possibly a smart phone or device to play the closing song



## Confused Mind



## Appendix

### **Answers:**

#### **Commands That God Gives:**

Lesson 1 - To be humble and kind

Lesson 2 - To follow Jesus (askWWJD)

Lesson 3- Accept others into loving relationships

Lesson 4 - To save the lost

Lesson 5 - To love

Lesson 6 - To witness

Lesson 7 - To be kind

Lesson 8 - To proclaim the resurrection

Lesson 9 - To make disciples

Lesson 10 - To be loving

Lesson 11 - To live in the spirit

Lesson 12 - To work together as one body

Lesson 13 - To live a new life

## NOTES