

# THE COMBINED TEACHER'S GUIDE

**FALL QUARTER 2019**

SEPTEMBER • OCTOBER • NOVEMBER

Christian Education Department  
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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

**Faith Liberating Studies Teacher's Guide**  
**Fall Quarter**  
**September 2019 – November 2019**  
**Prepared by Rev. Dr. D. Melynda Clarke**  
**Quarter's Name: Responding to God's Grace**

**Lesson 1**

**September 1, 2019**

**Faith and Doubt**

**Devotional Reading:** Luke 17:22, 26-37

**Lesson Scripture:** Genesis 18:16–19:29

**Focus Scripture:** Genesis 19:1, 15-26, 29

**Key Verse:** So it was that, when God destroyed the cities of the Plain, God remembered Abraham, and sent Lot out of the midst of the overthrow, which he overthrew the cities in which Lot had settled.  
Genesis 19:29

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

1. Be cognizant and discerning of the world's wickedness and be drawn from its temptations.
2. Have an increasing regard and compassion for the vulnerable lives that are at risk in evil settings.
3. Promote a sense of advocacy for others through faithful prayer and intercession.

**Key Terms**

- **Blinding light** – An extraordinary flash that temporarily dazed the wicked men and revealed to Lot the true nature of his guests.
- **Overthrew** – This term, lit., “turned upside down,” is used consistently to describe the destruction of the cities of the Plain.
- **Zoar** – A small place, the Hebrew word *misar*, lit., “a little thing,” has the same root consonants as the name of the town Zoar in v. 22.

**Teaching Strategies**

This quarter will lead participants into a deeper understanding of

the meaning of God's faithfulness and the possible responses by God's chosen disciples.

For Lesson 1, consider the following:

- Remember your participants may have viewpoints from different backgrounds, cultures, and generational perspectives. Therefore, some may have perceptions of this text as a judgment God placed upon alternative lifestyles and sexuality. The emphasis is not to judge or identify a person or specific sinful behavior as a reason for tragedy and/or destruction. Instead, attempt to maintain that God's mercy is necessary for all, and even Lot and his family were vulnerable to God's wrath. Focus on the need for prayer, intercession, and compassion when others are suffering.
- Use this story to illustrate God's sovereignty. Provide an alternative perspective by presenting God's love for humanity in sacrificing his son, Jesus, whose punishment was completely undeserved.
- Bring the discussion to a place where intercessory prayer can occur for others who have not accepted Jesus Christ, or who are living in environments where they are drawn into sinful habits. Use this time to pray for the local church as a whole, to become passionate about souls being saved from destruction.
- Have a large jar and strips of paper or small post-it notes available. Have the members write on individual notes, the specific sins and crimes against God that are prevalent in our world today. Fold them, place them in the jar, and seal the top. Label the jar, "The Prayer for Deliverance," and take time to reference the jar in your closing prayer and future Sunday prayers.

**Questions**

- Ask the members of the group to consider a time in their life when someone interceded for them in prayer. Inquire whether there were significant changes that led to their deliverance or the deliverance and salvation of others.
- What are the consequences of failing to respond to God's instruction to repent from sin? Why haven't more people accepted Jesus Christ?

**Closing Devotions****Closing Song of Praise:**

"I Need You to Survive," Hezekiah Walker or "Lead Me, Guide Me," AME Hymnal #378

**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."

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, AME hymnals, laptop with projector or large screen; access to Internet and YouTube, strips of paper or Post-It notes; empty jar.

**Lesson 2****September 8, 2019****God Answers Prayer****Devotional Reading:** Psalm 99**Lesson Scripture:** 1 Samuel 1:1–2:10**Focus Scripture:** 1 Samuel 1:9-20**Key Verse:** Then Eli answered, "Go in peace; the God of Israel grant the petition you made to him." 1 Samuel 1:17**Lesson Goals:** By the end of this lesson, students will be able to:

1. Reveal how God is faithful in responding to those who seek God.
2. Encourage believers to release matters of great importance into God's hands.
3. Develop unrelenting faith that an unanswered prayer is still part of God's master plan.

**Key Terms**

- **Humble, Humility** – Having or showing a modest or low estimate of one's own importance.

**Teaching Strategies**

This lesson is designed to encourage people who have long awaited a positive response to their prayers. Many Christians face hardships and disappointments such as chronic illnesses, financial losses, and family troubles. Hannah's story gives examples of how even the most faithful and obedient of God's servants may still face continued disappointments while others appear to continuously be blessed. After God answers Hannah's prayer, there is the commitment made to dedicate the first-born son, a tradition found in the Law of Moses (Exodus 13:2, 12-13, 15; Numbers 18:15-16). A pledge to God is intended to show one's obedience and love to God. In modern days, the sacrificial tithe and offerings are just the beginning. Challenge members to identify blessings that God has faithfully bestowed into their lives that could be given back as part of ministry and building God's kingdom.

**Questions**

1. What are examples of God's answers to your prayers? What are the challenges that you faced when waiting? Consider Hannah's pain as described in verse 10.
2. Compare how other women in scripture were blessed with an anointed child, who also returned the child to do God's work. Examples include Sarah (Isaac), Elizabeth (John the Baptist), and Mary (Jesus).

### **Closing Devotions**

**Closing Song of Praise:** "Bless the Lord, Oh My Soul"

**Closing Prayer:** Elohim, you created me. You promised in your Word that you would be with me and watch over wherever I go. You are the God who keeps his promises, always and forevermore. Today, Lord, I pray for patience. I pray for a superior and unrelenting willingness to trust you, oh God, even when I am feeling forgotten, confused, abandoned, and immersed in doubt rather than faith. Yet, you are still God, Elohim, the one who answers the unanswered prayers. I stand in faith in the morning light, knowing my faith will carry me through until my blessing comes. Help me to remember your goodness and dedicate that blessing back to you. In the matchless name of your Son, Jesus, the Christ I joyfully say AMEN!

By Reverend Dr. D. Melynda Clarke inspired by Genesis 28:15

**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; African Methodist Episcopal (AME) Hymnal.

**Lesson 3**

**September 15, 2019**

### **Bread from Heaven**

**Devotional Reading:** 2 Corinthians 8:9-15

**Lesson Scripture:** Exodus 16

**Focus Scripture:** Exodus 16:1-8, 13-15

**Key Verse:** When the Israelites saw it, they said to one another, "What

is it?" For they did not know what it was. Moses said to them, "It is the bread that the Lord has given you to eat." Exodus 16:15

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

1. Reveal God's commitment to provide the needs of God's children.
2. Examine the unique methods God uses to bless God's people.
3. Recognize how doubt and intolerance requires transformation into faith and gratitude.

### Key Terms

- **Manna** – *Man hu* which means, "What is it?" It was white like coriander seed and tasted like wafers made with honey.
- **Omer** – About two quarts.

### Teaching Strategies

Research the types of food grown in Egypt, along with the difference in climate in that region. Illustrate how the unknown can trigger doubts for most people, and how that can be challenging to those with the strongest faith. Use an atlas, videos, or phone apps to show the terrain of the wilderness. Give illustrations of the large number of people who are traveling, and compare this with urban environments with readily available resources and supermarkets.

### Questions

1. Compare and contrast the differences in meeting the basic needs of food and clothing for the Israelites who are enslaved in Egypt, against those who are free in the wilderness. What are the benefits and the challenges?
2. Compare and contrast how African slaves in America faced similar challenges as they launched towards their freedom. What examples are there that they trusted God in their quest for freedom and a new life?
3. What are some examples of when your faith has been challenged despite the great opportunities that lie ahead?

**Resource:**

Ten Commandments of Food: <https://www.oikoumene.org/en/resources/documents/wcc-programmes/diakonia/ea/ten-commandments-of-food/>

### **Closing Devotions**

**Closing Hymn Song of Praise:** "I Give Myself Away" by William McDowell

**Closing Prayer:** "I Let Go of My Accumulations"

My ego is like a fortress.

I have built its walls stone by stone

To hold out the invasion of the love of God.

But I have stayed here long enough. There is light

Over the barriers, O my God –

The darkness of my house forgive

And overtake my soul.

I relax the barriers.

I abandon all that I think I am,

All that I hope to be,

All that I believe I possess.

I let go of the past,

I withdraw my grasping hand from the future,

And in the great silence of this moment,

I alertly rest my soul.

As the seagull lays in the wind current,

So I lay myself into the spirit of God.

My dearest human relationships,

My most precious dreams,

I surrender to his care.

All that I have called my own.

I give back. All my favorite things

Which I would withhold in my storehouse

From his fearful tyranny.

I let go,  
I give myself  
Unto thee, O my God. Amen.

Howard Thurman (1951)

**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**

**September 22, 2019**

### **God Hears Our Cry**

**Devotional Reading:** Psalm 106:1-12, 48

**Lesson Scripture:** Numbers 13:1–14:10a

**Focus Scripture:** Numbers 13:1-2, 17a (end with “Canaan”), 25-28a (end with “very large”); 14:1-2, 5-10a (end with “stone them”)

**Key Verse:** If the Lord is pleased with us, he will bring us into this land and give it to us, a land that flows with milk and honey. Numbers 14:8

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

1. Examine how our faith must temper our natural fears.
2. Acknowledge that there will be moments when we are a minority who believe in God's promise.
3. Realize the advantages of connecting with other believers in faith.

#### **Key Terms**

- **Anakim** – An aboriginal race in southern Palestine, largely absorbed by the Canaanites. Either because of their tall stature or because of the massive stone structures left by them, the Israelites regarded them as giants.
- **The wilderness of Zin** – North of Paran and southwest of the Dead Sea.
- **Nephilim** – Reference in verse 33 to these people suggests the “fallen ones or fallen heroes,” also considered the giants referenced in Genesis 6:4.

## Teaching Strategies

Discuss how war strategies are significantly contrary to using faith in God as a primary weapon of defense. Important life decisions may also present the test of fact against faith. Follow the questions outlined and use this as opportunities to see faith as the critical component when making decisions. Reflect on how God delivered the Israelites from slavery and then from Pharaoh's army to reference the need for continued faith in God's promises.

### Questions

- What are the barriers to faith when facing overwhelming decisions and challenges in life?
- What are examples of God's presence to overcome adversity in your past experiences and how can you use those historical markers to lead you in the future?

### Closing Devotions

**Closing Hymn:** "Lift Every Voice and Sing" (vs. 3), AME Hymnal #571

**Closing Prayer:** God, may your presence empower us to live boldly and to do the work you call us to do with energy and hope for your future! Amen.

Moravian Daily Texts

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

## Lesson 5

**September 29, 2019**

### God Forgives

**Devotional Reading:** Psalm 103:1-14

**Lesson Scripture:** Numbers 14:10b-23

**Focus Scripture:** Numbers 14:10b-20

**Key Verse:** Forgive the iniquity of this people according to the greatness of your steadfast love, just as you have pardoned this people, from Egypt even until now. Numbers 14:19

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

1. See God's mercy to us.
2. Be patient in God's plan.
3. Realize that God's glory will be realized even in our failures.

### Key Terms

- **Glory** – The divine essence of God.
- **Pestilence** – A plague.
- **Disinherit** – No longer entitled to inherit from a parent/guardian, in this case to lose the Promised Land and to be called God's children.

### Teaching Strategies

1. 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>.
2. Explore the students' thoughts of what it may have been like for the initial disciples. Lead them in understanding how responding to a calling is not driven by typical worldly interests.

### Questions

- Where have you struggled to believe God's promise in your life?
- What are examples where we can stand with others who are strong in their faith?
- How can you be faithful in believing God for his promise beyond what you see?

### Closing Devotions

**Closing Hymn:** "Spirit of the Living God, Fall Fresh on Me"

**Closing Prayer:**

Dear Lord, teach me to be faithful.

To do all the good I can,

By all the means I can,

In all the ways I can,

In all the places I can,

At all the times I can,

To all the people I can,  
As long as ever I can.

John Wesley's Rule as a prayer

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

## Lesson 6

October 6, 2019

### Obedient Faith

**Devotional Reading:** Hebrews 8:1-12

**Lesson Scripture:** Deuteronomy 4:1-14; 5:1-21

**Focus Scripture:** Deuteronomy 4:1-8, 12-13

**Key Verse:** Keep the commandments of the Lord your God with which I am charging you. Deuteronomy 4:2b

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

1. Remind us of God's expectations to keep God's laws.
2. Be faithful in our walk with God.
3. Recognize God's mercy in our daily lives even in our disobedience.

### Key Terms

- **Statutes** – Regulation or ruling; laws or decrees made by a sovereign, or by God.
- **Ordinance** – A decree; a prescribed religious rite.
- **Covenant** – Contract or pledge; the theological definition is an agreement, which brings about a relationship of commitment between God and God's people.

### Teaching Strategies

Use this lesson to invite participants to share their perceptions of laws, statutes, and ordinances in our society. Allow discussion on the inability of humanity to enforce fairly these rules without human bias. Provide an overview of how the laws would not be followed by the

Israelites despite God's faithfulness.

Take a moment to illustrate how God's laws were not presented in order of importance. Discuss how laws are perceived differently today and how they are applied differently to different people.

### Questions

- What are the reasons for the laws that were given by God? What are examples in our society that illustrate the need for humanity to strive to follow God's commands rather than our own desires?
- Do you believe that mercy is appropriate in every context of violating God's law? Why or why not?
- Ultimately, what are we commanded to do in regard to following God's law? How should we respond to others who do not follow the laws of God?

### Closing Devotions

**Closing Hymn or Song of Praise:** "Jesus, Jesus, There's Just Something About That Name"

### Closing Prayer:

Dear Heavenly Father,

There is just so much to thank you for this morning. Thankfulness for your grace and mercy far outweigh the frustration the world can produce. As we look around, there is still love. But there are still those searching for love in all the wrong places and for the wrong reasons. God, guide us to being the shining lights of love, unconditional love, love that does not look at the state of a broken person to condemn but looks at the need to serve, love that does not turn a blind eye to the little ones because of orneriness, but remembers that we are becoming the village of care and support so we become the example of gospel living instead of the example of ornerly living.

Forgive us, Father, when we have been unloving, distant, unkind, uncaring, or just plain hateful. Forgive our insecurities that have us lash out at others when we fear loss of status or possessions. Forgive our need to possess more than give. Forgive us, dear sweet Lord.

Take us back to more celebratory times. Help us remember the festivals of old that only centered on your blessings, your presence among us, your protection from the ills of the world.

We want you, God. Give us you, God. And we are ever so grateful, just to call you our God, our Redeemer, our Savior. In the name of Jesus the Christ. Amen.

By Reverend Veronica Brown

**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

October 13, 2019

### Blessed for Faithfulness

**Devotional Reading:** Proverbs 3:1-10

**Lesson Scripture:** 1 Kings 17:1-24

**Focus Scripture:** 1 Kings 17:8-16

**Key Verse:** The jar of meal was not emptied, neither did the jug of oil fail, according to the word of the Lord that he spoke by Elijah. 1 Kings 17:16

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

1. Inspire others to believe in God's grace when hardships are present.
2. Promote belief in God's favor to those who do not believe
3. Recognize that even God's servants will experience hardships.

### Key Terms

- **Meal** – The edible part of any grain or pulse ground to powder.
- **Sidon** – The oldest son of Canaan (Genesis 10:15). The Greek form of the Phoenician name *Zidon*. Also mentioned in Joshua 11:8 as the chief city of the Canaanites.
- **Zarephath** – Smelting place referring to the metallurgic process of smelting, refining, and testing metals; located about 8.5 miles (13.5 km) south of Sidon and 14 miles (23 km) north of Tyre.

## Teaching Strategies

This text reminds us of the large population of people in the world who do not have enough food. Discuss the difficulties that people throughout the world, including the U.S., have in providing healthy meals each day. Close with a discussion of how the church can fill the void of lack of adequate food for people in the church, the community, and throughout various areas of the world. Use this discussion to broaden possibilities of reaching people in other communities, cultures, beliefs, etc.

## Questions

1. How is God testing Zarephath? What are some areas that we would consider culturally different and outside of our social norms? What would be your response if God called you to go to the following places and proclaim your faith in Jesus?
  - Homeless Shelter
  - Prison
  - Mosque
  - Jewish Temple
  - Campus Study Group
  - Mentoring Groups for Teens

## Closing Devotions

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

**Closing Prayer:** Oh God, you are a mighty God! Nothing is as great as you. You overturn evil. You hand out justice and blessings. For you, the impossible is possible. You can even make those who died live again! When you brought back Jesus from the dead, you did so to show us just how powerful you are and how much you love us. You sent the Good Shepherd to show us the way to please you. You sent the Good Shepherd to show us how to love one another. You returned him from the dead to show us that you forgive our cowardliness and cruelty. We know you expect more from us.

Continue to guide us, O Mighty God. Do not take your hand from us. Send into our lives people who are like angels to keep watch over us, to keep us from harming others or being harmed. Make us one people with the entire world, united by the blood and love of the Good Shepherd, Jesus Christ. Amen.

By Sherrie Dobbs Johnson, *The Secret Chamber*, June 24, 2018

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary.

## Lesson 8

October 20, 2019

### Faith Can Heal

**Devotional Reading:** James 5:13-18

**Lesson Scripture:** Luke 7:1-10

**Focus Scripture:** Luke 7:1-10

**Key Verse:** “I did not presume to come to you. But only speak the word, and let my servant be healed.” Luke 7:7

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

1. Inspire believers to have faith in Jesus Christ and trust in God's response to their faith.
2. Encourage all believers to know that they are equally important in the eyes of God.
3. Analyze our social system's assessment of people's status and accept a humble state of recognition.

#### Key Terms

- **Centurion** – An officer of the Roman army, in command of a century, or company of 100 men, forming one-sixtieth part of a Roman legion.
- **Servant** – Slave; sometimes denotes someone who voluntarily dedicates himself to the service of another.

## Teaching Strategies

A critical component of this text is the centurion's humility, which touches Jesus' heart. Select videos that illustrate the difference between someone who has been given authority but relinquishes it, and someone who does not. Allow others to see how the humility of believers in the church and in secular professions can change the hearts of many. Use Paul's letters to the church in Philippi as another example of accepting one's humble state when standing before a holy God.

### Questions

- What examples can you give of faith healing that has occurred physically, mentally, and spiritually, for yourself or someone you know?
- What are signs of exploitation of faith healing?
- What are possible indicators of someone exploiting their position within the church and in society? As Christians, what can be done to prevent this from occurring in the church?

### Closing Devotions

**Closing Hymn:** "Yes, God Is Real," AMEC Hymnal #361

**Closing Prayer:** Almighty God, creator of the entire universe, provider and sustainer of all things, I humbly come before you this day with a grateful heart and steadfast spirit of faith in my Savior, Jesus, the Christ. Look upon my state today, Lord, as you alone see me as I truly am, how you made me in your image, and I continue in YOUR process of becoming. You see beyond my clothing, whether of denim or silk, polished or tattered. You recognize my heart and all its desires. You know all of my inner thoughts, without the masks, but clothed in spirit alone, in the barren nakedness of who I truly am. I know none can stand before you for none is worthy. I come only by your grace to ask your continued forgiveness for any sin or disobedience. Clothe me, Jesus, in your righteousness alone. Remind me daily that it was you who made me and not myself. You made the color of my skin and eyes, the texture of my hair, the shape of my nose and lips. You understand the strength

of my character and the weaknesses buried in every inadequacy. Yet, you called your creation “good.” And through you alone I am made new each day. Thank you for your unconditional love and the healing that takes place to remove the stains in the deepest crevice of my soul. Now send others and me whom you have called, to do thy will. In Jesus’ name and the power of your sweet Holy Spirit, I pray. 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.

## Lesson 9

October 27, 2019

### Faith Saves

**Devotional Reading:** John 13:3-11

**Lesson Scripture:** Luke 7:36-50

**Focus Scripture:** Luke 7:37-48

**Key Verse:** She stood behind him at his feet, weeping, and began to bathe his feet with her tears and to dry them with her hair. Then she continued kissing his feet and anointing them with the ointment. Luke 7:38

**Lesson Goals:** By the end of this 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.
- **Anointing** – Multiple meanings in the Bible; to physically anoint

was prescribed by St. James to be used for the recovery of the sick (James 5:14); to anoint spiritually is to set someone apart, to authorize and equip him or her for a task of spiritual importance. The Old Testament promises of a deliverer titled as the Messiah, or Anointed One (Psalms 2:2; Daniel 9:25-26; Isaiah 61:1).

- **Ointment** – A liquid blend of aromatic substances, usually spices, used as a cosmetic and as a medicinal balm.
- **Sinner** – Devoted to sin, such as various vices or crimes, or ignoring the laws of God; term is applied to those who lived in disregard of ceremonial rituals and practices (Luke 5:8; 13:2; Romans 5:8, 19; 1 Timothy 1:15; Matthew 9:10, 11; Mark 2:15).

### 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.
- By using an atlas, or online mapping, illustrate the geographic areas that are mentioned in the scripture.
- 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

1. The command of Jesus 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?

2. Briefly discuss ways groups within the church can be more accountable in evangelizing to the world.
3. 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 Song of Praise:** "Take My Life, and Let It Be," AME 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 be 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 constantly see 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, a bottle of perfume or an alabaster bottle (can be ordered online, or found in consignment shops), worship music.

**Lesson 10**

**November 3, 2019**

### **Self-Examination**

**Devotional Reading:** James 1:12-18

**Lesson Scripture:** 2 Corinthians 13:1-11

**Focus Scripture:** 2 Corinthians 13:1-11

**Key Verse:** Examine yourselves to see whether you are living in the

faith. Test yourselves. Do you not realize that Jesus Christ is in you? — unless, indeed, you fail to meet the test! 2 Corinthians 13:5

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

1. Examine any beliefs and practices that promote righteousness by works.
2. Promote spiritual growth and renewed faith in Christ Jesus that acknowledges true atonement and redemption comes 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

1. 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.
2. Using the questions below, lead a discussion with the group around what it means to be saved. Discuss how the church determines a conversion.
3. Encourage participants to be willing to trust the Holy Spirit as people begin to receive Christ in their hearts.

4. Discuss the broad spectrum of sin so that participants do not limit it to merely the Ten Commandments.

### Questions

- Briefly (three-five 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 Christian's 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 America 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 will. Each of us must stand before you, recognizing we have sinned in some way. Today, we personally confess those sins, repent of what we've 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/>; words for “I am Redeemed” from African American Heritage Hymnal #512.

**Lesson 11****November 10, 2019****Be Examples of Faith****Devotional Reading:** 2 Corinthians 5:1-10**Lesson Scripture:** 1 Thessalonians 1:2-10**Focus Scripture:** 1 Thessalonians 1:2-10

**Key Verses:** You became an example to all the believers in Macedonia and in Achaia. For the word of the Lord has sounded forth from you not only in Macedonia and Achaia, but in every place your faith in God has become known. 1 Thessalonians 1:7-8a

**Key Terms**

- **Condemnation** – When a law has been broken which leads to liability for wrongdoing, to infliction of punishment.
- **Idol** – An image, form, or representation, usually of a man or other animal, consecrated as an object of worship; a pagan deity.
- **Imitators** – The assumption of behavior observed in other individuals.

**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.

**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 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 or Song of Praise:** “The Blood that Jesus Shed for Me,” AME Hymnal #137

**Closing Prayer:** Gracious, ever-loving, ever-faithful God, redeemer, sustainer, my help and my strength, you are the breath that I breathe. You are the one who ensures every beat of my heart. You are the one who keeps me in the secret place, your shelter in the time of storms. I entreat you, dear Lord, to be my help. Send your Spirit to breathe a refreshing, new breath that revives my faith and gives me strength to run on. I need you, Jesus, each moment of the day, to remind me of my need to lean on you and not on my abilities or the perceived strength of others. As each day passes and new trials come, help me to see you are with me. As you have always been with our forefathers and mothers, help me to stand strong in faith and not by the sight of the iniquities, evil, and injustice in this world. And show me how to trust you and love others, just as you have unconditionally loved me. This is my prayer in the great name above all names, Jesus the Christ. 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, AME Church Hymnals

**Lesson 12****November 17, 2019****Live Holy Lives****Devotional Reading:** 1 Peter 1:3-12**Lesson Scripture:** Galatians 5:22-23; 1 Peter 1**Focus Scripture:** 1 Peter 1:13-25

**Key Verses:** Do not be conformed to the desires that you formerly had in ignorance. Instead, as he who called you is holy, be holy yourselves in all your conduct. 1 Peter 1:14b-15

**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 growth as in spiritual growth and becoming Christ-like.
- **Grafted** – To insert in a branch or stem of another tree; to propagate by insertion in another creating a hybrid; Jews and Gentiles form 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 offence.

**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 together, what are some primary points Paul was making to the Christians in Rome. Explain how grafting is different from 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 Hymn:** “Holy, Holy, Holy! Lord God Almighty” (Verse 1), AMEC Hymnal #25

**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 that those who are seeking answers, that they will find that 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.

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 13

November 24, 2019

### Stick to Your Faith

**Devotional Reading:** Psalm 90

**Lesson Scripture:** 2 Peter 1

**Focus Scripture:** 2 Peter 1:1-15

**Key Verse:** Thus he has given us, through these things, his precious and very great promises, so that through them you may escape from the corruption that is in the world because of lust, and may become participants of the divine nature. 2 Peter 1:4

**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 that true acts of worship are a sacrifice of self to God.
3. Inspire participants to identify and share their spiritual gifts with the body of Christ.

### Key Terms

- **Eschatology** – (From the Greek *eschatos*, “last,” and *logos*, “study”) The study of the last things or end of the world. Theological dimensions include the second coming of Jesus Christ and the last judgment.
- **Ecclesiology** – (From the Greek *ekklesia*, “church,” and *logos*, “study”) The study of the church as a biblical and theological topic.
- **Christology** – (From the Greek *Christos*, “anointed one”, and *logos*, “study”) The study of the person and the work of Jesus Christ, in essence, who Jesus is and what he has done.

*Source: McKim, Donald K., Westminster Dictionary of Theological Terms, Westminster John Knox Press, Louisville, Kentucky, 1996.*

- **Corruption** – Dishonest or illegal behavior especially by powerful people (such as government officials or police officers); depravity.
- **Nature** – The inherent character or basic constitution of a person or thing; essence.
- **Blemish** – A mark or stain which spoils something or lessens its value.
- **Defect** – Presence of a disability or weakness. Where “blemish” may convey an outward obvious sign of imperfection, a defect may also include the inabilities or weaknesses that may result from disease, birth defects, or injuries (Leviticus 21:18).

### 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 disciples 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

1. Romans Chapter 12 is an ethical mandate by Paul to strive towards a transformed life. Discuss what this may mean for each person as a disciple.
2. Discuss whether Christianity has become “watered down” with less focus on a transformative life.
3. Ask yourself what needs to be released completely to God in order truly to experience a renewed mind?
4. 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 Hymn:** “Amazing Grace! How Sweet the Sound,” AME Hymnal

#226

**Closing Prayer:** Dear Lord, show me how to share your grace to a dying world. Help me to recognize the faces of those who need the gospel message to lift their heart and to save their soul. Fill me with your Holy Spirit so that I may use the spiritual gifts from you to make a difference in this world. I pray for the opportunity to not only feed the hungry but also show them how to obtain food, build houses, to heal those who are wounded and ill, and give hope to all who have given up. I believe that the grace you have given me will provide light in darkness. Thank you, Lord Jesus, for your grace. This I pray in your matchless 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

September 1, 2019

#### In the Beginning, God

**Focus Scripture:** Genesis 1:1-5, 27-29; 2:1-4

**Key Verse:** This is the account of the heavens and the earth when they were created. Genesis 2:4 (CEB)

#### Bible Background

- Many scholars claim that Genesis 1:1 to 2:4 was written by someone from the priestly tradition. This priestly writer described creation with harmony and beauty, intending to inspire the people of Israel to praise and worship their Creator.
- The opening chapters of Genesis are not intended to be read as science or as history. Rather, these chapters are a poem of praise to God and are intended to express awe and wonder toward God.
- The repetitive phrasing and formal structure are key parts of the Creation story. Each act of creation follows the same pattern: God speaks a command; the command is accomplished; God sees that it is good.
- The Creation story found in Genesis 1:1 to 2:4 is written in such a way that it contests the widely held and ancient belief that the world was ruled by many gods who had domain over different aspects of the world. In the Creation story, all of the power is found in the one true God.

#### Take-Away

God, the one God of all creation, created the world and all that is in it.

#### Lesson 2

September 8, 2019

#### God Creates Humankind

**Focus Scripture:** Genesis 2:4, 7, 15-18, 21-25

**Key Verse:** Then the Lord God said, "It's not good that the human is

alone.” Genesis 2:18 (CEB)

### **Bible Background**

- The second chapter of Genesis is a retelling of the same Creation story told in chapter 1—but with a different intention.
- In the same way that scholars believe Genesis 1 was written by the P source, many scholars claim that Genesis 2 was written by the J source, which was based on the oral tradition of Israel.
- Unlike the formal, repetitive structure found throughout chapter 1, the second chapter reads as a dramatic narrative and feels more natural, the way one would actually tell a story.
- Genesis 2-3 utilizes a number of puns and plays on words, a key characteristic of Hebrew literature. The name of the first human, Adam, is a play on the Hebrew word for humankind, *adam*, and also alludes to the substance from which he is formed, *adamuh*, the claylike soil of the region.
- This creation account describes God in terms that would be appropriate for a human person. God is depicted as physically present on earth rather than being a transcendent entity.

### **Listening**

If you feel it would be helpful, let the students take notes during class, and tell them to use them freely for this exercise.

### **Take-Away**

God created humans for community, to be in relationship with God and with one another.

### **Lesson 3**

**September 15, 2019**

### **The Thick Darkness Where God Was**

**Focus Scripture:** Exodus 19:16-21; 20:18-21

**Key Verse:** The people stood at a distance while Moses approached the thick darkness in which God was present. Exodus 20:21 (CEB)

## Bible Background

- The Ten Commandments are referred to as The Decalogue, from the Greek: *deca* meaning *ten*, and *logos* meaning *word*. Therefore, they more accurately would be named The Ten Words.
- Today's Bible Lesson describes the act of *theophany*, which is the visible manifestation of God to a person. In this story, God appears in the form of thunder, lightning, and thick clouds and is accompanied by the sound of the horn, or shofar. The cacophony of sights and sounds hides the actual visible presence of God for, as God tells Moses, "Go down and warn the people not to break through to try to see the Lord, or many of them will fall dead" (Exodus 19:21).
- Scripture is ambiguous about God's revelation to Moses—at times seemingly face to face (Exodus 33:11) and at other times obscured by smoke and fire or the cleft of a rock (Exodus 33:18-23).
- Despite the fact that God continued to be a mystery, the people insisted on attempting to build an idol in the image of God (Exodus 32:1-6).

## Bible Blackout

If you think the students could use an example to get them started, have them check out Austin Kleon's *Newspaper Blackouts* at <https://austinkleon.com/newspaperblackout/>.

## Take-Away

God's true nature is a mystery. God is more than we know or can even imagine.

## Lesson 4

September 22, 2019

### God's First Creation

**Focus Scripture:** Proverbs 8:1-3, 22-32

**Key Verse:** I was formed in ancient times, at the beginning, before the earth was. Proverbs 8:23 (CEB)

## Bible Background

- In this passage which describes both wise and foolish ways to live, we find a personification of wisdom in the form of Lady Wisdom. Lady Wisdom lays out her autobiography for everyone to hear.
- Wisdom was present at the very beginning of the world and was the firstborn of all creation. Wisdom was present before the creation of the world and was both a witness and participant in God's act of creation.
- Though not explicitly expressed, Proverbs 8 is thought to allude to the Trinity with later works suggesting Wisdom is Christ and others suggesting Wisdom is the Spirit of God.
- Some translation issues complicate this text. In verses 22-24 Wisdom is created, formed, and brought forth—words which evoke images of both being formed and being birthed. Verse 30 uses a word which is sometimes translated “master craftsman” and other times translated “little child.” Some have even suggested the use of the word *confidant*.
- It is interesting to note that the feminine side of God, as it is described in this passage, has been historically overlooked.

## Take-Away

Wisdom has been an essential part of God from the beginning of time.

## Lesson 5

September 29, 2019

### God's Ultimate Messenger

**Focus Scripture:** Hebrews 1:1-2, 6-12

**Key Verse:** In these final days, though, he spoke to us through a Son. God made his Son the heir of everything and created the world through him. Hebrews 1:2 (CEB)

## Bible Background

- Today's Bible verses are the opening stanza of a letter intended to

encourage Jewish believers to remain true to Christ.

- The author begins by asserting that God was first revealed through the prophets, then goes on to proclaim that the final revelation of God has come through the “Son, the heir of everything” (1:2b) and through whom the world was created.
- In these two descriptions, we observe a contrast between the “many times and many ways” (1:1) in which God spoke through the prophets and the singularity of the final revelation through the Son. Jesus is the final Word, the ultimate revelation of God.
- Verse 3 clarifies that Jesus is “the light of God’s glory and the imprint of God’s being.” Through Jesus we see the very image of God.
- The remainder of the Bible verses include God’s message to the angels and God’s Son. This portion of the text is useful for clarifying the identity of God’s Son.
- Notice the words God uses to address the Son—“God” and “Lord”—as though God were addressing God’s self.

### **Jesus, a Portrait of God**

If students need help with the exercise, the following Bible verses are a good place to start:

Parables of Jesus: Luke 15

The Sermon on the Mount: Matthew 5–7

Feeding the Five Thousand: John 6

Jesus Blesses Children: Mark 10:13-16

### **Take-Away**

Christ, who participated with God in the creation of the world, is the way God reveals God’s self to the world.

**Lesson 6****October 6, 2019****Sinning Against the Lord****Focus Scripture:** Joshua 7:1, 12-13, 20-22**Key Verse:** I've sinned against the Lord, the God of Israel. Joshua 7:20b (CEB)**Bible Background**

- This week's passage immediately follows the battle of Jericho. After the city fell, everything was supposed to be burned except items made of gold, silver, bronze, and iron. Achan's sin was in removing items that were supposed to be burned.
- The given reason for burning everything was that these items were "devoted" to Yahweh. They were to be burned as an offering to God, so that nothing but smoke remained afterwards, acknowledging that God gave the victory.
- God explained that Achan was the reason for Joshua's defeat at Ai. As a result, "the Lord was furious with the Israelites" (7:1).
- The story of Achan is the inverse of the story of Rahab found in the prior chapter. While Rahab was an outsider and should have been burned to the ground with the city of Jericho, she feared God and did what was right. In response, she was allowed to live with her family in Israel. Achan was an Israelite who sinned against the Lord and then suffered the fate of those in Jericho.

**Take-Away**

Even when we know better, we are prone to sin.

**Lesson 7****October 13, 2019****A Psalm of Repentance****Focus Scripture:** Psalm 51:1-5, 9-12, 17**Key Verse:** Create a clean heart for me, God; put a new, faithful spirit deep inside me! Psalm 51:10 (CEB)

## Bible Background

- The Book of Psalms contains a collection of poems originally written as songs of praise. They were written by different people, both known and unknown. Many are still used in worship services today.
- The heading of Psalm 51 tells us it was written by King David after the prophet Nathan rebuked him for committing adultery with Bathsheba and arranging to have her husband Uriah killed.
- These actions are the greatest stains on the character of David, a person held in high regard by all of Israel.
- In verse 11, David pleaded with God: "Please don't throw me out of your presence; please don't take your holy spirit away from me." Even in David's greatest period of darkness, he fervently believed God was still present with him and that repentance and forgiveness were possible.
- While many psalms were written as general songs of praise, this one is incredibly specific. However, it is still one of the most relatable psalms for readers today. Perhaps this is true because of our sin nature.

## Take-Away

Our hearts cry out to God to repent from our sins.

## Lesson 8

October 20, 2019

### Being Born Anew

**Focus Scripture:** John 3:1-8

**Key Verse:** I assure you, unless someone is born anew, it's not possible to see God's kingdom. John 3:3 (CEB)

## Bible Background

- The Gospel of John is noticeably different from the other Gospels. Much of the information in John is not included in Matthew, Mark, or

Luke, and John focuses heavily on Jesus' early ministry in Galilee, which is where today's Bible verses occur.

- This passage describes a wedding in the city of Cana and includes Jesus foretelling the destruction of the temple and how it will be rebuilt in three days. While many believed him, Jesus didn't trust them. He knew they believed in him only because of the miracles he performed.
- Alongside those who believed for the wrong reasons, John also presents us with Nicodemus, a Jewish leader. He comes to see Jesus "in the night" so no one will see him, indicating that Nicodemus isn't truly confident in his decision to talk to Jesus.
- Nicodemus doesn't understand the idea of being reborn. It would have been confusing for most people of that time. While Jewish people practiced baptism (for example, John the Baptist), it was a ritual of repentance and not a symbol of rebirth.

### **Take-Away**

When we truly repent of our sins and follow Jesus, we become a new being.

### **Lesson 9**

**October 27, 2019**

### **A Life Redeemed**

**Focus Scripture:** Romans 6:1-8, 12-14

**Key Verse:** Present yourselves to God as people who have been brought back to life from the dead, and offer all the parts of your body to God to be used as weapons to do right. Romans 6:13b (CEB)

### **Bible Background**

- This section of Paul's letter to the Romans is part of a larger defense of the gospel. Paul asserted that apart from the gospel, we cannot recognize the grace offered to us through the life, death, and resurrection of Jesus.

- Some of Paul's critics claimed that by saying we are saved from sin through grace, or justified by grace, Paul was encouraging people to sin even more. They argued that there was no reason to stop sinning if a person was justified by grace.
- In chapter 6, Paul refuted these allegations and encouraged those who have been saved by grace to offer their bodies to God as tools of righteousness.
- While it may seem like Paul was addressing only the church in Rome, his words were also intended to help people outside the church. Many non-Christians were curious about the rituals and practices of the early church, and many Jewish followers believed if they weren't following the law then they were living in sin. Paul tried to address these beliefs throughout his letter.

### **Comic Relief...from Sin**

If possible, supplying the class with large sheets of white paper- and writing utensils, ideally of different colors- would aid greatly with this exercise.

### **Take-Away**

Accepting God's grace does not mean our work is finished. We also are called to live a redeemed life.

### **Lesson 10**

**November 3, 2019**

### **God First**

**Focus Scripture:** Deuteronomy 5:6-10; 6:4-9

**Key Verse:** You must have no other gods before me. Deuteronomy 5:7 (CEB)

### **Bible Background**

- Throughout the Old Testament, writers refer to "the fear of the Lord." It's essential to remember that this is best understood as

“respect” and not fear in the traditional sense. This is not a new or deep insight, but it is important, especially with young people encountering the idea for the first time.

- Today's Bible verses both frame and help to introduce the law of Moses. It is important to remember that the attitude by which we approach the law of Moses is an important part of how we keep the law. The law is more than a list of disconnected rules; it is a system of guidelines that helps define our relationship with God.
- Within this discussion of the law is a charge to pass it on to the next generation. Passing on the law and our relationship with God is part of being God's people.
- The *shema*, a foundational Jewish prayer that is both a cultural and spiritual touchstone, is taken from Deuteronomy 6.

### Take-Away

How we live our lives can be an act of worship, both in our actions and by taking a moment to name God's presence in the midst of chaos.

### Lesson 11

November 10, 2019

### Worshiping the Gold Bull Calf

**Focus Scripture:** Exodus 32:1-8

**Key Verse:** Then he made a metal image of a bull calf, and the people declared, “These are your gods, Israel, who brought you up out of the land of Egypt!” Exodus 32:4 (CEB)

### Bible Background

- The Hebrew people grew impatient during Moses' time on the mountain. They needed something tangible they could worship. Because Moses put Aaron in charge, the people went to him and demanded that he build an image of a god.
- Aaron collected gold rings from the people and used them to create

an idol. For Aaron, the golden calf wasn't an idol of another god, but was meant to be an image of the Lord. He even proclaimed a festival to the Lord. However, the idol still violated the Commandment against making an idol.

- Exodus includes more than one round of conversation between Moses and God regarding the law, and more details are revealed each time. As a result, there are probably some events that became conflated.
- God's message through the Commandments has a lot of details, and we may wonder how all of this text fit on stone tablets. Don't allow a literal reading of the Scripture to distract from the writer's main point that God shaped the people and guided their way.

### **Trivia Time**

The answers to the questions are:

- *Star Wars: The Force Awakens*
- Niall, Liam, Harry, Louis, Zayn
- various answers
- 23
- Solomon
- Tamar, Rahab, Ruth, Bathsheba, Mary
- John
- Isaac, Ishmael

### **Idol Time**

If possible, provide the students with colored pens or pencils for this exercise.

### **Take-Away**

Not all idols seek to replace God, but even those that merely distract us can confuse our priorities.

**Lesson 12****November 17, 2019****The Real God****Focus Scripture:** Jeremiah 51:15-19; Habakkuk 2:18-20**Key Verse:** Of what value is an idol, when its potter carves it, or a cast image that has been shaped? It is a teacher of lies, for the potter trusts the pottery, though it is incapable of speaking. Habakkuk 2:18 (CEB)**Bible Background**

- The image of the potter is woven throughout the Scripture as a way of helping us understand our relationship to God. The analogies in today's Bible verses are different, however, because they focus on the human ability to create. These passages remind us that no matter how wonderful our human creations are, God's creative ability is far beyond ours, and God gives life to creation.
- Humility and the temporary nature of created things are themes in both passages of the Bible verses. Even the items we create to worship God, or express our thanks to God, are temporary. We must not mistake the objects we create or the items that help lift our eyes to God for the one true God who created us and all the world around us.
- Habakkuk and Jeremiah are both prophets of the Southern Kingdom. While there is mention of judgment and doom, the focus in both passages is on God's presence in the midst of struggle rather than the people's guilt or shame.
- A common theme uniting both Scripture passages is the lack of life in human creations.

**Take-Away**

We can easily get wrapped up in the beauty of things—even sacred things—and forget how much greater God is. God gives life, and everything else is temporary.

**Lesson 13****November 24, 2019****Paul in Athens****Focus Scripture:** Acts 17:16, 22-34**Key Verse:** God, who made the world and everything in it, is Lord of heaven and earth. He doesn't live in temples made with human hands. Acts 17:24 (CEB)**Bible Background**

- Imagine people debating and sharing philosophical ideas as a form of entertainment. Before we had movies, when the written word was not easily shared, such oratory was a popular form of entertainment, as well as an educational opportunity.
- Paul found common ground with his audience by looking at creation. Much like summer campers, Paul allowed creation itself to be a character in the story and to reveal the nature of God. That common ground was a springboard to sharing more specific beliefs.
- A case is made for the Christian story, and many responded. However, it's important to note that many did not. There is no guarantee that sharing our faith will change others or prompt them to agree with us. We cannot argue Jesus into someone's life.
- Paul praised the locals for being religious, for keeping traditions and looking for deeper answers. This was another place of common ground. Paul lifted up the desire for all people to know more and then introduced the Lord, who knows all things and knew us from the beginning.

**Take-Away**

God is all around us and, when we take time to notice, worship become something we do – part of our life and more than just a service we attend.

**The Teacher's Guide**  
**Intermediate Lessons**  
**Fall Quarter: September 2019 - November 2019**  
**Prepared by Rev. Faith M. Waters**

**Responding to God's Grace**

**Lesson 1**

**September 1, 2019**

**Faith and Doubt**

**Lesson Scripture:** Genesis 18:16–19:29

**Focus Scripture:** Genesis 19:1,15-26, 29

**Key Verse:** So it was that, when God destroyed the cities of the Plain, God remembered Abraham, and sent Lot out of the midst of the overthrow, which he overthrew the cities in which Lot had settled.  
Genesis 19:29

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

1. Understand the reasons why Lot and his family were spared during the destruction of Sodom.
2. Reflect on a time when they felt fearful over an impending disaster.
3. Celebrate God's deliverance from difficult circumstances.

**VOCABULARY**

- **Gateway** – The entrance into the city.
- **Consumed** – Destroyed.
- **Lingered** – Hesitated.
- **Merciful** – To be compassionate towards someone.
- **Flee** – To escape, run swiftly.
- **Overthrow** – To defeat, put an end to.
- **Pillar** – Something tall.

**TEACHING STRATEGIES**

1. Have the class search “Sodom” and “Gomorraah” on their electronic

devices to reveal more information on the cities.

2. Unleavened bread is eaten today during Passover celebration in remembrance of the Israelites escaping slavery in Egypt. They did not add yeast because they fled Egypt so quickly.

### HELPFUL FACTS

1. This area where Sodom and Gomorrah is located is southeast of the Dead Sea and is an arid desert region with extensive sulfur and other mineral deposits. The Common English Bible indicates that sulfur is better translated as asphalt (19:24), and asphalt deposits are found on the southern shore of the Dead Sea.
2. Discuss the sins that caused God to destroy Sodom and Gomorrah. Be careful not to take up most of the class time discussing sexual sins.
3. In 19:3, unleavened bread is bread baked without yeast. By serving unleavened bread, Lot demonstrated he was a righteous man unlike the men of Sodom (2 Peter 2:7).
4. Some theologians believe Lot was not a man of faith because of his actions. Divide the class into two groups. One group will argue: "What actions prove Lot was not a man of faith?" The second group will argue: "What actions prove Lot was a man of faith?"
5. Discuss Lot's wife actions that caused her to die. Ask: "How can we become more obedient to God?" "What are the consequences of disobedience?"
6. Be sensitive towards those students who are questioning their sexuality.

**Resources:** Electronic device

**Lesson 2**

**September 8, 2019**

### God Answers Prayer

**Lesson Scripture:** 1 Samuel 1:1–2:10

**Focus Scripture:** 1 Samuel 1:9-20

**Key Verse:** Then Eli answered, “Go in peace; the God of Israel grant the petition you have made to him.” 1 Samuel 1:17

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

1. Hear about Hannah's desperate pleas with God for a child, and God's response.
2. Reflect on a time students pled with God to answer their prayers and God responded.
3. Pray at all times, knowing God hears and will respond according to God's will for our lives.

### VOCABULARY

- **Distressed** – To feel troubled.
- **Vow** – A promise.
- **Vexation** – To feel irritation, sorrow.
- **Petition** – A request.
- **Favor** – To extend grace and kindness.
- **Countenance** – The appearance of the face.
- **Conceive** – To become pregnant.

### TEACHING STRATEGIES

1. Ask for three volunteers to play the roles of Hannah, Elkanah, and the narrator.
2. Using a Bible dictionary or electronic device, let the class research women who were barren and God miraculously enabled them to conceive.
3. Print copies of *The Lord's Prayer* for the class, if no Bibles are available. After the students read the prayer, allow them time to discuss it. Using a Bible Commentary, research the Lord's Prayer to have more in-depth understanding of each verse. Challenge each student to memorize the Lord's Prayer.
4. Be sensitive towards students who may be enduring bullying.
5. Be sensitive towards students who may feel bitterness towards God

because of prayers that were not answered.

6. Let students share testimonies of answered prayers to encourage one another.

**Answers:** 1. Sarah mother of Isaac; 2. Mother of Samson; 3. Elizabeth mother of John the Baptist.

### HELPFUL FACTS

1. Each year Elkanah and his family had to travel from their home in Ramah to Shiloh where they worshipped and offered sacrifices at God's tabernacle.
2. If a wife could not bear children, she was obliged to give her husband one of her servant girls to do so.
3. Under civil law, Elkanah could have divorced Hannah, but he chose to stay with her. He was devoted to his wife in spite of the social stigma.
4. Hannah made a Nazirite vow, which parents could take for their unborn children. The Nazirite vow meant the child was set apart for special service to God. Nazirite vows did not permit cutting hair or drinking wine. The vow Hannah made to God was for life, not temporary like some others.
5. Hannah's name means "grace" or "favor."

**Resources:** Copies of *The Lord's Prayer*

## Lesson 3

September 15, 2019

### Bread from Heaven

**Lesson Scripture:** Exodus 16

**Focus Scripture:** Exodus 16:1-8, 13-15

**Key Verse:** In the evening quails came up and covered the camp; and in the morning there was a layer of dew around the camp. Exodus 16:13

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

1. Analyze the basis of Israel's complaint and God's response.
2. Reflect on the Israelites' feelings when complaining about what they lacked.
3. Express thanks to God for providing daily needs.

### VOCABULARY

- **Complain** – To express pain or dissatisfaction.
- **Wilderness** – A dry, remote, unfertile land.
- **Glory** – The splendor.
- **Dew** – Early morning moisture on the ground.
- **Bread** – The food that God fed to the Israelites in the wilderness.

### TEACHING STRATEGIES

1. Tell students to search their electronic devices for the location of Sinai.
2. Be sensitive towards students who are dealing with poverty.
3. Ask a missionary to speak to the class about the needs of others in the church, community, and world.
4. Let students share occasions when God provided needed provisions.

### SCRIPTURE FACTS

1. Even though the laws had not been given yet, God wanted no one to work on the Sabbath (20:8-11). It was a holy day.
2. Each morning after the dew had gone there was found on the ground a small, whitish, round thing like coriander-seed that had a honey taste. The people ground it up to use it to make bread and other foods.
3. The Israelites' chief food during the forty years they wandered in the wilderness was manna. God's provision did not cease until they crossed into Canaan and ate the food of that land.

**Resources:** Electronic devices

## Lesson 4

September 22, 2019

### God Hears Our Cry

**Lesson Scripture:** Numbers 13:1–14:10a

**Focus Scripture:** Numbers 13:1-2, 17a (end with “Canaan”), 25-28a (end with “very large”); 14:1-2, 5-10a (end with “stone them”)

**Key Verse:** If the Lord is pleased with us, he will bring us into this land and give it to us, a land that flows with milk and honey. Numbers 14:8

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

1. Explore the reasons Caleb and Joshua believed God's promises in spite of the majority of the Israelite's doubts.
2. Reflect on the causes of our fears and how to grow deeper faith in God's promises.
3. Commit to live a life of faith in God and trust in God's promises.

### VOCABULARY

- **Prostrate** – Lying face down.
- **Spy** – Search out secretly.
- **Fortified** – To have defensive structures such as walls around the city.
- **Congregation** – The Hebrew people collectively as a religious community.
- **Exceedingly** – Abundantly, extraordinarily.
- **Rebel** – To resist authority.
- **Protection** – Guard.
- **Threaten** – To express aggressive intention toward somebody.

### TEACHING STRATEGIES

1. If time allows, discuss the actions of the heroes of faith in Hebrews 11.
2. Discuss with the class the possible consequences for taking a stance on an issue based on our faith.

3. Create a poem or song indicating what they could do to live by faith, trusting that God's promises will be fulfilled.

**Answers:** 1. Canaan; 2. Forty days; 3. Fruit; 4. Strong and giant people, fortified and large towns; and 5. Do not rebel, Do not fear the people in Canaan, they are not protected.

### SCRIPTURE FACTS

1. The trip the spies took was from Kadesh-barnea at the northern edge of the wilderness of Paran to Rehob on the northern end of the Jordan Valley. Let the students research the cities on their electronic devices.
2. The land of Canaan was a lush area that had fig, date, and nut trees. It was about 150 miles long and 60 miles wide.
3. The ten spies who gave Moses and Aaron a bad report were exaggerating the truth to provoke fear amongst the people. They were successful.

**Resources:** Old Testament map, electronic devices

## Lesson 5

September 29, 2019

### God Forgives

**Lesson Scripture:** Numbers 14:10b-23

**Focus Scripture:** Numbers 14:10b-20

**Key Verse:** Then the Lord said, "I do forgive, just as you have asked."  
Numbers 14:20

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

1. Discover the importance of Moses' prayer for the people after the Israelites sinned.
2. Sense the importance of repenting after not obeying God and refusing to trust him.

3. Pray and seek forgiveness from God for personal sins as well as for others who sin.

### VOCABULARY

- **Despise** – To dishonor, push aside.
- **Pestilence** – Plague.
- **Glory** – The splendor of God.
- **Steadfast** – Firm and unwavering.
- **Transgressions** – Sin.
- **Forgive** – To pardon.

### TEACHING STRATEGIES

1. Activity: bring a tent to class to reenact Moses' prayer on behalf of the people. The student who takes the role of Moses would go inside the tent- which represents the Tabernacle- to read the prayer in Numbers 14:13-19. The other students can stand outside of the tent. (A large sheet hung between chairs can be used as well.)
2. Read more stories about Christian children and youth on website: [www.kidsofcourage.com](http://www.kidsofcourage.com).
3. Stress the importance of praying for one another. If time allows, the students can take turns praying for one another in pairs.
4. Discuss the meaning of Matthew 18:21-22 in reference to forgiving others.

### SCRIPTURE FACTS

1. The "Tent of Meeting" was a tent that Moses pitched away from the camp. Moses would enter the tent to speak to and hear from the Lord. A pillar of cloud would cover the entrance of the tent as God spoke with Moses "face to face" (Exodus 33:7-11).
2. The Lord had forgiven the people, but only persons under the age of twenty would live in the Promised Land with Joshua and Caleb.

**Resources:** Tent or large sheet

**Lesson 6****October 6, 2019****Obedient Faith****Lesson Scripture:** Deuteronomy 4:1-14; 5:1-21**Focus Scripture:** Deuteronomy 4:1-8, 12-13**Key Verse:** You must neither add anything to what I command you, nor take away anything from it, but keep the commandments of the Lord your God with which I am charging you. Deuteronomy 4:2**Lesson Goals:** By the end of this lesson, students will be able to:

1. Analyze why God stressed the importance of the Israelites obeying the Ten Commandments.
2. Appreciate the power of God who gave the Ten Commandments.
3. Commit to obeying and remaining faithful to the word of God.

**VOCABULARY**

- **Heed** – To give attention.
- **Charge** – To command.
- **Statutes** – Laws.
- **Ordinances** – Decrees.
- **Discernment** – Good judgment.
- **Covenant** – An agreement.

**TEACHING STRATEGIES**

1. Read the summary of the Decalogue to the class. Discuss the importance of those two commands for Jesus and us.
2. Let students read newspapers or online news to identify occasions people violated or obeyed God's Word.

**Answers to the order of the Ten Commandments:** 1; 3; 2; 5; 7; 10; 4; 6; 9; and 8.

## SCRIPTURE FACTS

1. God desired for this new generation of Israelites not to repeat the rebellious behavior of their ancestors. Therefore, the Ten Commandments had to be recited. The next generation of children needed to obey God's commands and covenant also.
2. The Ten Commandments reminded the people that God is the sovereign leader, as well as that their responsibility is to love God, self, and neighbor.
3. What is meant by "adding to or subtracting" from God's commands? The comprehensive nature of God's law did not rule out additions to its written text (Deuteronomy expounds earlier laws; see 1:5), but the essential content of the law could not be altered. The written law could receive clarification and revision, but its fundamental truth as God's covenant law would remain unchanged.
4. Revelation 22:18-19 also warns against adding or subtracting from God's word.

**Resources:** Newspapers

### Lesson 7

October 13, 2019

### Blessed for Faithfulness

**Lesson Scripture:** 1 Kings 17:1-24

**Focus Scripture:** 1 Kings 17:8-16

**Key Verse:** Elijah said to her, "Do not be afraid; go and do as you have said; but first make me a little cake of it and bring it to me, and afterwards make something for yourself and your son." 1 Kings 17:13

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

1. Explore God's faithfulness to the prophet Elijah and the poor widow of Zarephath.
2. Aspire to be faithful in the midst of life's difficulties.
3. Commit to helping those in need as a demonstration of faithfulness to God.

## VOCABULARY

- **Widow** – Woman whose spouse had died.
- **Morsel** – A bit, small portion.
- **Afraid** – To feel fearful or terrified.
- **Emptied** – Containing nothing.
- **Fail** – To be lacking.

## TEACHING STRATEGIES

1. Be sensitive towards those who are living in poverty and suffering from insufficient provisions.
2. Using a Bible Commentary, research Elijah's life and ministry. Elijah's name means, "My God is the Lord," which expresses his mission.
3. Bring an Old Testament map to class to show the students the location of Cherith Brook and Zarephath. Alternatively, let the class look them up on their electronic devices.
4. Discuss the status of widows and who was responsible for their care during this time.
5. Discuss Elijah's restoration of the widow's son back to life (17:17-24).
6. As a class, create a service project to aid those who have experienced a recent disaster or personal hardship. The Missionary Society of your church is able to give the class information about the current needs of people in the church, community, and overseas.

**Resources:** Old Testament map, poster board, electronic devices

### Lesson 8

October 20, 2019

### Faith Can Heal

**Lesson Scripture:** Luke 7:1-10

**Focus Scripture:** Luke 7:1-10

**Key Verse:** "Therefore I did not presume to come to you. But only speak the word, and let my servant be healed." Luke 7:7

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

1. Examine the encounter with Jesus and the centurion who exhibited great faith.
2. Aspire to demonstrate faith in Jesus to help when facing life's trials.
3. Witness to others about God's faithfulness to his word and encourage them to trust God.

### VOCABULARY

- **Centurion** – A Roman military officer who ruled over 100 men.
- **Value** – Regard somebody as important or useful.
- **Heal** – To make whole.
- **Appealed** – Made an urgent request to somebody for something.
- **Presume** – Behave inconsiderately and do something without being entitled.
- **Amazed** – Astonished, impressed.

### TEACHING STRATEGIES

1. Bring a New Testament map to class to show the location of Capernaum. Research information about the city and its people.
2. Using a Bible Commentary and Bible Dictionary, research Luke's life and ministry.
3. If possible, invite a nurse or doctor to class to share what they do to help those who are ill.
4. Go to [www.kidsofcourage.com](http://www.kidsofcourage.com) to find stories of children who were healed.
5. Be sensitive towards students who have prayed for the healing of others who did not receive healing.

### SCRIPTURE FACT

1. Luke 7:11-17: Jesus raised a widow's only son from the dead and restored his life. Luke 8:40-56: Jesus healed a bleeding woman. He also restored a synagogue leader's daughter from death to life.

**Resources:** New Testament map, index cards, Bible

**Lesson 9****October 27, 2019****Faith Saves****Lesson Scripture:** Luke 7:36-50**Focus Scripture:** Luke 7:37-48**Key Verse:** “Therefore, I tell you, her sins, which were many, have been forgiven; hence she has shown great love. But the one to whom little is forgiven, loves little.” Luke 7:47**Lesson Goals:** By the end of this lesson, students will be able to:

1. Discover how the sinful woman demonstrated her love and gratitude to Jesus.
2. Appreciate the feelings of faith, love, and devotion the woman showed in anointing Jesus.
3. Boldly express our love and gratitude for Jesus' gift of salvation.

**VOCABULARY**

- **Creditor** – One to whom money is owed.
- **Debtor** – One who owes something.
- **Denarius** – A Roman silver coin worth a day's pay.
- **Anoint** – To place or pour oil upon someone for healing/deliverance.
- **Forgiven** – Pardoned.

**TEACHING STRATEGIES**

1. Discuss the foot washing ritual. If the pastor agrees, bring a basin and water for a group foot washing.
2. Discuss anointing with oil. If the pastor agrees, bring a vial of anointing oil and use it to anoint the students and pray for them.
3. Research “Pharisees” in a Bible Dictionary.

**Answers for scrambled words:** 1. Alabaster Jar; 2. Anointing; 3. Debt; 4. Forgiven; 5. Tears; 6. Creditor; 7. Sins; 8. Love.

### HELPFUL FACTS

1. According to early Jewish sources, there were three kinds of acceptable public kisses: for greeting, for farewell, or for expressing devotion.
2. Ointments were usually perfumed oil kept in alabaster containers, and used as cosmetics in religious ceremonies and for anointing the dead.

**Resources:** Consecrated (anointing) oil, water, basins, washcloths

**Lesson 10**

**November 3, 2019**

### Self-Examination

**Lesson Scripture:** 2 Corinthians 13:1-11

**Focus Scripture:** 2 Corinthians 13:1-11

**Key Verse:** Examine yourselves to see whether you are living in the faith. Test yourselves. Do you not realize that Jesus Christ is in you? – unless, indeed, you fail to meet the test! 2 Corinthians 13:5

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

1. Discover the standards of faithful living in Christ that guided Paul's life.
2. Value the expectations that authority figures, and friends, set for them.
3. Commit to faithful living in Christ at all times.

### VOCABULARY

- **Sustained** – Be supported.
- **Lenient** – Showing mercy in dealing with misbehavior.
- **Weakness** – Lack of strength or power.
- **Examine** – To investigate something in order to understand or expose it.
- **Severe** – Very harsh.
- **Peace** – Freedom from conflict or disagreement.

## TEACHING STRATEGIES

1. Using a Bible Commentary, complete research on the apostle Paul, then share with the class additional background information.
2. Let students see the location of Macedonia and Corinth on a New Testament map.
3. Paul visited Corinth three times. Study 1 and 2 Corinthians for more information on these epistles.
4. Discuss the reason both unbelievers and believers could benefit from Paul's warnings.
5. Pinterest or Google search can be used to see how to create vision boards.
6. Suggest students send texts of encouragement to friends and family.

**Answers:** Prayer; Fast; Bible Study. Discuss the importance of these spiritual disciplines.

## HELPFUL FACTS

1. Paul's discipline might have included: 1) Confronting and public chastisement; 2) Calling the people before the church leaders for discipline; or 3) Excommunication from the church.

**Resources:** New Testament map, construction paper or white paper, newspapers, magazines

**Lesson 11**

**November 10, 2019**

### Be Examples of Faith

**Lesson Scripture:** 1 Thessalonians 1:2-10

**Focus Scripture:** 1 Thessalonians 1:2-10

**Key Verses:** And you became imitators of us and of the Lord, for in spite of persecution you received the word with joy inspired by the

Holy Spirit, so that you became an example to all the believers in Macedonia and in Achaia. 1 Thessalonians 1:6-7

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

1. Explore why Paul praised the Thessalonians as examples of faith.
2. Appreciate the positive impact others have had in students' lives.
3. Determine to be a godly influence in others' lives.

### VOCABULARY

- **Steadfastness** – Firm and unwavering in loyalty.
- **Conviction** – A belief that is held firmly.
- **Imitators** – Those who model/copy others' behavior.
- **Persecution** – To subject (Christians) to cruel treatment.
- **Joy** – Gladness, delight.
- **Faith** – To believe in Jesus Christ.
- **Wrath** – Violent anger.

### TEACHING STRATEGIES

1. Bring a map to show the class the vastness of the Roman Empire and the location of Corinth and Thessalonica.
2. Before class, research the six people mentioned in Hebrews 11:32 (Gideon, Barak, Samson, Jephthah, David, and Samuel). If time permits, review more of Hebrews 11.
3. Discuss faithful people students can depend on and look up to as role models.

### HELPFUL FACTS

1. Thessalonica was an important communication and trade center. The population was about 200,000, making it the largest city in Macedonia. The most important Roman highway (the Egnatian Way) went through Thessalonica. It extended from Rome all the way to the Orient. This highway was one of the reasons the gospel spread beyond Thessalonica.

2. Paul visited Thessalonica during his second and third missionary journeys. Paul sent Timothy to Thessalonica later to check on the Thessalonians' spiritual well-being.
3. Many of the Christians were young believers and Paul did not want their faith compromised by the various cultural and religious opinions that existed in the city.

**Resources:** New Testament map

## Lesson 12

November 17, 2019

### Live Holy Lives

**Lesson Scripture:** Galatians 5:22-23; 1 Peter 1

**Focus Scripture:** 1 Peter 1:13-25

**Key Verses:** Instead, as he who called you is holy, be holy yourselves in all your conduct; for it is written, "You shall be holy, for I am holy." 1 Peter 1:15-16

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

1. Understand the power and purpose of living holy lives as commended by Peter.
2. Reflect on the times students were truthful and demonstrated mutual love.
3. Commit to being truthful and showing mutual love to others.

### VOCABULARY

- **Discipline** – Calling to be self-controlled.
- **Grace** – God's undeserved favor.
- **Holy** – Set apart and devoted for Christian service.
- **Impartial** – To not favor one person more than another.
- **Reverent** – To be respectful.
- **Exile** – Forced absence from one's own country or place of residence.

- **Purify** – To cleanse, make pure.
- **Imperishable** – Long-lasting.

### TEACHING STRATEGIES

1. Before class, research more about Peter's life and ministry in a Bible commentary. Peter's command to "prepare . . . for action" (v. 13) is a word picture in the original language, picturing the tucking of one's robe into his belt so as to be unhindered or untangled. Applied to "Your Minds," this may suggest the idea of thinking clearly or eliminating ideas, concepts, or teaching that hinders understanding.
2. Discuss occasions when the students were truthful in their interactions with someone. Also, discuss how the other person reacted.
3. Make sure to bring a map to class to show the class the vastness of the Roman Empire.
4. If time allows, let the students create a card, poem, or song showing mutual love to parents, guardians, or someone they deeply care about.

### SCRIPTURE FACTS

1. When Peter writes, "As he who called you is holy, be holy yourselves in all your conduct; for it is written, 'You shall be holy, for I am holy'" (vs. 15-16), he draws on the Mosaic Law, particularly Leviticus 11:44-45 and 19:2.

### HELPFUL FACT

1. Nipsey Hussle was involved with a gang early in his life. However, his life was transformed by his visit to East Africa. Nipsey Hussle loved his community so much he took action by opening a store and resource center. This showed he really cared. He became a role model for others. God wants us to take action to demonstrate our love. Our love will transform lives just like Nipsey Hussle.

**Resources:** Map of the Roman Empire, paper, pens/pencils

**Lesson 13****November 24, 2019****Stick to Your Faith****Lesson Scripture:** 2 Peter 1**Focus Scripture:** 2 Peter 1:1-15

**Key Verse:** Thus he has given us, through these things, his precious and very great promises, so that through them you may escape from the corruption that is in the world because of lust, and may become participants of the divine nature. 2 Peter 1:4

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

1. Review the qualities that support true faith as found in 2 Peter.
2. Reflect on the qualities in students' lives that support true faith.
3. Commit to practicing the qualities mentioned in Second Peter in specific ways.

**VOCABULARY**

- **Glory** – Praise, honor.
- **Corruption** – Decay.
- **Goodness** – Kindness.
- **Knowledge** – General awareness of information.
- **Self-control** – The ability to control your own behavior, impulses.
- **Endurance** – The ability to bear prolonged pain or hardship.
- **Godliness** – Devoted to God.
- **Recall** – To remember.

**TEACHING STRATEGIES**

1. Research how Peter died. Peter was a martyr.
2. Provide a definition for all the virtues Peter mentioned in verses 5-7. The list of virtues (vs. 5-7) has much in common with lists from other writings of that era, such as Galatians 5:22-23; Ephesians 4:2-3, 32; Philippians 4:8.
3. Break the class up in two groups. Let one group write characteristics of a false teacher. The other group can write the characteristics of

a godly teacher. Using the characters and some other ideas in the **Introduction** section, recreate two skits to emphasize goodness and godliness.

**Resources:** Pens/pencils



**The Teacher's Guide**  
**Junior Lessons**  
**Spring Quarter: September - November 2019**  
**Prepared by**  
**Rev. Tashara S. Void**  
**Responding to God's Grace**

**Lesson 1**

**September 1, 2019**

**God's Got My Back!**

**Lesson Scripture:** Genesis 18:16-19:29

**Focus Scripture:** Genesis 18:22b (begin with "Abraham remained standing")-33; 19:29

**Key Verse:** "Shall not the Judge of all the earth do what is just?"  
Genesis 18:25

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

1. Learn about Abraham's intervention with God.
2. Recall how the children felt when someone stood up for them.
3. Plan and carry out ways to help others.

**Word Power!!!**

- **Slay** – To destroy.
- **Fare** – To live.
- **Overthrow** – Put an end to something.

**Teaching Strategies**

Open the lesson with the *Got My Back?! Activity*.

**Got My Back?!** Read the following statements. If you stand up for the person in the story, check thumbs up (👍). If you do not, check thumbs down (👎)

1. The new student is sitting alone. You go over and start a conversation.

( ) or ( )

2. The new person comes into church. You go over and greet them during the fellowship moment in service.   or 
3. Some older students take the video controllers away from a younger child. You get another controller and play with the younger child. (  ) or (  )
4. Your cousin is about to get in trouble for something someone else did. You tell the adult. (  ) or (  )
5. Your friends are joking about one of your classmate's shoes. You don't join in the teasing, but you laugh at their jokes. (  ) or (  )

After reading **Into God's Word!!!**, go into the **What Would You Do?** activity.

Scenarios: (Lead the class in discussion)

1. Your classmate has been waiting all day for lunch to come because s(he) is starving. When it's time to go to lunch, s(he) realizes that it is not there. What would you do?
2. There is a person in your school who is always mean to others. S(he) always bumps people when they walk by and calls them names. S(he) knocks stuff out of their hands and makes them feel bad. What would you do?
3. On your way to school, you notice one of your schoolmates has pink bubblegum all over the back of her/his pants. All the kids are pointing and laughing, but your classmate does not know why. What would you do?
4. You are taking a test and the person beside you asks for your help. S(he) wants to know what you put for question number two. What would you do?  
(Feel free to add any others that you may think of.) Make sure to have the students discuss why they would respond the way they said.

Have the students complete the **Remix!!!** and **Praise God!!!** sections, allowing all who are willing to share their answers.

**Closing Prayer:** God, thank you for having our back! Give us the courage to have someone else's back by standing up for them when they are in need. In Jesus' name. Amen.

**Resources:** None.

## Lesson 2

September 8, 2019

### God Is With Us When We Pray

**Lesson Scripture:** 1 Samuel 1:1–2:10

**Focus Scripture:** 1 Samuel 1:9-20

**Key Verse:** Hannah conceived and bore a son. She named him Samuel, for she said I have asked him of the Lord. 1 Samuel 1:20

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

1. Hear about Hannah's plea to God for a child and God's answer to her prayer.
2. Remember ways God has answered the children's prayers.
3. Pray with confidence that God is listening to them.

### Word Power!!!

- **Distressed** – Extreme pain or hurt.
- **Quarters** – Rented house.
- **Misery** – Feeling of distress.
- **Nazirite** – An Israelite who took a special kind of promise to serve God by doing certain things.
- **Vexation** – Annoyance, anger, or worry.
- **Petition** – A written (or verbal) request asking authority to look into a cause further.
- **Bitterly** – Something done in an angry or very painful way.

- **Countenance** – A person’s face or facial expression.
- **Intoxicant** – A substance causing someone to misbehave or behave strangely.

### Teaching Strategies

Before class begins, select two students (a female and a male) to play “Hannah” and “Eli.” Begin the class with **Getting Ready!!!**, asking the students what is something they need really badly. (You probably should make certain the learners understand the difference between a “want” and a “need.” You may also need to be aware that some of the learners may be uncomfortable sharing aloud what they really need. Please respect that.) Once everyone who wishes to do so has shared, read the biblical passage and have “Hannah” and “Eli” act out the scene.

Ask the students to describe what they see, how they believe Hannah felt while she was praying, when Eli accused her of being drunk, and when she learned she was going to get what she was praying for.

Read the **Into God’s Word!!!** followed by the *Who? What? Where? When? Why? How?* activity.

Ask the students:

Who/What do you want to pray for?

Where can you pray for it/them?

When can you pray for it/them?

Why do you want to pray for it/them?

How do you pray?

After the discussion, read the statement, *Hannah did not care how her prayer made her look. Her only concern was getting God to hear her, so she would stop getting teased. Sometimes, prayer will not be easy, but if you take your concerns to God, he will hear you.*

Prayer Chain Links – The students will write their prayers on the strips of paper, and then staple them together to create a chain link. Allow students to decorate the links however they choose. Hang the

prayer chain in the classroom as a reminder that God will hear their prayers. End with the prayer.

**Closing Prayer:** God, thank you for hearing my prayer. The same way you provided a child for Hannah, please provide me with what I need and desire. This is my prayer in Jesus' name. Amen.

**Resources:** Strips of construction paper, stapler, crayons/colored pencils

### Lesson 3

September 15, 2019

#### God Provides

**Lesson Scripture:** Exodus 16

**Focus Scripture:** Exodus 16:1-8, 13-15

**Key Verse:** Moses said to them, "It is the bread that the Lord has given you to eat." Exodus 16:15b.

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

1. Examine the Israelites' complaint in the wilderness and how God responded.
2. Discover feelings that people have when they complain about what they do not have.
3. Take steps to swap daily complaining for attitudes and acts of thanksgiving.

#### Word Power!!!

- **Fleshpots** – Believed to have been pots of cooked meat.
- **Utter** – To say something.
- **Quail** – A small, short-tailed bird.
- **Dew** – A light covering over the ground.

## Teaching Strategies

Use the following *Let’s Pretend* for discussion:

1. Why did Mr. Williams (in the **Getting Ready!!!** section) and the Israelites want to return to the enslaved conditions?
2. What can we learn from Mr. Williams and the Israelites?
3. Why is it important to take our complaints to God?

Have students act this scenario. Select four students: One to play God (does not have to be a male-identified student), one to be Moses, one to be Aaron, and one to be the teacher. Have the students doing work, when “Moses” comes in and tells the people they are leaving the school and going to a better place, e.g. Disneyland or wherever the students may be interested in going. It has to be somewhere that is going to cost a lot to get there (time, money, etc.).

Have the children cheer and pretend to leave. On their trip, create difficult factors – traffic, cramped space, uncomfortable sleeping arrangements, no food, water, AC, bathroom, and electronics (because they are dead), and a long trip. Tell them to start complaining to “Moses” about how miserable they are, and how they would rather go back to school. “Moses” will go off and talk to “God” who will send “Moses” back with the message that “God” will provide because their complaints were heard loud and clear. Have “Moses” and “Aaron” make things better and more comfortable for the students, and they praise “God” as a result. Allow the students to discuss the experience and answer the questions.

Instruct students to write ways God is providing for them.

Discuss with the learners about how God can use us to help others and how sometimes, God provides for us through the help of others. There are many people who live with hunger – not having enough food

to eat on a regular basis. Sometimes these persons live far away from us; sometimes they live very near to us. Encourage the class, "Let's think of some ways we might help persons who need food to eat."

One possible resource:

**Freerice.com** is a website where you play simple online word games to earn rice that is distributed through the United Nations World Food Program. You simply answer multiple-choice questions about word meanings; for every answer you get correct, Freerice.com donates 10 grains of rice. This may seem insignificant, but in its first month of operation alone, Freerice donated more than one million grains of rice. It is simple, fast and free; you help end world hunger and improve your vocabulary at the same time. Add the site to your bookmarks and get into the habit of visiting every day. Encourage your friends and family to do the same.

End with the closing prayer.

**Closing Prayer:** God, thank you for being a provider. Thank you for our food. Thank you for our homes. Thank you for our church. Bless those who do not have, and provide for them what they need. This is our prayer in Jesus' name. Amen.

**Resources:** None

## Lesson 4

September 22, 2019

### God Hears Our Cry

**Lesson Scripture:** Numbers 13:1–14:10a

**Focus Scripture:** Numbers 13:1-2, 17a (end with "Canaan"), 25-28a (end with "very large"); 14:1-2, 5-10a (end with "stone them")

**Key Verse:** Then all the congregation raised a loud cry, and the people wept that night. Numbers 14:1

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

1. Hear how Caleb and Joshua trusted God's promise when the other spies were fearful.
2. Explore the bases of our fears and trust God through our fears.
3. Seek the help of a family member or friend when children fear what might happen.

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

- **Fortified** – Surrounded with walls or ditches with a view to defend against attacks.
- **Assembly** – A collection of people in the same place.
- **Exceedingly** – To a very great degree.
- **Rebel** – To show resistance to something.

### **Teaching Strategies**

1. Begin the lesson with **Getting Ready!!!** and **Into God's Word!!!**. Discuss questions with the students as presented.
2. Game "10 versus 2":  
As you enter into the **Using God's Word!!!**, separate the class into two teams. Those who believe it was too risky to go into Canaan, sit on the side with the ten spies. Those who believed they should go forward, sit with the two (Joshua and Caleb). Using Numbers thirteen and fourteen, allow the teams to go back and forth presenting their arguments of whether they should go or should not go to the land of Canaan.
3. After the students have finished presenting, allow those in the audience to decide if they want to stay on the side they are on, or if they want to switch. The team with the greatest number of supporters wins the debate. Bring the students back together and ask the following questions:  
What should the Israelites do? Should they stop, or should they go?

And why?

If you changed your mind after hearing each side, why?

When facing tough decisions or difficult situations, it is good to look at both sides. And, if you still do not know what to do, ask God. He is listening and waiting to hear from you.

Allow students to write their cry to God and recite the closing prayer together.

**Closing Prayer:** God, thank you for hearing me when I call out to you in tough times. Give me the courage to be like Joshua and Caleb and go forward even when it is hard. Remind me of your promise you made to me. This is our prayer in Jesus' name. Amen.

**Resources:** Poster paper, markers

## Lesson 5

September 29, 2019

### God Always Forgives

**Lesson Scripture:** Numbers 14:10b-23

**Focus Scripture:** Numbers 14:10b-20

**Key Verse:** "Forgive the iniquity of this people according to the greatness of your steadfast love." Numbers 14:19a

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

1. Learn the story of God's forgiveness when the Israelites had abandoned their trust in God.
2. Explore how people feel when they have failed to trust family, friends, and God.
3. Extend forgiveness to those who have wronged them.

### Word Power!!!

- **Despise** – To have the lowest opinion of.
- **Spite** – Anger, revengeful feelings.

- **Pestilence** – A fatal disease.
- **Inhabitant** – A person who occupies a place.
- **Pillar** – That which upholds.
- **Iniquity** – Sin or wrongdoing.
- **Pardon** – To forgive.

### Teaching Strategies

Open the lesson as if you are a parent or authoritative figure scolding your child. Sternly say these lines to them:

*“I pay for your lunch.*

*I give you money for field trips.*

*You have new clothes.*

*You have shoes.*

*You have electronics.*

*A roof over your head. Sports. Dance. Movies. Whatever you need, and still it's not enough?!”*

After reciting the last line, let silence fill the room, and observe the students' responses and body language. After a few moments of silence, continue with the remainder of **Getting Ready!!!** and **Into God's Word!!!**.

1. Give each student the materials. If you do not have enough for each student, place them in small groups.
2. Give the students the following instructions: Separate the two-ply tissue into two thin squares. Take one square, and place it over the opening of the glass and secure it with the rubber band, forming something like a drum. You say, “The cup represents God, and the tissue represents our sin and fear. It is those things that keep us separated from God. Name some sins and fears.” For every sin the children call out, add a tissue square on top of the cup. Talk to the students about how the thicker the stacks of tissue, the more apart

from God we are. Then place three nickels on the tissue near the center. (Call the nickels by the names of students for effect.) Take approximately one ml water from the dropper and wet the tissue around and next to the nickels.

The water is our instruction and promises from God. The more water we have, the easier the tissue will break, and the nickels will fall into the cup.

So, it is the same with us. The more we believe in God's promises, and the more we follow God's instruction, the less of a barrier there will be between God and us. The Israelites missed this memo. They let fear keep them from what was supposed to be theirs. After discussing the questions with the students, read the **Remix!!!**, allow students to write their prayer of forgiveness, and recite the closing prayer together.

### **Remix!!!**

The water is our instruction and promises from God. The more we obey, the easier the tissue will break, and the nickels will fall into the cup. So it is the same with us. The more we believe in God's promises, and the more we follow God's instruction, the less of a barrier there will be between God and us. The Israelites missed this memo. They let fear keep them from what was supposed to be theirs. But, you can choose differently.

**Closing Prayer:** God, I thank you. I thank you for forgiving me during the times that I have disobeyed you. I ask that you will help me to get closer to you. In Jesus' name I pray. Amen.

**Resources:** \*enough for each student\* Small glass or cup, three nickels, eyedropper, two-ply tissue (separated), rubber bands, water

**Lesson 6****October 6, 2019****Faith Helps Us Obey****Lesson Scripture:** Deuteronomy 4:1-14; 5:1-21**Focus Scripture:** Deuteronomy 5:1b, 6-8, 11-12, 16-21**Key Verses:** "I am the Lord your God, who brought you out of the land of Egypt, out of the house of slavery; you shall have no other gods before me." Deuteronomy 5:6-7**Lesson Goals:** By the end of this lesson, students will be able to:

1. Appreciate God's gift of the Ten Commandments to the Israelites.
2. Explore children's feelings concerning our undeserved mercy from God.
3. Celebrate the mystery of God's grace.

**Word Power!!!**

- **Statute** – A law.
- **Ordinance** – A rule established by an authority.
- **Diligently** – With steady application and care.
- **Idol** – An image used as an object to worship.
- **Acquit** – To set free.
- **Sabbath** – The day God reserved for rest.
- **Covet** – To deeply desire or wish for.

**Teaching Strategies!!!****Using God's Word!!!**

1. Have the children get into groups.
2. Give each group a piece of paper, markers, and other supplies.
3. Assign each group one of the Commandments.
4. Have the groups draw a picture explaining the Commandment.
5. Let the children display and explain their poster.

This graphic might help.

	1. "You shall have no other gods before Me." (God should be Number One)		6. "You shall not kill"
	2. "You shall not make yourself any graven image" (Don't bow down to anything but God)		7. "You shall not commit adultery" (Adultery leaves a heart broken)
	3. "You shall not take the Name of the Lord your God in vain." (Don't use your lips to dishonor God)		8. "You shall not steal"
	4. "Remember the Sabbath Day to keep it holy" (Don't neglect the things of God)		9. "You shall not lie" (A "lying" nine)
	5. "Honor your Father and your Mother"		10. "You shall not covet" (To want what others have.)

For the **Remix!!!**, have students sing the "Moses Song" to help them learn and memorize the Ten Commandments.

### Exodus 20 "Moses Song" - (to the tune of "Jingle Bells")

No other gods, no idols

Don't misuse God's name.

Keep the Sabbath holy, that's God's special day, HEY!

Honor your Mother and Father

Don't murder, lust or steal

No false tales, no envy this is God's great deal, HEY!

End the session with the learners each selecting a commandment to focus on during the remainder of the week. Then, have everyone share in the closing prayer.

**Closing Prayer:** God, we thank you for the covenant you made with us. Thank you for being our God. Help us to treat each other as you have commanded and to ask for forgiveness when we do not. In Jesus' name. Amen.

**Resources:** Poster Board/paper, markers

**Lesson 7****October 13, 2019****Blessed for Faithfulness****Lesson Scripture:** 1 Kings 17:1-24**Focus Scripture:** 1 Kings 17:8-16**Key Verse:** So the woman said to Elijah, "Now I know that you are a man of God, and that the word of the Lord in your mouth is truth." 1 Kings 17:24**Lesson Goals:** By the end of this lesson, students will be able to:

1. Explore the story of God's faithfulness to Elijah and the widow of Zarephath.
2. Aspire to trust in God like that of Elijah.
3. Anticipate God's faithfulness when life is difficult.

**Word Power!!!**

- **Vessel** – A utensil used for holding liquids and other things.
- **Morsel** – A small amount of food.

**Teaching Strategies**

Begin the lesson by lining up six students and have the one on either end raise her/his hand. If you have enough students., from two lines so you'll have 12 participating (to represent the spies). Be mindful of those who may not have food, or are struggling with not having enough to eat. If this is the case, use popsicle sticks or some other object instead of the students – five of one color and one of another color. Do the same thing to show one in three.

Take and discuss the hunger quiz with the learners:

**Hunger quiz from the World Food Program:**

1. What is the #1 cause of hunger on the planet?
  - a. Lack of farming tools and technology

- b. Human-made conflict
- c. A shortage of food at the global level
- d. Natural disasters

Answer: **Human-made conflict** is the #1 driver of hunger – and hunger is far worse and more dangerous for women in countries facing persistent war.

2. How many people in the world are severely hungry and malnourished *right now*?
- a. 27 million people
  - b. 53 million people
  - c. 92 million people
  - d. 124 million people

Answer: There are **124 million people** today who are severely food insecure and malnourished, millions of which are children.

3. Educating women and girls is one of the most important ways we can solve hunger. What is the World Food Program doing to increase school enrollment for girls living in poverty?
- a. Providing school meals
  - b. Training parents on home-school techniques
  - c. Offering rewards for attendance
  - d. Giving rides to school

Answer: **Free school meals** have been proven to boost significantly enrollment for girls. Each year, World Food Program (WFP) provides school lunches to over 18 million children across more than 70 countries.

4. World Food Program uses all of the following to get food to the world's hardest-to-reach places except:
- a. Amphibious vehicles (vehicles that run on land and in water)
  - b. Caravans of elephants

- c. Hot air balloons
- d. A chartered fleet of ships

Answer: At any given time, there are 5000 trucks, 20 chartered ships, 70 chartered aircraft, amphibious vehicles – and sometimes even elephants – delivering WFP food and supplies across the planets. **No hot air balloons yet!**

Adapted from: <https://quiz.wfpusa.org>

Continue reading the passage, and **Into God's Word!!!**. Here are possible answers for the question at the end of the paragraph: Not throwing away food, finding another use for it, foodbank, pantry, local community centers, backpack programs, etc. If technology is available, have the students look up Feeding America or World Food Program.

Have the items for **Using God's Word!!!** ready. Hold up each item for the students to see and ask the accompanying questions. Be prepared to give students answers if they get stuck. Ask the following questions:

1. What are two ways you can be faithful to what you have?
2. How can you help those who are hungry?

Ask your parents to take you to a local foodbank and/or pantry to see how God is using the little they have to make a difference in the lives of many.

If your congregation has a food pantry or partners with others for a community pantry or garden, you may want to introduce this to the class. Likewise, you may want to research AME departments, organizations, and partners that do work related to hunger: AMEC Department of Global Witness and Ministry, Women's Missionary Society and Young People's Division, AME-SADA, Bread for the World, Church World Service. Are there things that the class or church school can do to support this work?

**Closing Prayer:** God, I thank you for the little that I have. I ask that you help me be generous and to give, so it might be a bigger blessing for others. For those who do not have, continue to give them hope. This is my prayer in Jesus' name. Amen.

**Resources:** Clock, money, gloves, phone or gadget, football (or some other representation of gifts, like a musical instrument, etc.), toothbrush

## Lesson 8

October 20, 2019

### Faith Can Heal

**Lesson Scripture:** Luke 7:1-10

**Focus Scripture:** Luke 7:1-10

**Key Verse:** "I tell you, not even in Israel have I found such faith." Luke 7:9

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

1. Understand the encounter between Jesus and the centurion who modeled exceptional faith.
2. Reflect on times when we are called on to manifest faith in God.
3. Pray for faith to trust God's faithfulness when they have exhausted ways to help themselves.

### Word Power!!!

- **Centurion** – A Roman officer in command of many soldiers.
- **Synagogue** – Place of assembly for worship.

### Teaching Strategies

1. Begin with **Getting Ready!!!**. Read the scriptural passage followed by **Into God's Word!!!**
2. Place a regular size mug on the table. Say to one of the students, I am going to *bring you the mug without touching it with any part of my body and without asking anyone else to help me*. Place the balloon in the mug with the mouth of the balloon facing up. Blow into

the balloon, keeping it down in the mug, until it is inflated beyond the capacity of the mug. Only touching the balloon, pick up the mug and take it to the student.

*Did anyone believe I could move the mug without touching it? Why or why not?*

*Some of you did not think I would be able to move the mug without touching it. Some of you believed that I could, even though you had no idea how it was going to happen. That is what faith is like, knowing something is going to happen but not quite sure how.*

Do you think the centurion knew exactly how Jesus was going to heal his servant?

Why did the centurion believe anyway?

Have the students complete **Using God's Word!!!**. Recite the **Remix!!!** and read the prayer together.

**Closing Prayer:** God, I thank you for your son, Jesus. I thank you for his power that works if only we believe. Help me to continue to believe in what he says and tell others about him, too. This is my prayer in Jesus' name. Amen.

**Resources:** \*enough for each student\* Mug, balloon  
You may want to show this short clip about President Ellen Johnson Sirleaf and Leymah Gbowee and the Liberian Civil War (Warning: It does deal with violence, death, and rape): <https://binged.it/2Jrbl59>

**Lesson 9**

**October 27, 2019**

### **Faith Saves**

**Lesson Scripture:** Luke 7:36-50

**Focus Scripture:** Luke 7:37-48

**Key Verse:** Then he (Jesus) said to her, "Your sins are forgiven." Luke 7:48

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

1. Analyze why the sinful woman approached Jesus and bathed Jesus' feet with her tears.
2. Experience forgiveness for ways in which they have wronged people they know.
3. Share forgiveness with others in creative and unexpected ways.

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

- **Alabaster** – A stone/plaster/ceramic-like material often white in color, often used for jars, containers, etc.
- **Anointing** – The act of blessing, often with oil.
- **Creditor** – A person to whom a sum of money is due.
- **Pharisee** – A particular group of teachers who stuck very closely to the Jewish law.

### **Teaching Strategies**

1. After going through the **Getting Ready!!!** and **Into God's Word!!!** sections, complete the following activity.
2. Give each student a glass and fill it three-quarters with water. Allow students to place one tablet in the water, and have them watch what happens. Talk to the students about how the water is Jesus, and their sins are the Alka-Seltzer pill.
3. Talk to the students further about forgiveness and have students fill their jars with the gifts they can bring to offer forgiveness. Once they are done, have them think of someone from whom they need to ask forgiveness, and have them write a letter or make a card.
4. Have students complete the Prayer of Forgiveness, and recite the closing prayer together.

**Closing Prayer:** God, I thank you for forgiving me of my sins. Thank you for not holding them against me. Help me to go to those I have hurt and ask for their forgiveness. Let them be just as forgiving as you. This is my prayer in Jesus' name. Amen.

**Resources:** \*enough for each student\* Alka-Seltzer pill, glass, water

## Lesson 10

November 3, 2019

### Examine Yourself

**Lesson Scripture:** 2 Corinthians 13:1-11

**Focus Scripture:** 2 Corinthians 13:1-11

**Key Verse:** For he was crucified in weakness but lives by the power of God. 2 Corinthians 13:4

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

1. Examine the high standards Paul set for himself and for his Corinthian friends.
2. Value the expectations that parents and teachers have for them.
3. Work toward becoming faithful to God in all things.

### Word Power!!!

- **Sustained** – Supported.
- **Lenient** – Showing mercy.
- **Apostle** – A person on a mission for God (originally, it meant those who were the first disciples of Christ; Paul was not a disciple but had a life-changing experience with Christ and followed him and spread the Gospel).

### Teaching Strategies

After reading **Getting Ready!!!** and **Into God's Word!!!**, do the activity in **Using God's Word!!!**, "What Can They Do?" In the students' book are the names of the persons. Hold up each picture, give the description of their disability, and allow the students to judge what they think the gifts and the works are of each person. Once they have gone through each, tell their gifts and jobs.



**Haben Girma**, Deafblind (the condition of little or no useful sight and little or no useful hearing) Haben Girma is an American disability rights advocate, and the first deafblind graduate of Harvard Law School.



**Harriet Tubman**, Epilepsy (recurring seizures – a sudden surge of electrical activity in the brain that causes one to shake), Narcolepsy (excessive sleepiness) – Nicknamed *Black Moses*, she led slaves through the Underground Railroad to their freedom.



**Anthony Robles**, born with one leg, is a wrestler who won the 2010–11 NCAA individual wrestling championship in the 125-pound weight class despite being born with only one leg. He is the author of the book *Unstoppable: From Underdog to Undefeated: How I Became a Champion*.



**Stephen Wiltshire**, autism (challenges with social skills, repetitive behaviors, speech and nonverbal communication) and mute (lacks the ability to speak). Stephen Wiltshire MBE, Hon. FSAI, Hon. FSSAA is a British architectural artist and autistic savant. He is known for his ability to draw a landscape from memory after seeing it just once.

His work has gained worldwide popularity. In 2006, Wiltshire was made a Member of the Order of the British Empire for services to art.

To drive the point home, tell the students you are going to play a game like *Family Feud* using the Bible.

1. Select two students to be the captains. Give each captain an opportunity to pick his or her teammates. Make sure to stress the importance of picking persons who may know the Bible well or know how to find the answers in the Bible. While the teams are being selected, take note of the order in which each student is picked and how s(he) is selected. Make sure to note the last couple of students remaining. You will need to ask them how they felt being last. Ask the same of students who were selected first. After a few rounds, have the students take their seats and first address the captains, asking each how they selected their teammates.

**Note:** Please take extra precaution and care, as the captains may say something that is hurtful to the other students when explaining why they did or did not select someone. Once they give their rationale, ask those selected lastly how it felt. Talk to the students about the importance of not letting our perceptions of people determine how we see them. Ask them how they would feel if someone judged them and did not allow them to use their gifts simply because of what they saw as weaknesses.

Pay special attention to those learners who themselves might have a disability (visible or invisible).

2. Have the students read their **Praise God!!!** sentences, then play Maurette Brown Clark's, "I Am."

**Closing Prayer:** God, I thank you that my weaknesses do not define who I am. Help me to not define others by theirs either. Show me ways that you are greater than what I believe. By your Spirit, help me see myself as you see me. I thank you in advance. In Jesus' name, Amen.

**Resources:** Electronic device with access to the Internet

## Lesson 11

November 10, 2019

### Do the Right Thing

**Lesson Scripture:** 1 Thessalonians 1:2-10

**Focus Scripture:** 1 Thessalonians 1:2-10

**Key Verse:** You turned to God from idols, to serve a living and true God. 1 Thessalonians 1:9

**Lesson Goals:** By the end of this 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!!!

- **Imitator** – A person who copies the behaviors or actions of another.
- **Persecution** – Hostility and mistreatment.
- **Wrath** – Extreme anger.
- **Conviction** – A strong belief or opinion.

### Teaching Strategies

#### *Walk It Like I Talk It*

Select a few students to sit and play games. Have the remaining students sit in their chairs, backs straight, feet planted on the ground, no hands on the table. Ask students to talk about their week. Whenever

a child does not speak properly, correct them. Have them repeat the statement. If a student slouches, have her/him sit up.

Remind students to keep their feet flat and arms off the table (or in their laps if just sitting in chairs). Even if they are doing it right, sternly correct them. **The goal is to over-correct.** After several minutes, tell the students to relax.

Continue with the **Getting Ready!!!**, reading the scripture passage, and **Into God's Word!!!**. Go through the **Using God's Word!!!** activity, then allow the students collectively to write their own list of factors for determining the right thing to do. Have students complete **Praise God!!!**, and recite **Closing Prayer**.

**Closing Prayer:** God, I thank you for helping me to do the right thing even when it's hard. Help me to continue to do right and be an example for others to follow. In Jesus' name. Amen.

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

## Lesson 12

November 17, 2019

### Live Like Jesus

**Lesson Scripture:** Galatians 5:22-23; 1 Peter 1

**Focus Scripture:** 1 Peter 1:13-25

**Key Verse:** For it is written, "You shall be holy, for I am holy." 1 Peter 1:16

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

1. Contrast the advice Peter gave the exiles with temptations all around them.
2. Reflect on the lives of people who are accepted as role models.
3. Commit to carrying out loving acts in the home, school, and community.

### Word Power!!!

- **Conform** – Made to resemble.
- **Invoke** – Call on (in prayer).
- **Reverent** – Feeling or showing deep respect.
- **Futile** – Not able to produce a useful result.
- **Defect** – A shortcoming, imperfection, or lack.

### Teaching Strategies

Begin the lesson with **Getting Ready!!!**, reading the scripture passage, and **Into God's Word!!!!**. Next, complete the foil activity before reading the paragraph under **Using God's Word!!!!**. The instructions are as follows: Give each student a piece of foil large enough to cover their face. Using a piece of foil, press it against the face to make a mold. Take it away and examine it. The mold looks like the person, but it is not them. Pass the mold to someone else and have him or her make it into a mold of his or her face. What changed about the mold? It looked like you, but now it looks like someone else. That is the same with holiness. You still look like yourself, but you resemble God, and that is who people see when they look at you.\*\*

After the activity, read **Using God's Word!!!!**. Give each student a mason jar (or clear cup or glass) and fill it halfway with oil. Then give each student a cup of water and allow him or her to pour it into the oil. Let the mixture settle and talk to the students about what happens to the water and oil. If you want to add another dimension, you can use food coloring, which can represent our sins. The food coloring will go into the water and separate from the oil, showing being in the world but not of it.

**Closing Prayer:** God, thank you for the grace you give me while I learn to be holy. Teach me your ways. Help me to stay disciplined and obedient. Remind me to be loving to others and share with them your goodness. This is my prayer in Jesus' name. Amen.

**Resources:** Foil, mason jar or a clear cup or glass, oil, water, food coloring

\*\* adapted from [childrensministry.com](http://childrensministry.com)

## Lesson 13

November 24, 2019

### Stick to Your Faith

**Lesson Scripture:** 2 Peter 1

**Focus Scripture:** 2 Peter 1:1-15

**Key Verse:** His divine power has given us everything needed for life and godliness. 2 Peter 1:3a

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

1. List the goals of the life of faith as found in Second Peter.
2. Seek forgiveness for the negative feelings and attitudes often manifest.
3. Practice Second Peter's goals in specific ways.

### Word Power!!!

- **Servant** – A person who performs duties for another.
- **Apostle** – A disciple of Christ given instruction to spread the gospel.
- **Abundance** – Plenty.

### Teaching Strategies

Break the students up into groups. Give each group a strip of paper and have them write one of the directions from verses 5-7. In their

groups, have them come up with a skit on what each direction looks like. When it is time to present, you stand at the front of the classroom. Starting from the back of the room and going in order, have each group present to the class. Each group will take two steps after they present, and the next group will start where they left off. This will continue until they reach you. For larger classes, you can increase the number of steps.



**Closing Prayer:** God, thank you for being our GPS. Thank you for giving us the directions to get to your son, Jesus. If we get lost or off track, change our direction and put us back on the right path. This is my prayer in Jesus' name. Amen.

**Resources:** Scissors, paper

## NOTES