BASIC SUPPLIES

Bible dictionary
Bible pictures and maps
CD players
chart paper
Christian music – books, sheets, recordings
Christian videos and DVDs
crayons
digital camera
digital camcorder
drawing paper
writing paper
DVD recorder/player
milk crates
paper – letter, drawing, pencils, pens, markers
poster boards
robes, scarves
old clothing
scissors, glue, paste
video player
Lesson 1  
December 6, 2020

Lesson Scripture: Matthew 1:1-17; Hebrews 1

Focus Scripture: Hebrews 1:1-5, Matthew 1:1-6, 16-17

Key Verse: In these last days he has spoken to us by a Son, whom he appointed heir of all things, through whom he also created the worlds. Hebrews 1:2

Key Terms

- **Genealogy** – A record of ancestry of one person, a family tree of a particular group.

- **Eschatology** – A branch of study about the end times or last things, a study of the end of life, or how the world ends including death, judgment, human destiny, the future.

Lesson Goals

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

1. Understand the role of prophets throughout history.
2. Know that Jesus had human ancestors.
3. Appreciate God’s love and inclusion of ordinary people, and recognize that God calls people from different cultures, countries, and backgrounds.

Teaching Strategies

1. Ask class to talk with a family member about their family tree.
Questions should include belief in God and religious background, occupations, successes, and disappointments.

2. Based on what’s currently in the news, ask students to share what they think will happen in the future.

3. Let students share how they think their history would have been recorded, were it included in the Bible.

4. In closing, have students meditate on the scripture “In these last days he has spoken to us by a Son,” then sit in a few moments of silence to see how that applies to their lives.

Special Concerns

Today is the 2nd Sunday of Advent.

Resources:

Bible—

• Genealogy: Exodus 16:33; Numbers 4:5-6; 17:10; Deuteronomy 10:3-5.

• Major Prophets: Isaiah, Jeremiah, Lamentations, Ezekiel, and Daniel.

• The Twelve Minor Prophets: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi.

• Evidence Jesus is the son of God – Isaiah 9:6, John 14:1:6, Philippians 2:5-11.

Internet—

• Build your family tree online: https://www.familyecho.com.

• Chronology of prophets and their ministry: https://www.bible-history.com/old-testament/prophets-chronology.html.
Called Before Birth

Lesson 2  

December 13, 2020

Lesson Scripture: Matthew 1:18-25

Focus Scripture: Matthew 1:18-25

Key Verses: “Joseph, son of David, do not be afraid to take Mary as your wife, for the child conceived in her is from the Holy Spirit. She will bear a son, and you are to name him Jesus, for he will save his people from their sins.” Matthew 1:20b-21

Key Terms

- **Consider** (Greek word enthumeomai, pronounced en-thü-me’-o-mi) – to ponder, to deliberate, to turn repeatedly in the mind.

- **Angel** – Hebrew word for angel, mal’ach, a messenger of God who delivers a word or gives direction to people, or performs a task.

- **Jesus** – Hebrew name Yehoshua (Joshua) meaning to deliver, to rescue.

Lesson Goals

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

1. Understand that God speaks to us in our dreams, and know why God sends angels and how they can appear in different ways (dreams, physical visitation).

2. Recognize that people in the Bible experienced doubts, fears, and concerns.

3. Summarize Jewish marital laws and the penalty for a woman if she could not prove her virginity. Describe how God calls people before they are born (revelation to parents).
Teaching Strategies

1. Ask students to research the names: Joseph, Mary, and Jesus. Who had the same name in the Old Testament, and how was their life the same or similar to Joseph, Mary, and Jesus? (Joseph Gen.; Mary=Miriam; Jesus=Joshua)

2. Compare and contrast Mary and Joseph’s angelic announcements concerning Jesus’ birth (Matthew 1:18-25; Luke 1:26-38). Consider the circumstances and means of the announcements, as well as the reactions to them.

3. Make a list of other biblical persons who had dreams, and what happened after the dream.

4. Make a chart showing how ancient and modern engagement, marriage, and divorce practices are the same or different.

Special Concerns

Today is the 3rd Sunday of Advent.

Resources:

Bible–

• A virgin shall give birth (Isaiah 7:14-16).

• Joseph’s ancestors who had dreams (Jacob – Gen. 28:10-22; Solomon – 1 Kings 12:5-12).

• Internet–

• Prenatal health need: https://data.unicef.org/topic/maternal-health/antenatal-care/.

• How to pronounce Jesus’ Hebrew name: https://www.youtube.com/watch?v=o0gns_Y0Ljs.
A Regal Response to Holy Light

Lesson 3

Lesson Scripture: Matthew 2:7-15

Focus Scripture: Matthew 2:7-15

Key Verse: On entering the house, they saw the child with Mary his mother; and they knelt down and paid him homage. Then, opening their treasure chests, they offered him gifts of gold, frankincense, and myrrh. Matthew 2:11

Key Terms

• Magi – Distinguished foreigners, wise men, astronomers from the East.

• Frankincense – Olibanum, resin of the Boswellia tree; a woody, spicy smell, mixed with myrrh to make incense for God’s temple.

• Myrrh – A natural gum resin, reddish-brown in color; it is dried sap from a thorny tree, mixed with frankincense to make incense for God’s temple.

Lesson Goals

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

1. Know that people of all nations long for a savior who will rescue them from the trouble they experience in this life.

2. Learn about other cultures in order to find culturally relevant ways of bringing the gospel message to those cultures.

3. Help the class to bring healing and reconciliation in the areas of racial, cultural, and religious division.

Teaching Strategies

1. Ask students to find Nativity scenes that show Jesus in an African or African diaspora context. Discuss the value of such Nativity scenes.
2. Ask students to list various means of transportation in the New Testament. Based upon their list, ask them to share how long they think it would take to get from Bethlehem to Egypt. Discuss the AME Church’s evangelistic missionary efforts. Have students share how these efforts have affected the world and growth of the church.

3. Share biography about Herod the Great. Note the number of people he murdered. Have students discuss why they think Herod killed so many people including family members.

Helpful Facts

– Believers fund missionary efforts to bring the gospel message to people all over the world.
– Believers take risks in going into foreign cultures with the gospel message.
– Believers, while enjoying the secular trappings of Christmas, try to use this opportunity to help others understand the reason for the season.

Special Concerns

Today is the 4th Sunday of Advent.

Resources:

Bible—

Prophecies:

  *Writings of Israel while in captivity which Magi may have read:*
  • Esther 10:1-3.
Internet—


**Called to Prepare the Way**

**Lesson 4**

**Lesson Scripture:** Matthew 3

**Focus Scripture:** Matthew 3:1-12

**Key Verse:** “Prepare the way of the Lord, make his paths straight.” Matthew 3:3

**Key Terms**

- **Essenes** – A Jewish religious sect who lived in Qumran where the Dead Sea Scrolls (ancient fragments of Jewish Bible) were discovered.
- **Nazarite** – An Israelite consecrated God’s service; could not drink anything made from grapes, or cut their hair (Num. 6).
- **Winnowing fork** – A tool used to lift harvested wheat up into the wind that would blow away the lighter chaff allowing the edible grains to fall to the threshing floor.
- **Chaff** – Dry outer covering of wheat which protects the seeds.
Lesson Goals

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

1. Help students learn how to apply evangelism to their daily lives.

2. Recognize the importance of cleansing to the Jewish people, and know the differences between Sadducees’ and Pharisees’ belief systems.

3. Explain how John the Baptist’s teaching fulfilled prophecy, and understand the symbolism of water baptism.

Teaching Strategies

1. Ask the class to think of religious leaders who seem to value riches more than God – what would the class say to them if those leaders came to church?

2. Ask students to write an introduction they would give about Jesus (Example-Steve Harvey) - https://www.youtube.com/watch?v=wIfazUtTTvE.

3. Compare and contrast John the Baptist’s assessment of his identity (John 1:19-23) with Jesus’ assessment of John (Matthew 11:7-14; 17:10-13). Discuss any apparent discrepancies.

4. Ask students to bring list a list of rituals to class that would give visual reminders of God’s love. (Example – putting a penny in the jar for every sin for which they were forgiven.)

Resources: Paper, pencils, pens

Bible—

- Prophecies about John the Baptist’s message: Isaiah 40:3
- False leaders: Ezekiel 13:3-4
- Similarities between John the Baptist and Elijah: 1 Kings 17:3-6,
2 Kings 1:8; Matthew 3:4; 1 Kings 18:30,37-39; Matthew 3:5-6; 1 Kings 19:2; Matthew 14:6-11.

**Internet—**

- Video: “Who Is a Nazarite?” (Hebrew reading and explanation in English.)
- “Mary, Did you Know?” video with lyrics, Cee Lo Green: https://www.bing.com/videos/search?q=song+mary+did+you+know+clow+green&view=detail&mid=5CF690B759B18AF3C2675CF690B759B18AF3C267&FORM=VRD GAR.

**Called to Proclaim**

**Lesson 5** January 3, 2021

**Lesson Scripture:** Luke 4

**Focus Scripture:** Luke 4:14-22 (end with “from his mouth”)

**Key Verses:** “The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord’s favor.” Luke 4:18-19

**Key Terms**

- **Anointed** – Set apart; result of pouring oil or water over one’s head for consecration.

- **Synagogue** – Hebrew: bet knesset, “house of assembly”; Greek: synagogue (sunagwghv) means “assembly” and refers to the gathering of people, or to the building.
• **Messiah** – Jesus, the one anointed.
• **Septuagint** -- A third century B.C. translation of the Hebrew Bible by Jewish scribes who understood Hebrew and Greek.
• **Dead Sea Scrolls** – Portions of the Bible discovered in 1947 in the Qumran caves in Judean Desert.
• **Masoretic Text** – Known by Christians as the Old Testament, this Hebrew Bible is based on oral traditions and Hebrew writings.

**Lesson Goals**

By the end of this lesson, students will be able to:
1. Understand the significance of Jesus reading from Isaiah 61.
2. Know the culture of Nazareth and how that affected Jewish views of Jesus’ ministry.
3. Recognize the purpose of the synagogue in Jewish religious life, and know the difference between Jewish expectations of the Messiah and God’s.

**Teaching Strategies**

1. Ask the class what they look for and/or expect from leaders of their country, church, family, and make a list of leaders or famous people who did not come from important places.
2. Have students write a list of ministries that serve the poor, prisoners, and the blind. Ask them how the work these ministries give compares to Isaiah 61.
3. Review *The Doctrine and Discipline of the AME Church* and compare how the work done in local churches is different or the same as that done in synagogues.

**Resources:** Paper, pencils, pens

**Bible**


Internet—


Called to Significance

Lesson 6 January 10, 2021


Focus Scripture: Luke 5:1-11

Key Verse: Then Jesus said to Simon, “Do not be afraid; from now on you will be catching people.” Luke 5:10b

Key Terms

• Gennesaret – Also known as the Sea of Galilee; was a place for the fishing industry, where there could be violent storms without warning, which endangered boats.

• Dag – Hebrew word for a fish (pronounced dawg); had its origin in the Hebrew word dagah which means to multiply or increase.

• Disciples – Students who follow a teacher.

• Apostle – Messenger sent to do a particular job.

• St. Peter’s Fish – Probably a type of tilapia named after Simon Peter, the disciple who caught a fish and took a shekel out its mouth to pay the temple tax.

• Carp – A species of freshwater fish.
Lesson Goals

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

1. Recognize how the disciples’ occupations as fisherman prepared them to become fishers of men.

2. Understand the sacrifice involved in following God’s call to ministry, and to know the importance of doing what Jesus directs (even when they have already done their best).

3. Understand the importance of group ministry.

Teaching Strategies

1. Ask the class what they believe God has called them to do when they first became Christians and how that has changed over time.

2. Make a list of jobs that provide skills that can be used to draw people to Christ.

3. Before class, compile a list of people who may have given up material wealth for what they believe. (Dave Chappelle, Colin Kaepernick, Stacy Lattisaw, etc.)

4. Have class members write a short story and share how they responded to what God called them do.

Resources: Paper, pens, pencils

Bible—

- Gennesaret: Matthew 14:22; Mark 6:45-53.
- Jesus: ruler over the seas: Mark 4:35-41; Matthew 14:22-31; Mark 6:45-52; Matthew 17:26-27.
- Jesus calls the disciples: John 1:35-42; Matthew 4:18-22; Mark 1:16-22.
- Miraculous fish catch: John 21:4-6.
Internet–

- 1st century boat: https://www.youtube.com/watch?v=_OHE-_1xj9s.
- Fishing on the Lake of Gennesaret with a modern day tour group: https://www.youtube.com/watch?v=Q-iKDNoipoQ.

Called to Heal

Lesson 7  January 17, 2021

Lesson Scripture: Mark 2:1-12
Focus Scripture: Mark 2:1-12
Key Verse: “Which is easier, to say to the paralytic, ‘Your sins are forgiven,’ or to say, ‘Stand up and take your mat and walk’?” Mark 2:9

Key Terms

- Capernaum – Greek Kapernaoum, meaning village of comfort, located on the Sea of Galilee.
- Scribes – Hebrew soferim, people who knew how to write, beginning during the time of Ezra’s interpretation of the law to the people. Scribes came to be known as wise men – they would record what happened each day.
- Blasphemy – Hebrew birkat hashem, cursing the name of God, evil speaking about God.

Lesson Goals

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

1. Know the importance of Capernaum in Jesus’ ministry.
2. Understand the relationship between sin and illness (sin does not always result in illness).
3. Understand why the scribes believed Jesus could not forgive sin.

**Teaching Strategies**

1. Compile a list of recent miraculous healings that doctors cannot explain. Share the stories with the class.
2. Gather and share information about how emotional, mental, spiritual, and physical health are related.
3. Ask students to share ways they have helped a sick friend or family member, and describe what happened to the person after.
4. Share information about nonprofits and agencies that provide health services to underserved communities.

**Resources:**

**Bible—**

- Miracles and healing at Capernaum: Matthew 11:23-24; Mark 1:21-22 (Mark 1:32-34); Matthew 8:14-15; Mark 1:29-31; Mark 2:1-12; Matthew 8:5-13; Luke 7:1-10; Matthew 8:14-27.
- Relationship between sin and disease: Psalm 38:3; Zephaniah 1:17; John 9:2; Micah 6:13.

**Internet—**

- Capernaum: https://www.youtube.com/watch?v=ifTro5uRaT8.
- Song “I’m Amazed”: https://www.youtube.com/watch?v=KvF1QtgnurY.

**Called as the Intercessor**

**Lesson 8**

**Lesson Scripture:** John 17:14-24

**Focus Scripture:** John 17:14-24

**January 24, 2021**
Key Verse: “I ask not only on behalf of these, but also on behalf of those who will believe in me through their word.” John 17:20

Key Terms

- **Evil One** – The enemy of God who leads us into temptation; the spirit of darkness.
- **Sanctify** – Hebrew qadash (pronounced kaw-dash’), set apart, consecrate.
- **Shema** – God oneness, Deuteronomy 6:4.
- **Tephillah** – A hymn that includes a series of benedictions.
- **Glorify** – Greek doxazo (pronounced dox-ad’-zo), honor, praise, extol, magnify.

Lesson Goals

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

1. Learn about Jewish prayer rituals.
2. Recognize the importance of praying for future generations.
3. Highlight the power of God’s love that began before the world came into existence.

Teaching Strategies

1. Provide information about the International Day of Prayer; when it is, and how students can take part.
2. Share how Jesus’ teaching on prayer (Matthew 6:5-15) applies to today’s lesson.
3. Discuss the challenges people have in staying focused when they pray, ie. the disciples fell asleep (Matthew 26:40-43).
4. Write about the different postures for prayer. Have a discussion
on what students think is the most effective way to pray (kneeling, standing, stretched out (prostrate), eyes opened or eyes closed, etc.).

5. Before the closing prayer, have each person pray a one-sentence prayer for the next generation.

Resources:

Bible–

• References to the temple as a house of prayer: Isaiah 56; Jeremiah 7:1; Matthew 21:13; Mark 11:17.

• Intercessory prayers: 1 Timothy 2:1; Romans 8:26; Ephesians 6:18.


• People kneeling in prayer: Acts 7:60; 9:40; 20:36; 21:5; Mark 15:19; Romans 11:4; 14:11; Ephesians 3:14; Philippians 2:10.

Internet–

• Jewish prayers rituals: https://www.youtube.com/watch?v=zyZ0qQLYr_w.

• Mount of Olives: https://www.youtube.com/watch?v=VeOl6sVUCpE.

Prophesying Daughters

Lesson 9 January 31, 2021


Key Verse: “In the last days it will be, God declares, that I will pour out my Spirit upon all flesh, and your sons and your daughters shall prophesy, and your young men shall see visions, and your old men
shall dream dreams." Acts 2:17

Key Terms

- **Circumcision** – *(brit milah)* Hebrew ritual demonstrating entrance into covenant with the God of Israel.
- **Anna** – Greek equivalent of Hebrew name *Hannah*, which means grace or divine favor.
- **Prophetess** – *Nebiah*, female prophet; *nabi*, from the verb *naba*.

Lesson Goals

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

1. Know the role of women in the Jewish society, and that women were present at Pentecost and included in the outpouring of the Holy Spirit.
2. Recognize what God's call to prophecy means.
3. Understand that God calls females to share the gospel, and to ask God to help change minds about any gender bias in the church.

Teaching Strategies

1. Share information from the Women in Ministry timeline: ([https://en.wikipedia.org/wiki/Timeline_of_women%27s_ordination_in_the_United_States](https://en.wikipedia.org/wiki/Timeline_of_women%27s_ordination_in_the_United_States)) Discuss how women's roles changed over time and what was happening historically during those periods.
2. Ask class how they think 1 Corinthians 14:34 and 1 Timothy 2:11-12 impact female clergy. Provide the historical context and culture of each church to guide this dialogue (1 Corinthians 11:13-16; 2 Timothy 1:5).
3. Discuss the role of deaconesses in the AME Church – contrast and compare that to Anna.
4. Have students name the roles in which women serve in their local
church. Ask them to focus on the role of female clergy, and how do they explain women serving in ministry in the AME Church to those who are against such.

5. Have students share how women have helped them grow spiritually. Ask them to include names of any female clergy who have influenced their lives.

Resources:

Bible–

• Exod. 15:20; Judges 4:4-6; 2 Chron. 34:22; Neh. 6:14; Isa. 8:3; Num. 12:2.

Internet–

• Song “Though We Are Many We Are One Body”: https://www.youtube.com/watch?v=M66RG5BUMwo.

• Seal found in Ancient Israel shows women’s role (archaeology): https://vimeo.com/171634154.

Call to Evangelize

Lesson 10       February 7, 2021

Lesson Scripture: John 1:37-51; 4:25-42
Focus Scripture: John 4:25-42
Key Verse: Many Samaritans from that city believed in him because of the woman’s testimony, “He told me everything I have ever done.” John 4:39

Key Terms

• Samaria – Capital city of northern Israel (later, the region in Israel where exiled mixed-race Jews who viewed Jacob as their ancestor
returned to live).

- **Sychar** – A city in Samaria.
- **Mount Gerizim** – Mountain south of Shechem (where God commanded Israel to engrave the Mosaic covenant blessings).

**Lesson Goals**

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

1. Understand the relationship between Samaritans and Jews.

2. Recognize that Jesus readily welcomes women into ministry.

3. Know that doing God’s work fills the soul’s need for spiritual food, and that worship is not physical (a place), but spiritual (God the one worshipped).

**Teaching Strategies**

1. Research and share with the class how people around the world draw water from wells. Discuss the differences in the way various countries gain access to water.

2. Have students talk about street evangelism. Focus on ways people can go out into cities and share the gospel with an entire city.

3. Discuss differences that can keep Christians separate (race, culture, gender, etc.) and ways to overcome these barriers.

4. Share with students the need for physical water for living. Have students talk about how drinking water affects their physical bodies, and then talk about what affects for their souls.

5. Ask students to share how the church would be different if each member had to share everything from their past with other members.

**Resources:**

**Bible—**
• Samarian hostility with Israel: Ezra 4; Nehemiah 6


• Meetings at wells: Genesis 24, 29; Exodus 2.

Internet—


• Gathering well water with a rope (Uttar, India): https://www.youtube.com/watch?v=HDzbKfVQKa4.

• Drilling wells (rural Zimbabwe): https://www.youtube.com/watch?v=_TEFf8F-aQk.

“Well” by synx508 is licensed under CC BY-NC 2.0: https://ccsearch.creativecommons.org/photos/3c82ba47-970b-40c7-93e2-c76a1634e2ab
Mary Magdalene: A Faithful Disciple

Lesson 11  February 14, 2021

Lesson Scripture: Mark 15:40; 16:1-9; Luke 8:1-3; John 20:10-18
Focus Scripture: Luke 8:1-3; Mark 15:40; John 20:10-18
Key Verses: The twelve were with him, as well as some women who had been cured of evil spirits. Luke 8:1-2

Key Terms
- **Mary Magdalene** – Combines a traditional Jewish name, *Mariam*, which means *sorrow* (Ruth 1:20) and a Hebrew root, *Migdal*, which means *tower*.
- **Magdala** – A large Galilean seaport that engaged in trade including export of salted fish.

Lesson Goals
By the end of this lesson, students will be able to:
1. Understand Jewish conception of demon possession.
2. Know the critical role women had in supporting Jesus’ ministry.
3. Know that Jesus called Mary Magdalene to tell the disciples the Good News.

Teaching Strategies
1. Share the modern view of exorcism – talk about whether people believe in demons – discuss some of the techniques used by tele-evangelists. Compare and contrast these ideas with how Jesus delivered people from demons.
2. Help class members research instances of demon possession in the gospels (Mark 5:1-20, 9:14-28, and Acts 16:16-18). Discuss the destructive effects of demon possession. How might being cured of
demon-possession motivate Mary Magdalene’s loyalty to Jesus?

3. Have class members share times someone told them an incredible story and what helped them to finally believe what the person said. Or, that they kept doubting that the person was telling the truth.

4. Discuss the gospel message (death, burial, and resurrection of Jesus) and share what makes it difficult for people to believe.

5. Have a mock trial. Ask a student to prepare biblical evidence in advance, and present the evidence to the class that Christ arose.

6. Today is Founder’s Day in the AME Church.

Resources:

Bible—
• Information on demons in the Bible: Lev. 16:10; Isa. 13:21; 34:14; Ps. 91:5-6; Sam. 16:15, 23; 1 Kings 22:22-23

Internet—
• Photos Magdala: https://www.biblewalks.com/magdala.
• Ancient 1st century AD synagogue of Magdala: https://www.youtube.com/watch?v=Q714Uvhiw1s.
• The case for Christ: Lee Strobel, a journalist, makes a presentation that supports the resurrection based on his two years of research: https://www.youtube.com/watch?v=67uj2qvQi_k.

Appendix A
Pew Research findings ordination female clergy

### Ordination of Women

Whether major religious groups generally allow the ordination of women

<table>
<thead>
<tr>
<th>Religious Group</th>
<th>Allowance</th>
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<tbody>
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<td>American Baptist Church</td>
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<td>Buddhist</td>
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<td>Episcopal Church</td>
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<tr>
<td>Evangelical Lutheran Church in America</td>
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<td>Jewish: Reform and Conservative Movements</td>
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<td>Jewish Orthodox</td>
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<td>Latter Day Saints (Mormon)</td>
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Source: Staff reports

PEW RESEARCH CENTER

The Major U.S. Religious Traditions That Ordain Women

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<td><em>Group generally allows ordination of women</em></td>
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Source: Pew Research Center, Pentecostal Church of God, General Council of the Assemblies of God, New York Times, Disciples of Christ

https://www.huffpost.com/entry/religion-ordain-women_n_5826422.
Priscilla: Called to Minister

Lesson 12 \hspace{1cm} \textbf{February 21, 2021}

Lesson Scripture: Acts 18:1-26; Romans 16:3-4; 1 Corinthians 16:19; 2 Timothy 4:19

Focus Scripture: Acts 18:1-3, 18-21, 24-26; Romans 16:3-4

Key Verses: Greet Prisca and Aquila, who work with me in Christ Jesus, and who risked their necks for my life, to whom not only I give thanks, but also all the churches of the Gentiles. Romans 16:3-4

Key Terms

- **Tanakh** – The Hebrew Bible included the Torah (first five books of the Bible), and the historical, prophetic, and poetic writings known by Christians as the Old Testament.
- **Priscilla** – A Latin name meaning *ancient*.
- **Aquila** – A Latin name meaning *eagle*.
- **Corinth** – Large city in the Roman Empire with large shipping industry, and known for sexual immorality.
- **Apollo** – A Greek and Roman god whose worship includes temple prostitutes.
- **Sarcophagus** – A stone coffin.

Lesson Goals

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

1. Learn that the Roman Emperor’s decision affected church growth.
2. Recognize the importance of teaching boys a trade in Ancient Israel, and to name ways that women and men can work together to build the church.
3. Understand that missionary journeys required people to travel to
various places, and that Christians are responsible for teaching one another to increase biblical and spiritual understanding.

**Teaching Strategies**

1. Ask class members about the importance of teaching children a trade.

2. Discuss how discussions about Christian practices can lead to disputes between various church groups (infant baptism, speaking in tongues, prosperity gospel, etc.)

3. Ask the class: What questions would you have for Priscilla regarding her vocational and ministerial work as a woman in the first century?

4. Ask student to review educational requirements for clergy. How important is it for ministers to study the Old Testament, New Testament, ancient history, Hebrew, and Greek language?

5. Discuss the benefits or drawbacks to having a husband/wife ministry team.

**Resources:**

**Bible—**

- Paul working to support himself: 1 Corinthians 9:14-15; 1 Thessalonians 2:9; 2 Thessalonians 3:6-10.
- Paul’s work with female ministers: Romans 16:1; Philippians 4:2-3; Romans 16:7.
- Priscilla and Aquila in the New Testament: Acts 18:2-3, 18-19, 26; Rom. 16:3-5; 1 Cor. 16:19; 2 Tim. 4:19.

**Internet—**

- Corinth: [https://www.ancient.eu/corinth/](https://www.ancient.eu/corinth/).
- Emperor Claudius background: [https://www.youtube.com/watch?v=khD-Zwsim0w](https://www.youtube.com/watch?v=khD-Zwsim0w).

Appendix A
Temple to Apollo in Corinth

https://en.wikipedia.org/wiki/Ancient_Corinth#/media/File:CorintoScaviTempioApollo.jpg
Lydia: Called to Serve

Lesson 13  February 28, 2021

Lesson Scripture: Acts 16:11-15, 40; 1 Corinthians 1:26-30
Focus Scripture: Acts 16:11-15, 40; 1 Corinthians 1:26-30
Key Verse: When (Lydia) and her household were baptized, she urged us, saying, “If you have judged me to be faithful to the Lord, come and stay at my home.” And she prevailed upon us. Acts 16:15

Key Terms

- **Macedonia** – Roman province located north of Greece.
- **Thyateira or Thyatira** – An ancient Greek shipping port city in Asia Minor famous for its dyed cloths. Now, it’s the Turkish city Akhisar; a west Asia Minor province name taken from Shem’s son.
- **Proselyte** – A person who converts from one religion to another; originates from Koine, Greek proselytes as translated from Hebrew phrase *ger toshav* which means a stranger, a newcomer to Israel.
- **Polytheism** – The belief and worship of many gods.
- **Mollusca** – Includes several types of animals with a shell protecting their body which does not have a spine (e.g. snails, clams, and mussels) used to make purple dye.
- **Madder Plant** – A continually growing, climbing evergreen plant with yellow flowers; its roots are used to make red, blue, and purple dye.

Lesson Goals

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

1. Know that the Bible records people converting.
2. Recognize that women planted churches and used their wealth to
support new churches.

3. Realize that new churches had many Gentile members.

**Teaching Strategies**

1. Have students discuss the best methods for planting new churches.

2. Develop a financial giving plan. List steps and strategies that target various groups (women, men, rich, poor).

3. Discuss how unbelievers can be converted and persuaded to be included in a church plant.

4. Research places/areas/geographic regions that would be a good place to start a church. Include who lives there and why these areas need a church.

**Resources:**

**Bible—**

- Lydia: Genesis 10:22; Ezekiel 30:5.

- Macedonia: Acts 16:9-10; 19:20-21; Acts 20:1-3; Romans 15:26; 1 Corinthians 16:5; 2 Corinthians 1:16, 2;13, 7;5, 8;1, 9;2, 11;9; Philippians 4:15; 1 Thessalonians 1:7-8, 4:10; 1 Timothy 1:3

- Proselytes: Doeg the Edomite, 1 Samuel 21:8; Uriah the Hittite, 2 Samuel 11:11; Isaiah 56:3; Zechariah 2:15; Acts 13:13-16

**Internet—**


- Jewish conversion or assimilation: https://www.myjewishlearning.com/article/conversion-history-ancient-period/.
Appendix A

By The_Roman_Empire_ca_400_AD.png: Cplakidasderivative work: ChrisO (talk) - https://commons.wikimedia.org/w/index.php?curid=6398613
Appendix B

The Teacher’s Guide

Senior Lessons

Winter 2020/21 Quarter

December – February 2020

Prepared by Rev. Tashara S. Void

Called Through Heritage

Lesson 1  December 6, 2020

Lesson Scripture: Matthew 1:1-17; Hebrews 1

Focus Scripture: Hebrews 1:1-5, Matthew 1:1-6, 16-17

Key Verses: Long ago God spoke to our ancestors in many and various ways by the prophets, but in these last days he has spoken to us by a Son. Hebrews 1:1-2a

Words to Know

• Heir – One who inherits.

• Genealogy – An account of the history of a family, showing parents and their children and so on.

• Imprint – Impression that reflects inner character; a distinguishing effect or influence.

• Messiah – The anointed one.

• Begotten – Produced offspring.

Lesson Goals

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

1. Explore the biblical heritage of Jesus.
2. Value the ultimate origins of Jesus as the reflection of God’s glory and the exact image of God.

3. Create or design a family tree of the genealogy of their families.

**Teaching Strategies**

1. Write all the names on note cards, using Matthew’s genealogy found in Matthew 1. Put them in order according to the text using pins on a tack strip or tape.

2. As a class, research the people in Jesus’ family tree and do a little research to fill out the story, adding qualities or titles to the names on the note cards.

3. Provide paper, pencils, and markers for class members to sketch as much of their family tree as they know. For those who prefer not to or who don’t know much about their biological family tree, create a biblical style family tree that seeks to tell the meaning of one’s origins without primary concern for historical accuracy. Ask: who are your ancestors? (those who made a way for you to be who you are)

**Resources:** Paper, pencils, notecards, tack strip or tape

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**Called Before Birth**

**Lesson 2**

**Lesson Scripture:** Matthew 1:18-25

**Focus Scripture:** Matthew 1:18-25

**Key Verses:** “Joseph, son of David, do not be afraid to take Mary as your wife, for the child conceived in her is from the Holy Spirit. She will
bear a son, and you are to name him Jesus, for he will save his people from their sins.” Matthew 1:20b-21

Words to Know

- **Righteous** – Approved by God.
- **Dismiss** – Release from engagement.
- **Disgrace** – Expose, bring shame.

Lesson Goals

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

1. Understand God’s purpose for the birth of Jesus.
2. Rejoice that Joseph was obedient to the angel when he received the call before birth.
3. Appreciate the gift God gave Joseph and us.

Teaching Strategies

1. Plan a celebration for Jesus’ birthday that considers the kind of birthday party Jesus would want based on what we know about Jesus’ values and hopes from scripture. Arrange to host the party you plan and invite guests based on what you know about who Jesus would invite. Discuss how this party is different from and similar to how Christmas (Jesus’ birthday) is typically celebrated.

2. Working in small groups, brainstorm things that would be considered good news and circumstances that might temper the goodness of the news. Discuss how the good news that Mary was having a baby was complicated by the timing/situation. Imagine other ways Joseph might have responded and celebrated his faithful response to the angel’s directive.
3. Have youth create a book of poems or writings that expresses God’s call to God’s people.

Resources: Pencils, paper

A Regal Response to Holy Light

Lesson 3

Lesson Scripture: Matthew 2:7-15

Focus Scripture: Matthew 2:7-15

Key Verse: On entering the house, they saw the child with Mary his mother; and they knelt down and paid him homage. Then, opening their treasure chests, they offered him gifts of gold, frankincense, and myrrh.

Matthew 2:11

Words to Know

- **Diligently** – Carefully.
- **Frankincense** – Incense or fragrant gum resin used as medicine.
- **Homage** – Showing respect or honor.
- **Myrrh** – A yellowish-brown to reddish-brown aromatic gum resin used as medicine.

Lesson Goals

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

1. Study the reason for the wise men’s visit.
2. Appreciate the wise men’s willingness not to return to the king.
3. Plan a celebration for the coming of Jesus.
Teaching Strategies

1. Discuss who the magi were, their professions as astrologers and scholars, and why they were chosen to see Jesus.

2. Create a scavenger hunt to help youth experience the feeling of the quest in which the magi engaged. At a point in the scavenger hunt, add the element of completing the quest without being seen by one of the Herods.

3. Identify and compare signs the magi saw, and symbols that believers use today to reflect the birth of Christ.

Resources: Pencils, paper

Called to Prepare the Way

Lesson 4

Lesson Scripture: Matthew 3

Focus Scripture: Matthew 3:1-12

Key Verse: “Prepare the way of the Lord, make his paths straight.”
Matthew 3:3

Words to Know

- Repent – Acknowledge guilt.
- Pharisees and Sadducees – Members of Jewish religious groups.
- Brood – Offspring.
- Sins – Wrongdoing.
- Bear – Produce.
- Fruit – Result of a deed, action.
Lesson Goals

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

1. Explain the call of John the Baptist.
2. Value the opportunity to repent when wrongs are committed.
3. Practice being responsible in preparing to complete tasks for Christ.

Teaching Strategies

1. Discuss preparations the class would make if they knew a dignitary or celebrity would be attending your class next week. Or, discuss preparations they would make if they knew that Jesus would be attending class.

2. Watch on YouTube and then sing the song “Prepare Ye” from the musical Godspell. Ask youth to bring instruments they play to share in this song together. Discuss how the song feels as its intensity builds.

3. Give students the option to develop a “repentance ritual” to allow individuals and the group to repent of their sins. Form pairs and discuss ways to live into their repentance through specific deeds. Be sensitive to those who are unwilling to repent publicly.

Resources: Pencils, paper

Called to Proclaim

Lesson 5 January 3, 2021

Lesson Scripture: Luke 4

Focus Scripture: Luke 4:14-22 (end with “from his mouth”)
Key Verses: “The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord’s favor.” Luke 4:18-19

Words to Know

- **Synagogue** – An assembly, congregation.
- **Captives** – Prisoners of war.
- **Sabbath** – Seventh day of the week.
- **Blind** – Inability to see, lack of vision.
- **Good News** – The message about Jesus.
- **Attain** – Reach.
- **Poor** – Completely lacking resources.
- **Favor** – Acceptance; specially chosen.

Lesson Goals

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

1. Study the elements of Jesus’ call as foretold in prophecy.
2. Reflect on ways that one’s life can impact the lives of others.
3. Develop a plan to help those who are suffering and in need.

Teaching Strategies

1. Discuss what good news might be to the poor. Ask: for what does a poor person most hope? Reflect together on these ideas: release to the captives, recovery of sight to the blind, freedom to the oppressed – how is each good news for those who are hearing it? Invite each youth to journal briefly about what good news sounds like to them, where they are right now.
2. As a class, choose a major societal problem or injustice, and invite a guest from a local social service agency well-versed in this problem or injustice to come and dialogue with the group. Discuss this with your pastor. Envision the problems or injustices eradicated within your lifetimes, and make a plan to see that eradication happen.

3. As a class, plan a service project to bring hope to people who are suffering and in need. Ask those you will be helping how they can best be helped. Carry out the service project and invite the congregation to participate.

Resources: Paper, pencils

Called to Significance

Lesson 6 January 10, 2021


Focus Scripture: Luke 5:1-11

Key Verse: Then Jesus said to Simon, “Do not be afraid; from now on you will be catching people.” Luke 5:10b

Word to Know

• Militia – Army of fighters.

Lesson Goals

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

1. Reflect on how Jesus called his first disciples.

2. Reflect on Simon’s personal transformation after his encounter with Jesus.

3. Develop the ability to make the right choices of persons to follow.
Teaching Strategies

1. Write the names of some influential twentieth-century leaders on the board (Ex: Winston Churchill, Nelson Mandela, Martin Luther King, Jr., Lech Walesa, etc.). How were they able to inspire others to join their causes? What were they able to accomplish?

2. Have class members write a diary entry of the apostle Peter based on the events of Luke 5:1-11; Mark 4:35-41; or Mark 6:45-52. The first line of the diary entry should be: “I thought I understood life on the sea/ocean, but what I saw today amazed even me.”

3. Discuss: Notice the way Simon’s attitude toward Jesus developed throughout the story. To what do you attribute this change? In what ways has your attitude toward Jesus/Jesus’ call to you developed or changed over time? To what do you attribute this?

Resources: Paper, pencils

Called to Heal

Lesson 7 January 17, 2021

Lesson Scripture: Mark 2:1-12

Focus Scripture: Mark 2:1-12

Key Verse: “Which is easier, to say to the paralytic, ‘Your sins are forgiven,’ or to say, ‘Stand up and take your mat and walk’?” Mark 2:9

Words to Know

• Paralytic – Someone unable to move as a result of an illness.
• Scribes – Religious teachers.
• Blasphemy – Slander, profane speech.
Lesson Goals

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

1. Recall the account of Jesus healing the paralyzed man.
2. Express appreciation when others extend themselves to meet our needs.
3. Commit to praying for the spiritual and physical needs of others.

Teaching Strategies

1. Discuss together the problem this text creates – Jesus healed one man because his friends lowered him right down into the middle of Jesus’ teaching session. Why did Jesus heal this man, and not the others who were in need of healing all around him? Why not just heal everybody? Prepare for this discussion by researching *theodicy*, a theological way of talking about why bad things happen to good people and God’s role in this.

2. Brainstorm which people in the congregation and community could benefit from a little extra compassion and help. Plan and organize ways that others can join you in helping some of these neighbors. Discuss how to decide who to help and how it feels not to be able to help everyone.

3. Research scenarios when society’s safety net treats people with complex needs in less than helpful ways by making a list of the steps a person might go through to get help. Using the spotlight feature on Zoom, discuss how help organizations sometimes “pass the buck” with people in need. With each spotlight, tell about another step in a person’s story of finding help. Discuss ways your group can address this.

Resources: Paper, pencils
Called as the Intercessor

Lesson 8

Lesson Scripture: John 17:14-24

Focus Scripture: John 17:14-24

Key Verse: “I ask not only on behalf of these, but also on behalf of those who will believe in me through their word.” John 17:20

Words to Know

• Sanctify – To set apart.
• Evil – Bad deeds.
• Truth – Reality.

Lesson Goals

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

1. Examine Jesus’ intercessory prayer for his disciples, and our need to intercede for others.

2. Sense the value of Jesus’ prayers for his disciples.

3. Develop the spiritual discipline of regular intercessory prayer on behalf of others.

Teaching Strategies

1. To begin the session, assign the following labels to each student or volunteer if in a larger group: attorney, theatrical agent, member of Congress, union negotiator, real estate agent. Have volunteers give clues concerning their identities, helping them to guess how they are labeled. Afterwards, point out that all of these professionals serve as intercessors, tasked with representing the best interest of others.
2. Display a vending machine (anything that accepts a token to dispense something will work) on an electronic device. Discuss how people sometimes misunderstand prayer as being kind of like a cosmic vending machine – we pray for what we want/need and that prayer, like a token, gets God to dispense what we’ve asked for. Discuss the problems with this understanding, and ways to keep ourselves from becoming selfish in our prayers.

3. Research the meaning of the words *intercedes* or *intercessory*, as well as other types of prayer. If possible, practice several kinds of prayer together. Discuss what prayer is, and what it does/doesn’t do.

**Resources:** Paper, pencils

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**Prophesying Daughters**

**Lesson 9**

**January 31, 2021**

**Lesson Scripture:** Luke 2:36-38; Acts 1:12-14; 2:16-21; 21:8-9

**Focus Scripture:** Luke 2:36-38; Acts 2:16-21; 21:8-9

**Key Verse:** In the last days it will be, God declares, that I will pour out my Spirit upon all flesh, and your sons and your daughters shall prophesy, and your young men shall see visions, and your old men shall dream dreams. Acts 2:17

**Words to Know**

- **Prophet** – An interpreter or foreteller of the divine will.
- **Visions** – Sight or insight.
- **Fasting** – Denying oneself of food.
- **Portents** – Signs.
Redemption – Full ransom-price.

Evangelist – Bringer of good news.

Lesson Goals

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

1. Examine how God called and empowered women to proclaim the gospel.
2. Value the contributions of women in faith communities.
3. Acknowledge and celebrate the contributions of godly women (or all) in the church.

Teaching Strategies

1. Research the meaning of the word’s prophesy and prophecy. List some stereotypes for these two words, e.g. fortunetelling, and then list some truer understandings of those words.

2. Brainstorm a list of jobs or careers from which women and others like people of color were excluded in the past, but is no longer the case. List some famous people who would formerly have been excluded from these jobs/careers, and celebrate their accomplishments.

3. In honor of the one hundredth anniversary of the nineteenth amendment giving women in the United States the right to vote in 1920, do some research to identify women in your congregation or denomination who accomplished great things over the past decades for God despite the discrimination against them. Choose one or two and share their stories in worship. Find ways to celebrate this together.

Resources: Paper, pencils
Called to Evangelize

Lesson 10

Lesson Scripture: John 1:37-51; 4:25-42

Focus Scripture: John 4:25-42

Key Verse: Many Samaritans from that city believed in him because of the woman’s testimony, “He told me everything I have ever done.” John 4:39

Words to Know

• Rabbi – Teacher, scholar.
• Sow – Spread, scatter.
• Reaper – The one who does the work.
• Labor – Work hard.

Lesson Goals

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

1. Explore why the woman at the well was reluctant to converse with Jesus.
2. Appreciate many Christians’ openness to people whom others reject.
3. Pray for boldness in welcoming those who are different from themselves.

Teaching Strategies

1. Challenge the group to think of questions that were probably in the mind of the Samaritan woman as she headed home. (For example: How did he know details about my life? Why would he speak to me in the first place? Why would the Messiah come to Samaria?) Encourage class to list as many questions as possible.
2. Create a list of people whose advice or testimony might be questionable on a particular topic (for example, you might not take nutritional advice from the owner of a fast food franchise or fashion advice from someone who doesn’t particularly care about clothes). While this is a fun exercise, you will also want to name the stereotypes it plays into. Similarly, list people whose testimony or advice you would trust, recognizing that, like the Samaritan woman, they might not always be those expected.

3. Brainstorm groups of people who claim to be better than certain others. Discuss the preoccupation people have with protecting their own privileged status. Consider how throughout his ministry, Jesus continually worked to break down barriers and dismantle unjust social structures. Ask what Jesus might have us do today to follow his model in this area.

**Resources:** Paper, pencils

**Mary Magdalene: A Faithful Disciple**

**Lesson 11**

**February 14, 2021**

**Lesson Scripture:** Mark 15:40; 16:1-9; Luke 8:1-3; John 20:10-18

**Focus Scripture:** Luke 8:1-3; Mark 15:40; John 20:10-18

**Key Verses:** The twelve were with him, as well as some women who had been cured of evil spirits and infirmities; Mary, called Magdalene, from whom seven demons had gone out, and Joanna, the wife of Herod’s steward Chuza, and Susanna, and many others, who provided for them out of their resources. Luke 8:1b-3

**Words to Know**

- **Kingdom** – The rule of Christ in the hearts of believers.
- **Steward** – One to whose care or honor anything has been entrusted.
• **Infirmity** – An ailment that deprives someone of enjoying or accomplishing what they would like to do.

• **Resources** – Possessions.

**Lesson Goals**

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

1. Analyze the account of Mary Magdalene and her demonstration of loyalty to Jesus.

2. Sense the difference between being loyal and faithful and being disloyal and unfaithful.

3. Embrace a lifestyle of wholehearted discipleship.

**Teaching Strategies**

1. Ask youth to give reasons why Mary Magdalene was a faithful follower of Jesus, and how they can become faithful followers of Jesus.

2. Invite youth to share the names of people to whom they are loyal or faithful. In a few words, ask them to express why this person has earned their faithfulness or loyalty.

3. Bring or take photos (e.g. from the Internet) of the women who have positively impacted class members’ faith lives and create a collage of these heroines of the faith. Write notes to some or all of them, thanking them for their contributions.

4. Using what we know as a foundation, imagine what the lives of the women mentioned in these texts might have been like. Recognizing this is only a guess, create a story in the first-person voice for each that gives their lives texture and depth. Share the stories/monologues together.

**Resources:** Paper, pencils
Priscilla: Called to Minister

Lesson 12  February 21, 2021

Lesson Scripture: Acts 18:1-26; Romans 16:3-4; 1 Corinthians 16:19; 2 Timothy 4:19

Focus Scripture: Acts 18:1-3; 18-21, 24-26; Romans 16:3-4

Key Verses: Greet Prisca and Aquila, who work with me in Christ Jesus, and who risked their necks for my life, to whom not only I give thanks, but also all the churches of the Gentiles. Romans 16:3-4

Words to Know

• Jew – One whose religion is Judaism.
• Believer – Member of the same religious community.
• Well-Versed – Very distinguished in ability or knowledge.
• Trade – Skill, craft.
• Eloquent – Gifted with language.

Lesson Goals

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

1. Explore the life of Priscilla and Aquila and their role in ministry.
2. Appreciate the fact that similarities in background can open doors for sharing the gospel.
3. Identify opportunities for sharing their gifts with persons of similar interests or talents.

Teaching Strategies

1. Ask youth to share things they are good at doing, and how they can use their gifts to tell someone about Christ.
2. Share stories about persons with different backgrounds making a positive difference and how united Christians can make the world better.

3. Have the class create a short announcement to share during a worship service that promotes believers working together in the church.

4. Observe how “tent making” has come to refer to a style of ministry or mission in which the person who is called understands that they will need to have a job to make money to support their vocation in ministry (as opposed to those whose vocational ministry is supported by others or a denomination). Brainstorm ways that people might make a living that would be flexible and gives them time and resources to be in ministry. What kind of ministry might work with this model?

Resources: Paper, pencils/pens

Lydia: Called to Serve

Lesson 13 February 28, 2021

Lesson Scripture: Acts 16:11-15, 40; 1 Corinthians 1:26-30

Focus Scripture: Acts 16:11-15, 40; 1 Corinthians 1:26-30

Key Verse: When (Lydia) and her household were baptized, she urged us, saying, “If you have judged me to be faithful to the Lord, come and stay at my home.” And she prevailed upon us. Acts 16:15.

Words to Know

• Judge – Make a choice/decision.

• Call – Invitation.
• **Prevail** – Compel by force from close behind.

• **Noble Birth** – Upper class.

**Lesson Goals**

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

1. Define hospitality as illustrated in the story of Lydia.
2. Reflect on the example of hospitality and service provided by Lydia.
3. Practice providing service to others without being boastful.

**Teaching Strategies**

1. Do a “hospitality inventory” of your congregation. To do so, imagine putting on glasses that let you see your congregation like a visitor who has never visited before. Have students make a list of things that they imagine might make a first-time visitor feel welcome, as well as a list of things that might not feel welcoming. Discuss what each group can do to be more hospitable to others.

2. Divide youth into groups and have each group discuss Lydia’s hospitality and how they would welcome others into their class.

3. Have youth plan a special event to showcase their gifts and talents to serve others.

**Resources:** Paper, pencils

**Resource/Video List**

- “Voices of Protest, Crying for Chang Rings Across U.S., Beyond”
  A conglomerate of articles and videos of those seeking change, their inspiration, and the actions they’re taking.
  https://apnews.com/54e9e9117e2903e3ec99ee15c76e74a6

- “Women in the Civil Rights’ Movement”
• “1000 Black Girl Books Resource Guide”
  https://grassrootscommunityfoundation.org/1000-black-girl-books-resource-guide/
• “Sojourner Truth: Ain’t I a Woman?”
  https://www.blackpast.org/african-american-history/speeches-african-american-history/1851-sojourner-truth-amnt-i-woman/
• Activist Sophie Cruz
• “Hidden figures: How Black Women Preachers Spoke Truth to Power”
  https://theconversation.com/amp/hidden-figures-how-black-women-preachers-spoke-truth-to-power-73185
• “40 Kids Who Changed the World”
• “Everyday Hero: 10-Year-Old Honored for Saving His Grandmother’s Life”
• “The Teenage Prayer Experiment Book”
  https://books.google.com/books?id=2eDCCAAAQBAJ&pg=PT5&source=kp_read_button
• “3 Teenagers Organize Black Lives Matter March”
• “The Rev. Florence Randolph”
• “Black History Month Prayers”
  https://www.xavier.edu/jesuitresource/online-resources/prayer-index/prayers-for-black-history-month1
The Teacher’s Guide
Intermediate Lessons
Winter Quarter: 2020-2021
Prepared by Dr. Karma Bowen-Johnson

Called Through Heritage

Lesson 1

Lesson Scripture: Matthew 1:1-17; Hebrews 1
Focus Scripture: Hebrews 1:1-5, Matthew 1:1-6, 16-17
Key Verse: Long ago God spoke to our ancestors in many and various ways by the prophets, but in these last days he has spoken to us by a Son. Hebrews 1:1-2a

Vocabulary

• **Ancestors** – Family from whom we descended, e.g. your parents, grandparents, great grandparents, and so on.

• **Heir** – A person entitled to possessions of a family member after their death.

• **Imprint** – An impression or mark left on something or someone else.

• **Sustain** – To strengthen or support someone or something mentally or physically.

• **Purification** – Made spiritually or physically clean.

• **Inherit** – To receive property, blessings, or other assets after someone.

• **Surrogate** – A substitute.

Lesson Goals

By the end of this lesson, students will be able to:
1. Explore the biblical heritage of Jesus.
2. Value the origins of Jesus as the reflection of God’s glory, and the exact image of God.
3. Create or design a family tree of the genealogy of Jesus and of their families.

**Teaching Strategies**

Select activities which can be completed during the allotted time:

1. Play YouTube music from Alicia Keys: “We Are Here”:
   (https://www.youtube.com/watch?v=HrKmDgk8Edg&list=PLEq265ILw8sXSm7FFXfsKH-qf3f100OLb&index=16)
   Have students use paper and pencil to write prayers to God before class begins.

2. **Activity #1:** Who Are You and Where Do You Come From? Make a list of as many family members as you can, then complete as much as possible on the Family Tree worksheet. Present your family to your groupmates.

3. **Activity #2:** Quick Questions! In the lineage of Jesus, there are five women mentioned. Four of the women are mentioned by name and one is referenced. What is her name? (Hint: she is Solomon’s mother.) In what chapter and verse is this woman first mentioned? Answer: Bathsheba from 2 Sam. 11:3.

4. **Activity #3:** Discovery. Play YouTube music: “We Are Here” by Alicia Keys (https://www.youtube.com/watch?v=HrKmDgk8Edg&list=PLEq265ILw8sXSm7FFXfsKH-qf3f100OLb&index=16)

5. **Activity #4:** You Are My Hope for Tomorrow. Set up a worship center in the classroom with an Advent wreath, candles, a tablecloth, and other symbols of the season of Advent. Light two purple candles
today. Create a symbol reflecting the significance of PEACE and add it to the worship center. Today is the Second Sunday of Advent. Lead Closing Devotion/Prayer.

Resources: Mobile device with access to YouTube: (https://www.youtube.com/watch?v=HrKmDgk8Edg&list=PLEq265ILw8sXSm7FFXfSKH-qf3f100OLb&index=16) “We Are Here” by Alicia Keys

Paper, pencils, copies of Family Tree worksheets, Jesus Ancestry puzzle, Advent wreath, one pink and three purple candles with candleholders, a lighter, a tablecloth, and other symbols of the season of Advent

Called Before Birth

Lesson 2 December 13, 2020

Lesson Scripture: Matthew 1:18-25
Focus Scripture: Matthew 1:18-25
Key Verses: “Joseph, son of David, do not be afraid to take Mary as your wife, for the child conceived in her is from the Holy Spirit. She will bear a son, and you are to name him Jesus, for he will save his people from their sins.” Matthew 1:20b-21

Vocabulary

• Messiah – Jesus, the chosen, anointed deliverer of the Jews.
• Righteous – Acting morally and spiritually right.
• Emmanuel – Hebrew name meaning, “God with us.”

Lesson Goals

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

1. Understand God’s purpose for the birth of Jesus.
2. Rejoice that Joseph was obedient to the angel when the angel foretold Jesus' birth.

3. Plan and be ready for celebrating Jesus’ second coming.

**Teaching Strategies**


2. Have students use paper and pencil to write prayers to God as they wait for class to start.

3. **Activity #1: Would You Yield?** Discuss the turn of events in this story. How are they similar to the Bible story, and how are they different?

4. **Activity #2: Acting Out.** Divide the youth into groups of three. Have each group roleplay the story of Mary, Joseph, and the angel in a 21st century setting. Discussion: How would this story play out today? What are some of the emotions, feelings, or thoughts the characters may have had?

5. **Activity #3: It’s All Good.** Working in the same groups as before, brainstorm things that would be considered good news, and circumstances that might temper the goodness of the news. Discuss how the good news of Mary having a baby was complicated by its timing and situation.

6. **Activity #4: God’s Great Joy.** In the worship center set up the classroom with the Advent wreath, candles (light the pink and two purple candles), tablecloth, and other symbols of the season of Advent. Create a symbol reflecting the significance of joy and add it to the worship center.

7. Today is the Third Sunday of Advent. Lead **Closing Devotion/Prayer.**
A Regal Response to Holy Light

Lesson 3 December 20, 2020

Lesson Scripture: Matthew 2:7-15
Focus Scripture: Matthew 2:7-15
Key Verse: On entering the house, they saw the child with Mary his mother; and they knelt down and paid him homage. Then, opening their treasure chests, they offered him gifts of gold, frankincense, and myrrh. Matthew 2:11

Vocabulary

- Homage – To give special honor or respect.
- Frankincense – An essential oil used by the Jews in the temple.
- Myrrh – An essential oil used by the Jews in the temple.

Lesson Goals

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

1. Study the reason for the wise men’s visit.
2. Appreciate the wise men’s willingness to not return to the king.
3. Identify various ways we worship Jesus.

Teaching Strategies

If extra time allows give Worksheet: Journey of the Three Kings (possible aid: https://www.thinkingkidsblog.org/wise-men-lessons-activities/).

Activity #1: How to Get There from Here. Using the Bible time maps, locate Persia and Babylon, two of the possible locations from which the Magi’s journey originated. Locate Jerusalem where they encountered Herod, and Bethlehem where they found the house where Jesus and his family lived. Trace the various routes the Magi might have taken, led by the star. Have students imagine aloud what their journey might have been like.

Activity #2: Surrounded by Love. Set up a worship center in the classroom with an Advent wreath, candles (light all the candles), a tablecloth, and other symbols of the season of Advent. Create a symbol reflecting the significance of love and add it to the worship center.

Today is the Fourth Sunday of Advent. Lead Closing Devotion/Prayer.

Resources: Mobile device with YouTube Music: https://www.youtube.com/watch?v=rFbmNnB2AoU “We Three Kings” by Kem

Paper, pencils, copies of the worksheet Journey of the Three Kings; map of the Magi’s journey

Called to Prepare the Way

Lesson 4 December 27, 2020

Lesson Scripture: Matthew 3

Focus Scripture: Matthew 3:1-12

Key Verse: “Prepare the Way of the Lord, make his paths straight.”

Matthew 3:3
Vocabulary

- **Repent** – To turn away from sin with a sincere regret and remorse.
- **Baptize** – Christian rite of admission and adoption into the family of God.
- **Pharisees** – Jewish law keepers, distinguished by strict observance of the traditional and written law.
- **Sadducees** – Members of Jewish leadership in the time of Jesus Christ who emphasized acceptance of the written law alone.

Lesson Goals

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

1. Explain the call of John the Baptist.
2. Feel regret for our sins and repent.
3. Rejoice and make plans to welcome the soon-coming Messiah.

Teaching Strategies

1. Play YouTube music by West Angeles COGIC Mass Choir as youth come into class.

(https://www.youtube.com/watch?v=a0WuwUJRQKs) “Lord, Prepare Me to Be a Sanctuary.” Have students use paper and pencil to write prayers to God as they wait for class to start.

2. **Activity #1: How Disciplined Are You?** Discuss this: preparation is crucial to the success to much of the work we have to do. Even our schoolwork requires preparation time. In all honesty, what would you be better at if you took the time to prepare for it?

3. **Activity #2: Let Me See You One, Two-Step.** God sometimes shatters our preconceptions and does a new thing that’s a jarring surprise. Create “Surprise” bookmarks, with reminders of the steps
needed to hear and respond to God’s call. Materials needed: card stock, pens, pencils, markers, scissors, music.

4. The closing prayer is to be said in unison.

**Resources:** Mobile device with YouTube Music (https://www.youtube.com/watch?v=a0WuwUJRQKs) “Lord, Prepare Me to Be a Sanctuary” by West Angeles COGIC Mass Choir

Paper, pencils, card stock, pens, markers, scissors

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**Called to Proclaim**

**Lesson 5**

**January 3, 2021**

**Lesson Scripture:** Luke 4

**Focus Scripture:** Luke 4:14-22 (end with “from his mouth.”)

**Key Verses:** “The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord’s favor.” Luke 4:18-19

**Vocabulary**

- **Synagogue** – The building where a Jewish assembly or congregation meets for religious worship and instruction.
- **Sabbath Day** – A day of rest and worship.
- **Year of the Lord’s Favor** – The year of jubilee.

**Lesson Goals**

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

1. Examine the story of Jesus’ call as foretold in Old Testament scripture.
2. Sense the impact of Jesus’ pronouncement at Nazareth.

3. Develop a plan to help those who are suffering and in need.

Teaching Strategies

1. Play YouTube music “We’re Blessed” by Fred Hammond as youth come into class:
   https://www.youtube.com/watch?v=HquTvEDa5Vw&list=PL7F1A51D0D7D811CB&index=7.

2. **Activity #1: Let’s Start Something.** 1. Choose and discuss a societal problem that youth are passionate about. 2. In groups, brainstorm ways to solve major societal problems. 3. Find ways that each group can invest in a solution through a group project.

3. **Activity #2: Jesus’ Assignment.** Using *The Bible Story* in the student book, list the things that Jesus was tasked to do. What does each responsibility mean? Discuss what good news might mean to the poor. What do you think a poor person most hopes for? Reflect together on these ideas: release to the captives, recovery of sight to the blind, freedom to the oppressed – how is each of these ideas good news for those who are hearing it? Play YouTube music: https://www.youtube.com/watch?v=ymxDEKDi7fg “Ooh Ooh Child” by Donnie McClurkin. While the music plays softly, invite youth to journal briefly about what good news sounds like to them where they are right now.

4. **Activity #4: Called to Make a Difference.** Make a plan to implement the project in **Activity #1.** Enlist the help of the entire youth ministry.

5. The closing prayer is to be said in unison.

Resources:

YouTube Music: https://www.youtube.com/watch?v=ymxDEKDi7fg
“Ooh Ooh Child” by Donnie McClurkin and https://www.youtube.com/watch?v=UYV YM671MGc “We’re Blessed” by Fred Hammond

Paper, pencils

Called to Significance

Lesson 6

January 10, 2021


Focus Scripture: Luke 5:1-11

Key Verse: Then Jesus said to Simon, “Do not be afraid; from now on you will be catching people.” Luke 5:10b

Vocabulary

• Lake of Gennesaret (Gen-nes’a-ret) – Also called the Sea of Galilee; it is the largest body of fresh water in Israel.

Lesson Goals

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

1. Examine the story of the miraculous catch of fish.

2. Reflect on Simon’s personal transformation after his encounter with Jesus.

3. Develop the ability to listen for God and obey God’s commands.

Teaching Strategies

1. Play YouTube music “This Little Light of Mine” as youth come into class. (https://www.youtube.com/watch?v=DuOqiLr3pes)

2. Have students use paper and pencil to write prayers to God as they wait for class to start.

3. Activity #1: Faith Sharing. Invite at least two people to share the stories of personal experiences of events in their lives when they
saw God at work. The person telling the story gets to interpret it, and the other youth ask questions to better understand or offer words of encouragement based on what they heard.

4. **Activity #2: It’s All Good.** In a group discussion, have students share things they are passionate about. Describe a time where you felt God was with you while you were working or a time when you felt God with you when you were volunteering. What was that like?

5. **Closing Devotion.** Listen to the YouTube Music [https://www.youtube.com/watch?v=3xvRKHTip_E](https://www.youtube.com/watch?v=3xvRKHTip_E) “Use Me” by Ron Kenoly, and have students write a note to Jesus about their desire to be used for kingdom-building, and place them in the fish net on their way out.

**Resources:**

YouTube Music: [https://www.youtube.com/watch?v=3xvRKHTip_E](https://www.youtube.com/watch?v=3xvRKHTip_E): “Use Me” by Ron Kenoly

Paper, pencils, fish net

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**Called to Heal**

**Lesson 7**

**January 17, 2021**

**Lesson Scripture:** Mark 2:1-12

**Focus Scripture:** Mark 2:1-12

**Key Verse:** “Which is easier, to say to the paralytic, ‘Your sins are forgiven,’ or to say, ‘Stand up and take your mat and walk’?” Mark 2:9

**Vocabulary**

- **Son of Man** – Jesus’ reference to himself, denoting that he is both the Son of God and the Son of humanity.

- **Blasphemy** – Lack of reverence to God or claiming godly
attributes.

- **Scribes** – Jewish leaders responsible for knowing, documenting, and keeping the law.

**Lesson Goals**

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

1. Study Mark’s account of Jesus healing the man who was paralyzed.
2. Express appreciation when others extend themselves to meet our needs.
3. Commit to praying for the spiritual and physical needs of others.

**Teaching Strategies**

1. Play YouTube music “This Little Light of Mine” as youth come into class. (https://www.youtube.com/watch?v=DuOqiLr3pes)
2. Have students use paper and pencil to write prayers to God as they wait for class to start.
3. **Activity #1: Destined to Make a Difference.** Brainstorm which people in the congregation and community could benefit from a little extra compassion and help. Plan and organize ways that others can join students in helping some of these neighbors. Discuss how he should decide who to help and how it feels not to be able to help everyone.
4. **Activity #2: Healing Table Talks.** From the list provided, choose three different healing stories in Mark’s gospel. Read and discuss what these stories mean in Jesus’ ministry.
   a. Jesus heals a man with a dreaded skin disease (Mark 1:40-45).
   b. The man with the paralyzed hand (Mark 3:1-6).
   c. Jesus heals the woman with the issue of blood (Mark 5:25-34).
d. Jairus’ daughter (Mark 5:21-42).
e. Jesus heals someone who was deaf and mute (Mark 7:31-37).
f. The man who was blind at Bethsaida (Mark 8:22-25).

5. **Activity #3: Together, We Can Do This.** In **Activity #1**, you talked about ways the community could benefit from compassion and help. Pick something that you can have students do as a group, and plan to implement it. Need a little more inspiration? Check out this video on the **50 Yard Challenge**. What started out for boys has grown to include girls. ([https://www.youtube.com/watch?list=RDCMUCno5fwrWZA0faCnbED0bfgg&v=oBLboDZXUyQ&feature=emb_rel_end](https://www.youtube.com/watch?list=RDCMUCno5fwrWZA0faCnbED0bfgg&v=oBLboDZXUyQ&feature=emb_rel_end))

6. **Closing Devotion**: repeat closing prayer together.


YouTube Video: **50 Yard Challenge**
[https://www.youtube.com/watch?list=RDCMUCno5fwrWZA0faCnbED0bfgg&v=oBLboDZXUyQ&feature=emb_rel_end](https://www.youtube.com/watch?list=RDCMUCno5fwrWZA0faCnbED0bfgg&v=oBLboDZXUyQ&feature=emb_rel_end)

Paper, pencils

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**Solomon’s Dedication Prayer**

**Lesson 8**

**January 24, 2021**

**Lesson Scripture:** John 17:14-24

**Focus Scripture:** John 17:14-24

**Key Verse:** “I ask not only on behalf of these, but also on behalf of those who will believe in me through their word.” John 17:20
Vocabulary

- **Sanctify** – Set apart as or declare holy; consecrate.
- **Truth** – God’s word.

Lesson Goals

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

1. Explore Jesus’ intercessory prayer for his disciples.
2. Sense the value of Jesus’ prayers for his disciples.
3. Develop the spiritual discipline of regular intercessory prayer on behalf of others.

Teaching Strategies

1. Play YouTube music, “This Little Light of Mine,” as youth come into class. (https://www.youtube.com/watch?v=DuOqiLr3pes)
2. Have students use paper and pencil to write prayers to God as they wait for class to start.
3. **Activity #1: The Vital Team Member.** View the movie clip of Mr. Bridges in the movie, *Facing the Giants* (https://www.youtube.com/watch?v=yDxVD2RGxaQ). Research the meaning of the word *intercessory*, as well as the other types of prayer. Discuss the contribution that intercessory prayer made in this movie.
4. **Activity #2: This Prayer.** Discuss how this prayer made students feel. Also, what stands out to them when Jesus prays to God on the behalf of the disciples?
5. **Activity #3: An Exercise in Prayer.** Distribute copies of a church bulletin or newsletter that contains the list of members who are sick and cannot come to church for whatever the reason. Write prayers of intersession for each of them and a note of encouragement to be
mailed to them.

6. **Activity #4: Another Exercise in Prayer.** First, have students match the different kinds of prayers with their definition. Then, practice several kinds of prayer together, if possible. Discuss what prayer is and what it does/doesn’t do.

**ANSWERS**

| E | Consecration | A. Being on one accord |
| D | Thanksgiving | B. Lifting up your needs |
| B | Supplication | C. Corporate prayer |
| F | Intercession | D. Counting your blessings |
| C | Agreement | E. Solemn dedication |
| A | Communion | F. Prayers for others |

7. **Closing Devotion:** Listen to YouTube Music https://www.youtube.com/watch?v=hlukgmSPQZE “The Prayer” by Donnie McClurkin and Yolanda Adams. Have students write a prayer of intercession for your friends and family.

**Resources:** YouTube Video https://www.youtube.com/watch?v=hlukgmSPQZE by Donnie McClurkin and Yolanda Adams, “The Prayer”

YouTube Video: *Facing the Giants* – https://www.youtube.com/watch?v=yDxVD2RGxaQ

Paper, pencils

**Prophesying Daughters**

**Lesson 9**

**Lesson Scripture:** Luke 2:36-38; Acts 1:12-14; 2:16-21; 21:8-9

**Focus Scripture:** Luke 2:36-38; Acts 2:16-21; 21:8-9
Key Verse: “In the last days it will be, God declares, that I will pour out my Spirit upon all flesh, and your sons and your daughters shall prophesy, and your young men shall see visions, and your old men shall dream dreams.” Acts 2:17

Vocabulary

- **Prophecy** – A revelation by divine inspiration.
- **Portents** – A sign or warning that something, especially something momentous or calamitous, is likely to happen.

Lesson Goals

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

1. Examine how God called and empowered women to proclaim the gospel.
2. Value the contributions of women in faith communities.
3. Acknowledge and celebrate the contributions of godly women (or all) in the church.

Teaching Strategies

1. Play YouTube music [https://www.youtube.com/watch?v=ae2iX6vZCoM](https://www.youtube.com/watch?v=ae2iX6vZCoM) “Count on Me” by Whitney Houston as youth come into class.
2. Have students use paper and pencil to write prayers to God as they wait for class to start.
3. **Activity #1: Speak Their Names and Celebrate.** Brainstorm a list of jobs or careers from which women and other people of color were excluded in the past but are no longer. List some famous people who would formerly have been excluded from these jobs/careers, and celebrate their accomplishments.
4. View We Speak Your Names video https://www.youtube.com/watch?v=Xe4cFHBI580.

5. **Activity #2: The Interview.** In your meeting space, create an interview area similar to that of a talk show. Select male and female guests, and a host to ask questions. Interview two or three students and allow the conversation to develop into a discussion, involving all of the students if possible.

6. **Closing Devotion.** While listening to soft music “Always Sisters” by CeCe Winans (https://www.youtube.com/watch?v=2DztoxXI1jg), ask students to write a letter of thanks to a woman in their life who has poured blessings into them. After the letters are completed. Pray this together (insert the name of the woman the letter is written to in the space indicated):

   
   God, may we walk in the company of the women of faith who have gone before us, both named and unnamed, who testify with ferocity and faith to the Spirit of wisdom and healing. May we walk in the company of women like *(Insert a woman’s name here)* who poured blessings into me to ensure that I grew in stature, strength, and spirit. Amen.

   Adapted from Common Prayer

   **We Speak Your Names**

   *by Pearl Cleage*

   Because we are free women,
   born of free women,
   who are born of free women,
   back as far as time begins,
we celebrate your freedom.
Because we are wise women,
born of wise women,
who are born of wise women,
we celebrate your wisdom.

Because we are strong women,
born of strong women,
who are born of strong women,
we celebrate your strength.

Because we are magical women,
born of magical women,
who are born of magical women,
we celebrate your magic.

*My sisters*, we are gathered here to speak your names.

We are here because we are your daughters
as surely as if you had conceived us, nurtured us,
carried us in your wombs, and then sent us out
into the world to make our mark
and see what we see, *and be what we be*, but *better, truer, deeper*
because of the shining example of your own
incandescent lives.

We are here to speak your names
because we have enough sense to know
that we did not spring full blown from the
forehead of Zeus,
or arrive on the scene like Topsy, our sister once
removed, who somehow *just grewed*.

We know that we are walking in footprints made
deep by the confident strides
of women who parted the air before them like the
forces of nature that you are.

We are here to speak your names
because you taught us that the search is always for
the truth
and that when people show us who they are, we
should believe them.

We are here because you taught us
that *sisterspeak* can continue to be our native
tongue,
no matter how many languages we learn as we
move about as citizens of the world
and of the ever-evolving universe.

We are here to speak your names
because of the way you made for us.
Because of the prayers you prayed for us.
We are the ones you conjured up, hoping we
would have strength enough,
and discipline enough, and talent enough, and
nerve enough
to step into the light when it turned in our
direction, *and just smile awhile*.

We are the ones you hoped would make you
proud
because all of our hard work
makes all of yours part of something *better, truer,
deeper*.
Something that lights the way ahead like a lamp
unto our feet,
as steady as the unforgettable beat of our collective heart.

_We speak your names._
_We speak your names._

**Resources:** YouTube Video: https://www.youtube.com/watch?v=Xe4cFHBI580 “We Speak Your Names”

YouTube Music: https://www.youtube.com/watch?v=2DztoxXI1jg “Always Sisters” by CeCe Winans

https://www.youtube.com/watch?v=ae2iX6vZCoM “Count on Me” by Whitney Houston

Paper, pencils, poem “We Speak Your Names”

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**Called to Evangelize**

**Lesson 10**

**February 7, 2021**

**Lesson Scripture:** John 1:37-51; 4:25-42

**Focus Scripture:** John 4:25-42

**Key Verse:** Many Samaritans from that city believed in him because of the woman’s testimony, “He told me everything I have ever done.” John 4:39

**Vocabulary**

- **Messiah** – The promised deliverer of the Jewish nation prophesied in the Hebrew Bible.

- **Rabbi** – Jewish master teacher.

**Lesson Goals**

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

1. Explore why the woman at the well was reluctant to converse with Jesus.
2. Appreciate the openness of many Christians to people whom others reject.

3. Pray for boldness in welcoming those who are different from themselves

**Teaching Strategies**

1. Play YouTube music [https://www.youtube.com/watch?v=I66SDeRQSJ4](https://www.youtube.com/watch?v=I66SDeRQSJ4) “Imagine Me” by Kirk Franklin.

2. Have students use paper and pencil to write prayers to God as they wait for class to start.

3. **Activity #2: Say What?** Journal about the effects of “slut shaming” in our culture, particularly against women. From the background of this text, share why the woman at the well might have had several husbands, and was living with a man who wasn’t her husband. And, that our salacious response to this is imported and not found in Jesus’ response in the text. Consider what it means when we so quickly reduce her value by the perceived morality of the woman’s actions.

4. **Activity #3: Going Beyond.** View the YouTube short film [https://www.youtube.com/watch?v=CTnmgliE408](https://www.youtube.com/watch?v=CTnmgliE408) *Be the One – Beyond Differences.*

   In a group discussion, share some of the scenarios. Brainstorm about people or groups who claim to be better than certain others. Discuss the preoccupation people have with protecting their own privileged status. Consider how Jesus continually throughout his ministry worked to break down barriers and dismantle unjust social structures. Ask what Jesus might have us do today to follow his model in this area.

5. **Activity #4: Jesus’ Love Is Bubbling Over.** Bring enough mini-
containers of bubbles for all participants. Start out with just one person blowing bubbles. Note how many bubbles just one person can create. Then invite all the youth to start blowing bubbles. Observe how many more bubbles fill the room. Relate this to the effect of each one telling the good news in their own way with words or deeds, and how many people it impacts.

**Closing Devotion**

If we are all in this together. We need to act like we are. Pray this prayer together.

*God, grant me the serenity to accept the things I cannot change;*
*The courage to change the things I can; and the wisdom to know the difference.*

*Living one day at a time; enjoying one moment at a time;*
*Accepting hardships as the pathway to peace; taking, as he did, this sinful world*
*As it is, not as I would have it; trusting that he will make all things right*
*If I surrender to his will; so that I may be reasonably happy in this life*
*And supremely happy with him*
*Forever and ever in the next.*

*Amen.*

**Resources:** YouTube Video: https://www.youtube.com/watch?v=CTnmgliE408 Be the one – Beyond Differences

YouTube Music: https://www.youtube.com/watch?v=I66SDeRQSJ4
“Imagine Me” by Kirk Franklin

Paper, pencils, mini-containers of bubbles
Mary Magdalene: A Faithful Disciple

Lesson 11  February 14, 2021

Lesson Scripture: Mark 15:40; 16:1-9; Luke 8:1-3; John 20:10-18

Focus Scripture: Luke 8:1-3; Mark 15:40; John 20:10-18

Key Verses: “The twelve were with him, as well as some women who had been cured of evil spirits.” Luke 8:1-2

Vocabulary

• Infirmities – Physical or mental weaknesses.

• Rabbouni – Master Jewish teacher.

Lesson Goals

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

1. Research the stories of Mary Magdalene’s growing trust in Jesus.
2. Long for the ability to be loyal to Jesus.
3. Grow in love and commitment to God in Christ.

Teaching Strategies


2. Have students use paper and pencil to write prayers to God as they wait for class to start.

3. Activity #1: You’re So Loyal. Share the names of people to whom you are loyal or faithful. In a few words, tell us why this person has earned your faithfulness or loyalty.

4. Activity #2: Who and What. Unscramble the names, and from today’s scriptures (including the background texts) use one of the letters to indicate what role those women played in Jesus’ ministry:
A: YARMMDLEEAAGN: Mary Magdalene
B: NNJOA: Joann
C: MMJJAAORREMTSEFOHY: Mary Mother of James
C: MELOAS: Salome
B: NNSSAUA: Susanna

--------------------------------------------------------------------

A: First evangelist
B: Provided resources for Jesus’ ministry
C: Brought spices to anoint Jesus’ body

5. **Activity #3: Say It Loud and Say It Proud.** From your phone, share some photos of the women who, over time, have had a positive impact on your faith and your lives. Create a tribute to these heroines of the faith. Write notes to some or all of them, thanking them for their contributions.

**Closing Devotion**

**Say:** We may think that we do not have much to give. We may think that what we give isn’t effective. But give it anyway because the ripple effect will go far beyond where we start. We will pray it forward together.

*Dear God,*

*Just like Mary at the tomb, we come seeking you. We want you to use us to advance your work. Pour into us so that we can pour into others.*

*We want to be used by you.*

*In Jesus’ name, we pray.*

*Amen.*
Resources:

YouTube Music: https://www.youtube.com/watch?v=vk_VZlUAYkM
“Great Is Thy Faithfulness” by CeCe Winans

Paper, pencils

Priscilla: Called to Minister

Lesson 12

February 21, 2021

Lesson Scripture: Acts 18:1-26; Romans 16:3-4; 1 Corinthians 16:19; 2 Timothy 4:19

Focus Scripture: Acts 18:1-3, 18-21, 24-26; Romans 16:3-4

Key Verses: “Greet Prisca and Aquila, who work with me in Christ Jesus, and who risked their necks for my life, to whom not only I give thanks, but also all the churches of the Gentiles.” Romans 16:3-4

Vocabulary

• **Eloquent** – Fluent or persuasive in speaking or writing.
• **Bi-vocational** – Having skills in two areas of work.
• **Tenets** – Doctrines or beliefs.

Lesson Goals

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

1. Understand why Paul joined Priscilla and Aquila in their daily work.
2. Reflect on the eagerness of Paul to share the gospel with Priscilla and Aquila.
3. Commit to sharing the good news with someone students contact on a daily basis.
Teaching Strategies

1. Play YouTube music: https://www.youtube.com/watch?v=dlgLJEHF3Ok “Change” by Tamela Mann.

2. Have students use paper and pencil to write prayers to God as they wait for class to start.

3. **Activity #1: Paul’s Travels.** Using Bible maps, trace the journeys of the figures in the texts for today. Discuss how they would have made the trips (by ship, walking, etc.). Discuss how these tradespeople would have supported themselves during these journeys and what strategies they might have used in setting up a new business in a new city.

4. Invite a clergyperson to class to talk about how they, like Apollos, need to continue to refine their understandings and grow throughout their lives. Ask about ways students attend to their growth, and if there is any assistance provided by the church for this purpose.

**Closing Devotion**

Recite the message on the graphic provided from **Dare2Share.** Commit it to memory.

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GOD created us to be with Him.
OUR sins separate us from God.
SINS cannot be removed by good deeds.
PAYING the price for sin, Jesus died and rose again.
EVERYONE who trusts in Him alone has eternal life.
LIFE with Jesus starts now and lasts forever.

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In Jesus’ name.

AMEN!
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Resources:

YouTube music: https://www.youtube.com/watch?v=dlgLJEHF3Ok
“Change” by Tamela Mann

Paper, pencils, Bibles, Paul’s map

Lydia: Called to Serve

Lesson 13  February 28, 2021

Lesson Scripture: Acts 16:11-15, 40; 1 Corinthians 1:26-30

Focus Scripture: Acts 16:11-15, 40; 1 Corinthians 1:26-30

Key Verse: “When [Lydia] and her household were baptized, she urged us, saying, ‘If you have judged me to be faithful to the Lord, come and stay at my home.’ And she prevailed upon us.” Acts 16:15
Vocabulary

- **Sanctification** – Set apart as or declare holy, consecrate.
- **Redemption** – The action of being saved from sin.
- **Righteousness** – The quality of being morally right.
- **Sovereign** – God’s absolute right to do all things according to God’s own good pleasure.

Lesson Goals

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

1. Summarize the story of Lydia in Acts 16.
2. Regret times when we have failed to welcome others into our circle of friends.
3. Embrace opportunities to welcome and serve those in need.

Teaching Strategies

2. Have students use paper and pencil to write prayers to God as they wait for class to start.
3. **Activity #1: Let’s Do Better.** View the video clip to see Emily’s Story (https://www.rightnowmedia.org/Content/illustration/152488). Have class discuss how they can or cannot relate to the short video. Then do a hospitality inventory of your congregation. Imagine putting on glasses that let us see the congregation like a visitor who has never visited before. Make a list of things that the class imagines might make a first-time visitor feel welcome, as well as a list of things that might not feel welcoming. Discuss what they can do to be more hospitable.

4. **Activity #2: Purple Reign.** Provide art supplies (paint and
unbleached muslin cloth) to create purple cloth banners for your worship space for the season of Lent. As you do, discuss the meanings we give to the color purple, including its special meaning in Lent.

5. **Activity #3: What Where?** In a group discussion, share with each other places outside of the church setting where you felt God strongly. Address these points: “Were you by yourself or with a group? What was unique about the experience? Describe your surroundings in that moment (i.e. was there music, was it day or night, who was with you?). What was that like?”

**Closing Devotion**

Pray this prayer together:

*Loving and sovereign God, help us to consider our own call. Allow us not to live by what we see, but by who you are. We may not be the wisest, most powerful, or very influential, but we know you as the God who can use who you want, when you want, for what you want. Give us strength to be inclusive in our worship, hospitable in our embrace, and open to your move. Help us, O God, to be your hands and feet in Christ’s name.*

*AMEN!*

**Resources:**

From RightNow Media: *Emily’s Story* (https://www.rightnowmedia.org/Content/illustration/152488)

YouTube Music (https://www.youtube.com/watch?v=fus0NB0W-Gg) “Help Me Believe” by Kirk Franklin

Art supplies: unbleached muslin cloth paint (to create purple cloth banners for the church’s worship space during the season of Lent). Discuss the meaning we give to the color purple.

Paper, pencils
The Teacher’s Guide

Junior Lessons

Winter Quarter

December 2020–February 2021

Prepared by: Rev. Dr. Christal L. Bell

Called Through Our Ancestors

Lesson 1

Lesson Scripture: Matthew 1:1-17; Hebrews 1

Focus Scripture: Hebrews 1:1-5, Matthew 1:1-6, 16-17

Key Verses: Long ago God spoke to our ancestors, . . . but in these last days he has spoken to us by a Son. Hebrews 1:1-2

Word Power!!!

- **Genealogy** – The study of family history and origin.
- **Messiah** – The expected King, deliverer of the Jews: Jesus.
- **Ancestor** – A descendant in the family line beyond a grandparent.

Lesson Goals

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

1. Learn about their family tree.
2. Name some of the members of Jesus’ lineage.
3. Create a picture that describes Jesus’ family tree.

Special Concerns

- Be sensitive to students who may be uncomfortable discussing
their family lineage or heritage, for reasons such as adoption, abandonment, etc.

- Today is the 2\textsuperscript{nd} Sunday of Advent. The theme for today is Peace. Light two purple candles (one each for last Sunday and today).

**Answer Key**

1. Name one member of Jesus’ family tree that was listed in the scripture passage.
   
   a. Refer to printed passage for any of the names listed.

2. What is one way you can display your faith to someone else during the Advent season?
   
   a. This answer should encourage ways they can tangibly create and give something to someone leading up to Christmas.

3. Discuss a time when a family member helped you during a difficult time. How can you pay it forward?
   
   a. Give students time to share about those times. If students are not comfortable sharing, share with them a time someone in your life helped you.

**Resources:** Paper, pencils, crayons, Advent wreath with candles (three purple, one pink), “We Are Family” by Sister Sledge (YouTube)

**Called to Form a Family**

**Lesson 2**

**Lesson Scripture:** Matthew 1:18-25

**Focus Scripture:** Matthew 1:18-24
Key Verses: “Joseph, son of David, do not be afraid to take Mary as your wife. . . . She will bear a son, and you are to name him Jesus, for he will save his people from their sins.” Matthew 1:20-21

Word Power!!!

- **Engaged** – Pledged to be married.
- **Disgrace** – An act that causes shame.
- **Resolved** – Determined, filled with purpose.
- **Fiancée** – A woman engaged to be married.

Lesson Goals

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

1. Explore Joseph’s story in depth.
2. Understand the decision that Joseph made and its significance.
3. Compare the other angelic account in the gospel of Luke 1:26-38 to this story.

Teaching Strategies

1. Lead students in reenacting scenes from today’s scripture.
2. Invite students to share their thoughts after listening to the song, “We Are Family.”
3. Today is the 3rd Sunday of Advent. The theme for today is love. Light two purple candles and the pink candle.

Answer Key

1. What does **Emmanuel** mean? What does the name **Jesus** mean?
   a. God with us.
   b. Yahweh saves.
2. To whom do you talk when you are uncertain or have questions?
   
a. **Encourage students to name an adult as well as God.**

3. What happened when Joseph fell asleep?
   
a. **An angel came to Joseph in a dream and told him to marry Mary and that she would conceive a child named Jesus.**

**Resources:** Advent wreath with candles (three purple, one pink), paper, pencils, crayons (for drawing activities), “We Are Family” by Sister Sledge (YouTube), room/space for the students to reenact the scripture passage, phone (optional) for recording

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**Witnesses to the Divine Call**

**Lesson 3**

**Lesson Scripture:** Matthew 2:7-15

**Focus Scripture:** Matthew 2:7-15

**Key Verse:** There, ahead of them, went the star . . . until it stopped over the place where the child was. Matthew 2:9

**Word Power!!!**

- **Homage** – To show honor and respect.
- **Diligently** – Constant persistence until the task or goal is completed.
- **Nativity** – Jesus’ birth.

**Lesson Goals**

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

1. Explore the story of the Magi.
2. Understand King Herod’s motive.

3. Think of a way to be a giver this Advent season.

**Teaching Strategies**

**Answer Key**

1. The wise men in this passage were also called by another name. What was the name?
   - a. Magi

2. Where was Jesus born? Where did Joseph, Jesus, and Mary flee to after Joseph’s dream?
   - a. Bethlehem
   - b. Egypt

3. Did the Magi go and tell King Herod where Jesus was born?
   - a. No, they were warned in a dream to go another way.

**Litany of Thanks**

**Teacher**: Today, God, I give you thanks and praise for the lives of all these students.

**Students**: God, we thank you for our teacher being a gift.

**Teacher**: God, thank you that the children here and across this earth are special gifts from you.

**Students**: Remind us, oh God, that we are special.

**Together**: We are special. We are a gift to this earth. Help us to use our God-given talents to change and transform the world.

**Closing Prayer**

Ask a student to lead the class in prayer ending together with *The*
Lord’s Prayer.

Resources: Advent wreath with candles (three purple, one pink), paper, pencils, crayons (for making a list)

Called to Prepare a Way

Lesson 4 December 27, 2020

Lesson Scripture: Matthew 3

Focus Scripture: Matthew 3:1-12

Key Verse: “Prepare the way of the Lord, make his paths straight.” Matthew 3:3

Word Power!!!

• Repent – To feel sorrowful for sin and ask for forgiveness.
• Winnowing – A process used to separate grains from chaff.
• Brood – A group/breed belonging to the same kind.

Lesson Goals

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

1. Understand the role of John the Baptist.
2. Understand the definition of repentance.
3. Share ways they can stand up for justice.

Teaching Strategies

1. Discuss current, relevant issues in the news, and how students can be agents of change.
2. Be sensitive to students who are reluctant to share answers.
Answer Key

1. What is the Key Verse for today?
   
   a. “Prepare the way of the Lord, make his paths straight.”
      Matthew 3:3

2. Share a time when you forgave someone who hurt your feelings.
   
   a. Encourage students to share.

3. What is one way/thing you can do that boldly displays that you will stand up for what is right?
   
   a. Encourage students to share.

Resources: Paper, pencils, crayons (for making a portrait of John the Baptist), phone (optional) for taking pictures of art

Called to Preach

Lesson 5 January 3, 2021

Lesson Scripture: Luke 4

Focus Scripture: Luke 4:14-22 (end with “from his mouth”)

Key Verse: “The Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor.” Luke 4:18

Word Power!!!

• Proclaimed – To declare of announce.

• Captives – Prisoners, those who held against their will.

Lesson Goals

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

1. Reflect on the impact children can have on others.
2. Understand that children can be leaders.

3. Organize a local mission project at church.

Teaching Strategies

1. In pairs, have students read today’s lesson alternating the verses in the *Into God’s Word!!!* section. Then read the scripture to the class and ask the class to draw images of what they heard.

2. Ask class to name a few ways that they can be caring to church members. Then arrange for the class to show these acts of caring.

3. Ask for a volunteer to lead the class in a closing prayer.

Answer Key

1. Where was Jesus when he gave the message in this passage?
   - a. Jesus was in the synagogue.

2. Do you think that everyone accepted and liked what Jesus had to say?
   - a. Some of the people accepted Jesus’ message. The religious leaders did not like what Jesus said.

3. Name one way you can change your school or community for the better.
   - a. Encourage each student to share their idea. (Designate a student to take notes.)

Resources: Paper, pencils, crayons

Jesus Called His Disciples

Lesson 6


January 10, 2021
Focus Scripture: Luke 5:1-11

Key Verse: Then Jesus said to Simon, “Do not be afraid; from now on you will be catching people.” Luke 5:10b

Lesson Goals

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

1. Reflect on the first disciples.
2. Understand the importance of following directions.
3. Create a group project based on the scripture passage.

Teaching Strategies

1. Lead the class in the game, Simon Says.
2. Lead the class in the Praise God!!! section, and take a group photo for the church’s bulletin board or newsletter.
3. Be sure to include all students in the “community drawing.”

Answer Key

1. In the Key Verse, what did Jesus say Simon would be “catching” from now on?
   
   a. Jesus told Simon he would be “catching people.”

2. This story takes place at the temple. True or False?
   
   a. False – It takes place at the beach.

3. Name one way you can follow Jesus this week.
   
   a. Encourage a student to name one way, and then choose the next student to share their answer next, and so on.

Resources: Paper, pencils, crayons, drawing paper, phone (optional) for taking pictures
Called to Heal

Lesson 7

January 17, 2021

Lesson Scripture: Mark 2:1-12

Focus Scripture: Mark 2:1-12

Key Verse: “I say to you, stand up, take your mat and go home.” Mark 2:11

Word Power!!!

- **Paralytic** – A person who has lost movement of a body part.
- **Blasphemy** – Improper language about or towards God.

Lesson Goals

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

1. Reflect on the importance of working together.
2. Recall the account of Jesus healing the paralyzed man.
3. Write down ways they can encourage their peers this week.

Teaching Strategies

Answer Key

1. Did Jesus heal the paralytic man?
   
   a. Yes.

2. What did the group do when they could not get in the front door?
   
   a. The group dug the roof out and lowered the man on a mat through the roof.

3. When someone is “hating” and not being helpful, what are some ways you can encourage them to change?
   
   a. Encourage answers that are positive and impactful.
Resources: Paper, pencils, crayons, blank paper (for the Into God’s Word!!! section)

Called to Pray for Others

Lesson 8 January 24, 2021

Lesson Scripture: John 17:14-24

Focus Scripture: John 17:14-24

Key Verse: “I am asking on their behalf; I am not asking on behalf of the world, but on behalf of those you gave me.” John 17:9

Word Power!!!!

• Sanctify – To make holy, sacred, consecrate.
• Intercede – To pray, act on behalf of someone else.

Lesson Goals

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

1. Learn how to write a prayer to share at church.
2. Understand the meaning of intercession.
3. Write ways that the class pray for others this week.

Teaching Strategies

Answer Key

1. Is it hard to pray for someone else?
   a. Encourage class to share their thoughts and emotions.

2. What does it mean to intercede for someone else?
   a. Intercession means to pray on behalf of someone else.

3. Name one person you are going to pray for this week.
a. Encourage students to list the name of the person(s) they are going to pray for this week.

Resources: Paper, pencils, crayons, blank paper, phone (optional) for taking pictures of art

Two Believing Sisters

Lesson 9 January 31, 2021


Focus Scripture: John 11:17-27, 38-45

Key Verse: “Yes, Lord; I believe that you are the Messiah, the Son of God, the one coming into the world.” John 11:27

Word Power!!!

• Tomb – A burial chamber for someone who has died.

Lesson Goals

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

1. Value the role of the women in the biblical story.

2. Celebrate positive friendships.

3. Understand the story of Lazarus.

Teaching Strategy

1. Guide the class as they prepare to write the poem together. Ask a volunteer to write as the students share suggestions for the content of the poem. Ask for volunteer to lead the construction of the poem.
Answer Key

1. What happened to Lazarus?
   a. Lazarus died, but Jesus raised him on the fourth day.

2. Who were the main characters in the Bible lesson today?
   a. The main characters are: Mary, Martha, Jesus, Lazarus.

3. Did Jesus come right away when he heard that Lazarus had died?
   a. Jesus did not come right away. He finished his ministry and then traveled to the tomb where Lazarus was laid.

Resources: Paper, pencils, crayons, blank paper

Called to Witness About Jesus

Lesson 10

Lesson Scripture: John 1:37-51; 4:25-42

Focus Scripture: John 4:25-42

Key Verse: They said to the woman, “It is no longer because of what you said that we believe, for we have heard for ourselves, and we know that this is truly the Savior of the world.” John 4:42

Word Power!!!

• Astonished – Filled with amazement.

• Wages – The share of money/product received for doing work.

• Reaper – A person who gets a reward from what they invest into.

Lesson Goals

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

1. Reflect on the account of the woman at the well.
2. Understand what it means to tell the good news of Jesus Christ.

3. Understand how to welcome someone who is different from them.

**Teaching Strategies**

**Answer Key**

1. How can you make someone feel welcomed at church?
   
   a. Encourage answers such as: saying hello, inviting them to Sunday school, giving them a bulletin, etc.

2. The Samaritan woman did not go back to the city and tell others about Jesus. True or False?
   
   a. False.

3. What is one way you can share the good news this week?
   
   a. Give an example, then have students share their answers.

**Resources:** Paper, pencils, crayons, blank paper

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**Mary Magdalene: A Faithful Disciple**

**Lesson 11**

**Lesson Scripture:** Mark 15:40; 16:1-9; Luke 8:1-3; John 20:10-18

**Focus Scripture:** Luke 8:1-3; Mark 15:40; John 20:10-18

**Key Verses:** The twelve were with him, as well as some women who had been cured of evil spirits and infirmities. Luke 8:1-2

**Word Power!!!**

- **Weep** – To cry.
- **Infirmities** – Physical weaknesses, or something that ails the body.
Lesson Goals

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

1. Reflect on Mary Magdalene’s life.
2. Gain a positive understanding of the women in this passage.
3. Explain what it means to be a faithful follower of Jesus.

Answer Key

1. Name some of the women in today’s passage.
   
   a. Refer to the printed passage.

2. What did Mary Magdalene do after she saw Jesus?
   
   a. She ran and told the disciples she saw the Lord.

3. Mary Magdalene is the mother of Jesus. True or False?
   
   a. False.

NOTE: Today is Founder’s Day in the AME Church.

Resources: Paper, pencils, crayons, blank paper

Priscilla: Called to Minister

Lesson 12 February 21, 2021

Lesson Scripture: Acts 18:1-26; Romans 16:3-4; 1 Corinthians 16:19; 2 Timothy 4:19

Focus Scripture: Acts 18:1-3, 18-21, 24-26

Key Verse: (Apollos) began to speak boldly in the synagogue, but when Priscilla and Aquila heard him, they took him aside and explained the Way of God to him more accurately. Acts 18:26
Word Power!!!

- **Eloquent** – Characterized by having refined speech.
- **Enthusiasm** – Lively, being full of interest in something.

**Lesson Goals**

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

1. Understand the relationship between Priscilla and Paul.
2. Gain a positive understanding of “hard” work.
3. Share ways students can befriend others.

**Teaching Strategy**

1. In the Into God’s Word!!! section, engage the class in exchanging ideas about what they can do together to help the church.

**Answer Key**

1. What were the names of the couple who helped Paul with his ministry in this passage?
   - a. Priscilla and Aquila.

2. Priscilla, Aquila, and Paul were net makers. True or False?

3. How do you think Paul felt when he left his friends in Corinth to further the work?
   - a. Encourage class to use deductive reasoning (reason by using a few statements to come to their conclusions). Paul probably felt good because he could spread the word of Christ while knowing that the ministry was still going on where he left.

**Resources:** Paper, pencils, crayons, blank paper
Lydia: Called to Serve

Lesson 13

February 28, 2021

Lesson Scripture: Acts 16:11-15, 40; 1 Corinthians 1:26-30

Focus Scripture: Acts 16:11-15, 40

Key Verse: (Lydia) urged us, saying, “If you have judged me to be faithful to the Lord, come and stay at my home.” Acts 16:15

Word Power!!!

• Sabbath – Day set aside for rest and worship.

Lesson Goals

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

1. Reflect on the life of Lydia.
2. Explain the importance of working together in a group.
3. Name one of the talents God has given to students.

Teaching Strategies

1. Ask for a volunteer to read today’s Bible lesson.
2. Have students sit in pairs to exchange and discuss the drawings they made during the Into God’s Word!!! section.

Answer Key

1. What color cloth did Lydia sell?
   a. Lydia sold purple cloth, the color of wealth/royalty.

2. Did Lydia open up her home for Paul to lodge in? Yes or No.
   a. Yes.

3. Name a time when you helped someone without wanting anything in return.
   a. (Open answer) Ask for volunteers to share their story.

Resources: Paper, pencils, crayons, blank paper