

AFRICAN METHODIST EPISCOPAL CHURCH  
FALL 2021  
The **Teacher's Guide**  
QUARTERLY  
SEP-OCT-NOV  
SUNDAY SCHOOL UNION

**CELEBRATING**  
**GOD**

# THE COMBINED TEACHER'S GUIDE

**FALL QUARTER 2021**

SEPTEMBER • OCTOBER • NOVEMBER

Christian Education Department  
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## BASIC SUPPLIES

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

**The Teacher’s Guide**  
**Liberating Faith Studies Lessons**  
**Fall Quarter**  
**September – November 2021**  
**Prepared by D. Catherine S. Powell**

**Celebrating with Song**

**Lesson 1**

**September 5, 2021**

**Lesson Scripture:** Exodus 14:1–15:21

**Focus Scripture:** Exodus 15:11-21

**Key Verse:** “Who is like you, O Lord, among the gods? Who is like you, majestic in holiness, awesome in splendor, doing wonders?”

Exodus 15:11

**Key Terms**

- **Anthropomorphism** (an-thro-po-mor-phism) – Derives from Greek terminology. It refers to the practice of using human terms to refer to God. God is spirit (John 4:24)! Human terminology enhances understandings of the scriptures.
- **Worship** – Expressions of reverence and adoration that celebrate our sovereign God, God’s love, and faithfulness.

**Lesson Goals**

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

1. Explore how and why Moses and Miriam praised God in Exodus 15.
2. Encourage reflection on actions of God that we celebrate through songs and other forms of worship.
3. Renew commitments to joyfully celebrate God’s faithfulness.

### Teaching Strategies

1. Engage the class by asking the two questions from the **Introduction** to the lesson: (a) What is your favorite song? (b). Why is it your favorite song?
2. Divide the class into three groups and assign one stanza of “Moses’ Song” to be discussed within each group. Afterwards, have one member, who is selected by their group, summarize their discussion for the whole class.
3. Close the discussions by comparing similarities between “Moses’ Song” and “Lift Every Voice and Sing.”

**Resources:** A volunteer prepared to lead the class in singing; music, if possible, to accompany the singing of “Lift Every Voice and Sing” or a YouTube video; seating arrangements to accommodate group work; technology for presenting Amanda Gorman’s inauguration presentation and printed copies of her poem, “The Hill We Climb” ;Wifi and YouTube video access; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

### David Dances Before the Ark

#### Lesson 2

September 12, 2021

**Lesson Scripture:** 2 Samuel 6

**Focus Scripture:** 2 Samuel 6:1-5; 14-19

**Key Verse:** “David and all of the house of Israel were dancing before the Lord with all of their might, with songs and lyres and harps and tambourines and castanet and cymbals.” 2 Samuel 6:5

### Key Terms

- **Abinadab** (“my father is generous”) – Owner of the house that provided a twenty-year resting place for the Ark of the Covenant.
- **Ahio and Uzzah** – Sons of Abinadab, who attempted to bring the Ark of the Covenant to Jerusalem on a cart.
- **Ephod** – A garment, like a vest or tunic, worn by priests. Its length extended across the shoulders to at least the waist, front and back.

### Lesson Goals

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

1. Explore King David’s praise and Michal’s contempt for him.
2. Appreciate diverse worship styles and opportunities to celebrate God’s presence.
3. Encourage personal plans to honor God through praise and worship.

### Teaching Strategies

1. Generate discussion by asking participants to share their experiences (briefly) and feelings about parades before segueing into today’s scriptures.
2. Discuss the “let down” King David must have felt when his first attempt to bring the Ark to Jerusalem failed. Why was he angry, and why did he later become afraid? What brought about his decision to make the second attempt?
3. Discuss Michal’s contempt for King David. What was the basis for her feelings? How might she have found ways to support King David even though she apparently didn’t agree with his worship style? What can we learn from these interactions between King David and Michal?

**Resources:** Copies of the song, “Lord, Prepare Me to Be a Sanctuary”; a photograph of the Ark of the Covenant; handouts on the Ark’s history with Israel and its meaningfulness; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

## **Glorifying God**

### **Lesson 3**

**September 19, 2021**

**Lesson Scripture:** Mark 10:46-52; Luke 18:35-43

**Focus Scripture:** Mark 10:46-52

**Key Verse:** Then Jesus said to him “What do you want me to do for you?” The blind man said to him, “My teacher, let me see again,” Mark 10:51

### **Key Terms**

- **Capernaum** – A fishing town, located about 79 miles from Jerusalem; Capernaum was a center for commerce and the center of operations for Jesus’ Galilean ministry.
- **Cloak** – An outer garment that could be used as a coat and as bedding at night. Bartimaeus may have also used his cloak to hold money that he gleaned from begging.
- **Jericho** – Also known as the “city of palm trees”; located about 15 miles from Jerusalem, Jericho is the place where Jesus encountered and healed Bartimaeus.

### **Lesson Goals**

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

1. Compare and contrast spiritual and physical blindness.
2. Appreciate God’s attentiveness and how he responds to our needs.
3. Commit to reaching out to those who are marginalized by

society.

### Teaching Strategies

1. Open the discussion by writing the **Key Verse** on a large sheet of paper or board that is visible to all participants. Ask participants to prayerfully reflect and prepare to discuss how they would answer Jesus’ question: “What do you want me to do for you?”
2. Discuss why and how society, including the church, marginalize people who are blind or have other disabilities?
3. Given enough time, conduct a role-play. Have a participant interview “Bartimaeus,” and ask questions, such as (a) Why did you refer to Jesus as the Son of David? (b) Why did you also call him “Rabbi” or “Teacher”? (c) How did you feel when Jesus told you to “Go! Your faith has healed you”?

**Resources:** Seating to accommodate a role-play; two participants prepared to participate in the role-play; Bibles, dictionaries, and a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

### Believers Praise God

#### Lesson 4

September 26, 2021

**Lesson Scripture:** Acts 2:32-33; 37-47

**Focus Scripture:** Acts 2:32-33; 37-47

**Key Verse:** “They devoted themselves to the apostles’ teaching and fellowship, to the breaking of bread and the prayers.” Acts 2:42

### Key Terms

- **Acts** – Written by the Apostle and Gospel writer, Luke; a sequel

to Luke's Gospel, this is the fifth book of the New Testament. Also known as the Acts of Apostles, this book is a record of immediate actions taken by the Apostles to continue Jesus' ministry after his resurrection and ascension.

- **Breaking bread** – Refers to traditional celebrations of the Lord's Supper as well as the act of sharing common meals. Today's scriptures refer to both.
- **Praise** – Acknowledging and appreciating God for his worthiness. "Great is the Lord, and greatly to be praised" (Psalm 145:3, KJV).

### Lesson Goals

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

1. Understand the role of the Holy Spirit in the life of the church.
2. Examine how love for Jesus and the gift of the Holy Spirit can inspire all believers, in spite of backgrounds, nationalities, and cultures, to unify as one *body* of believers.
3. Encourage participants to pursue encounters with the Holy Spirit and build relationships with Jesus Christ that lead to serving others.

### Teaching Strategies

1. Lead with provocative questions, such as *what is praise*, and *how does praise differ from worship?* What are some examples of each one?
2. Give each participant a copy of the lesson text and a highlighter. Ask them to review the **Focus Scripture**, and highlight specific behaviors that reflect changed lifestyles, resulting from Peter's sermon and the visitation of the Holy Spirit.
3. Ask volunteers for brief reflections on changes they have seen in their own lives as a result of Holy Spirit encounters

and knowledge gleaned from sermons, teachings, and other sources of instruction concerning God's plans for Christian life and salvation.

**Resources:** Lyrics to "Jesus, You Are the Center of My Joy," or a YouTube video; copies of the printed text and highlighters for all participants; Bibles, dictionaries, a large easel with paper, a chalkboard with markers/chalk or a Smart Board.

## Make a Joyful Noise

### Lesson 5

October 3, 2021

**Lesson Scripture:** Psalm 100

**Focus Scripture:** Psalm 100

**Key Verse:** "Know that the Lord is God. It is he that made us, and we are his; we are his people, and the sheep of his pasture."

Psalm 100:3

### Key Term

- **Psalms** – Called *Tehillim*, or *Songs of Praise* in Hebrew; the book of Psalms is a compilation of ancient Israel's devotional materials. Also known as biblical poetry, Psalms is a denotation for poetic praise and worship songs that have been set to music or string instruments. Psalms were widely used in temple or synagogue worship.

### Lesson Goals

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

1. Create deeper understandings about why God is to be praised as in Psalm 100.
2. Create deeper appreciations for God's worthiness to be praised.

3. Encourage personal commitments to pursue and incorporate supportive resources for strengthening personal and corporate praise.

### Teaching Strategies

1. After opening the session, encourage participants to sing along with a YouTube presentation of “Every Praise” (see the lesson).
2. Briefly discuss personal feelings derived from singing the song to segue into comparing “Every Praise” with Psalm 100. What do they have in common? How do they differ?
3. Read Psalm 100 and ask participants to look at each verse to answer two questions: (a) what does it say about why God is to be praised, and (b) what does it say about how God is to be praised?

**Resources:** Wifi and YouTube video access; lyrics to the song, “Every Praise”; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

### Praise God for Justice and Righteousness

**Lesson 6**

**October 10, 2021**

**Lesson Scripture:** Psalm 9; Ecclesiastes 3:16-22

**Focus Scripture:** Psalm 9:1-12

**Key Verse:** “He judges the world with righteousness; he judges the people with equity.” Psalm 9:8

### Key Terms

- **Anthropomorphism** (an-thro-po-mor-phism) – Derives from Greek terminology. It refers to the practice of using human terms to refer to God. God is spirit (John 4:24)! Human

terminology enhances understandings of the scriptures.

- **Equitably** – Evenhandedly; impartially.
- **Justice** – Fairness; judgement.
- **Rebuke** – To scold, admonish, or censure.

### Lesson Goals

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

1. Contrast God's justice with humanity's justice and injustices.
2. Appreciate how God listens and responds to us.
3. Commit to practicing God's justice in all difficult situations.

### Teaching Strategies

1. Discuss the word "Justice" and what it means. How does worldly justice differ from God's justice?
2. Ask participants to identify the five most egregious injustices we face today. Why do they consider them to be most egregious?
3. Discuss the **Focus Scripture** and how believers can rely on it for guidance through unjust situations over which they have no control.

**Resources:** Images of Bitty Mason and Congressman John Lewis from the Internet; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

## Give Thanks for Deliverance

**Lesson Scripture:** Psalm 107

**Focus Scripture:** Psalm 107:1-9, 39-43

**Key Verse:** “They cried to the Lord in their trouble, and he delivered them from their distress.” Psalm 107:6

### Key Terms

- **Jehovah Nissi** – “Nissi” means “banner” in Hebrew. In Exodus 17:15, Moses acknowledged God as Israel’s banner under which Israel was empowered and defeated the Amalekites. Moses built an altar and named it “Jehovah Nissi,” which means “the Lord, our banner.”
- **Self-efficacy** – Confidence in one’s own ability to exert control over life, social environment, and circumstances.

### Lesson Goals

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

1. Explore the importance of having a relationship with God, our deliverer.
2. Value opportunities to give thanks to God.
3. Pray for others who need God’s deliverance.

### Teaching Strategies

1. Open with a discussion on the old adage, “God helps those who help themselves.” How does it relate to today’s scripture?
2. Ask two volunteers to read Psalm 107 and Luke 1:46-55 aloud, while the other participants listen attentively. Afterwards, ask participants to identify similarities between the two scriptures. What similar messages do they convey about a deliverer?
3. Ask participants to reflect on the Psalmist’s call for the redeemed to tell their story. Identify different ways or methods participants have used to tell their stories. Discuss the pros

and cons of each method.

**Resources:** Two participants prepared in advance to read the specified scriptures; a biblical map, showing Israel’s journey to and from Babylon; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

## The Joy of Worship

### Lesson 8

October 24, 2021

**Lesson Scripture:** Psalm 84

**Focus Scripture:** Psalm 84

**Key Verse:** “Happy are those who live in your house, ever singing your praise.” Psalm 84:4

### Key Terms

- **Korah Psalms** – Psalms written by descendants of Korah, also known as Korahites. They served faithfully as temple musicians. Korah, their ancestor, died as God punished him and 249 co-conspirators for rebelling against Moses in the desert (Numbers 16:1-40).
- **Omnipresent** – Ever-present; present everywhere.

### Lesson Goals

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

1. Explore and relate to the context of the Psalmist’s joyful message.
2. Encourage participants to pursue and expect joyful feelings as God’s presence is experienced.
3. Create deeper understandings of visual and auditory expressions of godly worship.

### Teaching Strategies

1. Lead a discussion on what it feels like to experience joy

individually and collectively when focused on the true and living God.

2. Discuss the concept of *Baca*. Ask two or three volunteers to share their perceptions with the class.
3. Ask a participant (with advanced notification) to prepare and present a brief report on Korah and to compare the original Korah's legacy with the temple dwelling Korahites in today's lesson. What new revelations can this family provide with regard to God's judgment, mercy, and grace?

**Resources:** Lyrics to the song "We Shall Overcome" or a YouTube presentation of the song; Wifi and YouTube video access; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

## Praise God with Music

### Lesson 9

**October 31, 2021**

**Lesson Scripture:** Psalms 147; 148; 149; 150

**Focus Scripture:** Psalms 149:1-5; 150

**Key Verse:** "Let everything that breathes praise the Lord!" Psalm 150:6a

### Key Term

- **Hallelujah** – An exclamation that means "Praise Yahweh!"

### Lesson Goals

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

1. Inspire participants to commit to perpetual praise.
2. Encourage seeking inspiration from various types of praise music and hymns.
3. Praise God using the Psalms.

## Teaching Strategies

1. Open with a discussion on praising God with music. Use when, where, how, and why questions for both scriptures.
2. Engage participants in discussing how to appropriately select hymns and songs for various times of worship services.
3. Discuss dance and its role in praise.

**Resources:** Handouts on Negro spirituals, including the lyrics to “Wade in the Water”; Wifi and YouTube video access; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

## All People Praise God

**Lesson 10**

**November 7, 2021**

**Lesson Scripture:** Revelation 7:9-17

**Focus Scripture:** Revelation 7:9-17

**Key Verse:** “These are they who have come out of the great ordeal; they have washed their robes and made them white in the blood of the Lamb.” Revelation 7:14

### Key Terms

- **Apocalyptic** (a-poc-a-lyp-tic) – Derives from Greek terminology; writings from God that employ symbolism to reveal previously undisclosed plans for the future.
- **Multitude** – A great/large number.
- **Ordeal** – A painful or horrifying experience that continues over an extended period of time.
- **Revelation** – The last book of the Bible; points to future hope and calls believers to faithfulness, perseverance, and endurance.

## Lesson Goals

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

1. Explore how praise is inspired by God's salvation and justice for all people.
2. Appreciate the significance and joy that derives from praising God in unity.
3. Commit to joyful exaltations in response to God's love, goodness, grace, and mercy.

## Teaching Strategies

1. Open the class by singing in unison, "I Am Redeemed."
2. Engage the participants in discussing what it means to be redeemed and to have been "bought with a price" as the song declares.
3. Discuss the difference between the 144,000 saints referenced in Revelation 7:4-8 and the multitude referenced in Revelation 7:9-17.

**Resources:** Lyrics to the song, "I Am Redeemed" and/or a YouTube video for a sing-along; Wifi and YouTube Video access; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

## Praise for God's Eternal Reign

**Lesson 11**

**November 14, 2021**

**Lesson Scripture:** Revelation 11

**Focus Scripture:** Revelation 11:15-19

**Key Verse:** "The kingdom of the world has become the kingdom of our Lord and of his Messiah, and he will reign forever and ever." Revelation 11:15

## Key Terms

- **Wrath** – Extreme anger.

- **Ark of his Covenant or Testament** – Originally noted in the Old Testament (Exodus 25:10) as a gold-plated wooden chest that contained two tablets bearing the Ten Commandments; testimony and covenant refer to the conditional agreement God made with the children of Israel at Mt. Sinai. In this lesson, references to the Ark pertain to the new heaven and new earth that John writes about (Rev. 21:1).

### Lesson Goals

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

1. Give insights into God’s eternal reign in the new heaven and new earth.
2. Encourage reflection on how God’s eternal reign impacts our faith.
3. Inspire participants to personally commit to living in ways that are testaments to God’s sovereignty, and to do so in powerful and transforming ways.

### Teaching Strategies

1. Ask participants to bring a collection of current news reports that are supportive of beliefs that this world is out of control. Discuss the news reports and explore how beliefs in God’s being in control can be sustained in spite of the “circumstantial evidence” to the contrary.
2. Discuss rationale for the twenty-four elder’s fervency in worshipping God.
3. Explore ideas about what the new heaven and new earth means to believers and how it compares with life as we know it.

**Resources:** Lyrics for singing the song, “May the Works I Have Done Speak for Me”\_or a similar song on YouTube video; Wifi and

YouTube video access; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

## Rejoicing in Heaven

### Lesson 12

November 21, 2021

**Lesson Scripture:** Revelation 19

**Focus Scripture:** Revelation 19:1-8

**Key Verse:** “Let us rejoice and exult and give him the glory, for the marriage of the Lamb has come, and his bride has made herself ready.” Revelation 19:7

### Key Terms

- **Babylon** – A city; symbolizes evil world systems that focus on temporal gains and worldly values (Rev. 17:18).
- **Hallelujah** – Combination of two Hebrew words: *hallel* and *yah*; means “Praise the Lord.”
- **New Jerusalem** – A city focused on heavenly and eternal values that please God (Rev. 21–22).

### Lesson Goals

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

1. Discuss the implications of God's judgment for believers.
2. Create deeper understandings of God's judgment as being inclusive of his justice and mercy.
3. Affirm, receive, enjoy, and be guided by the love of Christ as we anticipate culmination of God's plan at the end of this age.

### Teaching Strategies

1. Discuss the word “hallelujah” and the significance of its use

throughout today's scriptures.

2. Identify the three groups of worshippers and how the worship changed with the addition of each group as well as when all combined to worship together.
3. Discuss the wedding scene and how it differs from traditional weddings in this life.

**Resources:** Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

### **Good News for All**

**Lesson 13**

**November 28, 2021**

**Lesson Scripture:** Acts 10:34-47

**Focus Scripture:** Acts 10:34-47

**Key Verses:** Then Peter began to speak to them: "I truly understand that God shows no partiality, but in every nation anyone who fears him and does what is right is acceptable to him." Acts 10:34-35

### **Key Terms**

- **Centurion** – A commander of at least 100 soldiers.
- **Gentiles** – Non-Jewish people.

### **Lesson Goals**

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

1. Encourage participants to explore the gift of the Holy Spirit in their lives.
2. Appreciate Peter's leadership and how his relationship with Jesus Christ informed his actions.
3. Encourage commitments to spreading the Good News to anyone who wants to know him.

### **Teaching Strategies**

1. Begin the session with a discussion on the events that led to

the walkout at St. George's Methodist Episcopal Church in 1787. How was Jesus and the body of Christ portrayed?

2. Ask participants to complete the following sentence: "I sometimes feel uncomfortable in a group of people who are different from me in terms of their \_\_\_\_\_." (Examples: wealth, education, race, nationality, age, religion, age, disability, and so forth.)
3. Have a participant prepared to give an overview of Advent season. Handouts with relevant background information and worship suggestions should be included.

**Resources:** Lyrics to the song, "I'll Go," by Shirley Caesar, or a YouTube video for a sing-along with the artist; Wifi and YouTube video access; Bibles, dictionaries, and either a large easel with paper, a chalkboard with markers/chalk, or a Smart Board.

**The Teacher’s Guide**  
**Senior Lessons**  
**Fall Quarter**  
**September 2021 – November 2021**  
**Prepared by Rev. Faith M. Waters**

**Moses and Miriam Praise God**

**Lesson 1**

**September 5, 2021**

**Lesson Scripture:** Exodus 14:1–15:21

**Focus Scripture:** Exodus 15:11-21

**Key Verse:** “In your steadfast love you led the people whom you redeemed; you guided them by your strength to your holy abode.”

Exodus 15:13

**Words to Know**

- **Majestic** – showing great dignity and grandeur
- **Splendor** – the condition of being magnificent, impressive, or brilliant
- **Steadfast** – firm and unwavering in purpose, loyalty, or resolve
- **Abode** – home
- **Triumphed** – to overcome
- **Philistia** – pronounced: fih-LIHS-tih-uh
- **Edom** – pronounced: EE-duhm
- **Moab** – pronounced: MO-ab

**Lesson Goals**

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

1. Examine why and how Moses and Miriam praised God.
2. Reflect on the actions of God that are celebrated through music, dance, and words.
3. Commit to celebrating God’s faithfulness with joy.

## Teaching Strategies

1. Israel celebrated their deliverance from slavery. They sang and rejoiced: 1) God triumphed over the Egyptians (vs. 1-10); 2) His power, holiness, and steadfast love were praised (vs.11-13); 3) The terrifying effect this great deliverance had on their enemies (other nations) (vs. 14-16); and 4) A sure promise was given that the Redeemer would also bring them into Canaan (vs. 17-18).
2. This lesson may cause some youth to recall the enslavement of Africans and its generational impact.
3. Discuss the impact racism, injustice, and oppression has had on the students' lives.
4. The Exodus event (Exodus 13:17–15:21) is a defining moment in Jewish history, when God makes good on the promise to set the Hebrew people free from their slavery in Egypt. It remains the central event in modern Jewish history and is remembered in Jewish homes each year during the celebration of Passover.
5. Opening: Play the song “Grateful” by Hezekiah Walker and the Love Fellowship Choir when all the youth enter the class. Then say, “How many of you are grateful to God for all he has done for you?”
6. Exodus 15:20-21, the Song of Miriam, is regarded by scholars as very old, perhaps the oldest Israelite poem.
7. “All the women . . . dancing” (15:20) indicates a women’s performance and celebration genre that may have included drums, dance, and songs marking victory celebrations (1 Samuel 18:6-7; Jeremiah 31:4, 13a).
8. Encourage the youth to worship and praise in any way they

desire using their gifts (sing, dance, play instruments, artwork, writing, mime, etc.).

## David Dances Before the Ark

### Lesson 2

September 12, 2021

**Lesson Scripture:** 2 Samuel 6

**Focus Scripture:** 2 Samuel 6:1-5, 14-19

**Key Verse:** David and all the house of Israel were dancing before the Lord with all their might, with songs and lyres and harps and tambourines and castanets and cymbals. 2 Samuel 6:5

### Words to Know

- **Ark of God** – the chest Moses placed the two stone tablets containing the Ten Commandments in
- **Cherubim** – an angel depicted as a chubby-faced child with wings which symbolized God's presence in the midst of the people
- **Ephod** – the official garment of the high priest, which was later worn by the ordinary priests
- **Baale-judah** – pronounced: BAY-uhle-DZHOU-duh
- **Abinadab** – pronounced: uh-BIHN-uh-dab
- **Uzzah** – pronounced: yoo-ZA-uh
- **Ahio** – pronounced: uh-HI-o
- **Michal** – pronounced: MAI-kul

### Lesson Goals

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

1. Explore the importance of the ark of God to the Israelites.
2. Appreciate there are many ways to praise and celebrate God.
3. Plan a praise and worship service to celebrate God's presence and love for us.

### Teaching Strategies

1. Be sensitive to those who are not permitted to worship God in the way they desire. Some churches do not permit praise dancing, various instruments, mime, etc.
2. Be sensitive to those who desire to have a different style of worship music than some of the other church members. They may feel ignored and neglected.
3. The Hebrews regarded the Ark of the Covenant as a most sacred sign of God's presence amongst them. On each end of the atonement cover of the Ark of the Covenant were golden cherubim with their wings spread upward over the Ark. In the space between these cherubim, God's presence with his people was localized in a special way. The atonement cover of the Ark came to be viewed as the throne of Israel's divine King.
4. Uzzah was trying to protect the Ark from falling so he stuck his hand out to steady it (6:6-7). This angered God and Uzzah was killed. He violated the law which stated only priests were to touch or carry the Ark (Numbers 4:5-15). It was then that David realized his sin of moving the Ark without doing it according to God's Word. He felt guilty over Uzzah's death.
5. Leviticus 1:2-13 indicates that anyone who was ceremonially clean could assist a priest in offering the sacrifices. David was aided by a priest.
6. Michal was disgusted with David for only wearing a linen ephod rather than his royal robe. Her prideful attitude caused God to punish her. She never conceived a child (6:23).
7. Assist, as needed, the class with the plans for the praise and worship service.

## Glorifying God

### Lesson 3

September 19, 2021

**Lesson Scripture:** Mark 10:46-52; Luke 18:35-43

**Focus Scripture:** Mark 10:46-52

**Key Verse:** Then Jesus said to him, "What do you want me to do for you?" The blind man said to him, "My teacher, let me see again." Mark 10:51

### Words to Know

- **Mercy** – to demonstrate compassion or kindness
- **Sternly** – to speak to someone harshly and strictly
- **Cloak** – an outer garment
- **Faith** – to believe and trust in God
- **Nazareth** – pronounced: NAZ-uh-rehth
- **Jericho** – pronounced: DZHEHR-ih-ko
- **Bartimaeus** – pronounced: bar-tih-MEE-uhs
- **Timaeus** – pronounced: tai-MEE-uhs

### Lesson Goals

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

1. Explore the differences and similarities of spiritual and physical blindness.
2. Appreciate God's presence during personal trials and suffering.
3. Demonstrate care for others, especially those who are marginalized by society.

### Teaching Strategies

1. The city of Jericho of Jesus' day was Herod the Great's winter palace. He and his son elegantly beautified it with magnificent buildings such as a palace, theater, fortress, and hippodrome. Jericho was 17 miles from Jerusalem, 1,000 feet below sea

- level in the Jordan Valley. It had nice weather in the winter.
- Blindness was considered a curse from God for sin. But Jesus refuted this idea when he reached out to heal the blind encountered during his ministry on earth.
  - God's laws require care for the needy in society (Leviticus 25:35-38). Most people did not abide by the law. Those who were poor and needy had to rely on begging to get daily provisions. During class emphasize that as Christians we are commanded to care for and help others. This demonstrates we love God and others.
  - The only place in Mark where the title, "Son of David," is used is verses 47 and 48.
  - Be sensitive towards those who suffer from physical and mental challenges. Every day they face difficulties that can be overwhelming.
  - In the **Real Talk, Faith Walk** section of the lesson, the class may need assistance to identify spiritual and physical brokenness. (Examples: lying as spiritual or sickle cell disease as physical.)
  - This coming week, tell the class to write down in a journal their response to Jesus' question to Bartimaeus, "What do you want me to do for you?" in the context of the healing and wholeness each person needs from Jesus. In preparation for class, buy small writing journals for class in case they do not have one at home.

**Resources:** Journal books.

### **Believers Praise God**

**Lesson 4**

**September 26, 2021**

**Lesson Scripture:** Acts 2:32-33, 37-47

**Focus Scripture:** Acts 2:32-33, 37-47

**Key Verse:** They devoted themselves to the Apostles' teaching and fellowship, to the breaking of bread and the prayers. Acts 2:42

### **Words to Know**

- **Exalted** – to lift up; to elevate
- **Repent** – to feel regret about your sins or past actions and ask God to forgive you and commit to change
- **Exhorted** – an appeal
- **Devoted** – to show great love and commitment over a long period of time
- **Awe** – reverential fear

### **Lesson Goals**

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

1. Understand the importance of the Holy Spirit in the life of the believer and Christian community.
2. Appreciate how a personal relationship with Jesus and the presence of the Holy Spirit can unite people.
3. Seek to have a personal relationship with Jesus and receive the Holy Spirit and then participate in the mission of your church community.

### **Teaching Strategies**

1. "Cut to the heart" in verse 37 means they believe in Jesus and also regret rejecting him.
2. Forgiveness comes through that which is symbolized by baptism (Romans 6:3-4).
3. The Apostles taught new believers that Jesus died, was buried, and resurrected (Gospel).
4. Fellowship in the home was a necessity to keep the bond and unity of the church strong. Later, Messianic Jews were not

permitted to gather in the temple and synagogues because of great conflict with the Jews who rejected the Messiah. The home became the essential place to gather for communion, prayer meetings, and teachings about Christ.

5. In Peter's sermon, he quotes from Psalm 16:8-11. This Psalm was written by David. David was referring to the Messiah's death and resurrection.
6. Baptism identifies us with Christ and with the community of believers. It is a condition of discipleship and a sign of faith.
7. The author of Acts has Peter contrasting in his sermon Israel's patriarchs who, though great, are all memorialized on tombs now; however Jesus, as Messiah, is greater than any of them because he was killed but didn't remain dead (vs. 32-33).
8. Peter's sermon functions as a *midrash* on the prophecy of Joel (Joel 3:1-5), which Peter quotes and misquotes from the Septuagint along with various Psalms (verses from Psalms 16, 18, 110, 132) in making his point that the crucified Jesus is the risen Christ (Messiah) of God whom God made "Lord" over all people. The language of the Septuagint supports the use of the word "Lord" throughout Peter's reasoning.
9. The unifying practices of the early church described in Acts 2:43-47 continued even after early persecution in the church (4:32-35). The empowering presence of the Holy Spirit is credited with the boldness of the early church in the face of persecution (v. 31).

### **Make a Joyful Noise**

**Lesson 5**

**October 3, 2021**

**Lesson Scripture:** Psalm 100

**Focus Scripture:** Psalm 100

**Key Verse:** Know that the Lord is God. It is he that made us, and we are his; we are his people, and the sheep of his pasture.

Psalm 100:3

### Words to Know

- **Joyful** – to be exceedingly glad
- **Worship** – to show honor and respect to God
- **Thanksgiving** – public expression of giving thanks to God for his divine goodness
- **Praise** – expression of admiration to God
- **Steadfast** – firm and unwavering in purpose or loyalty

### Lesson Goals

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

1. Understand how and why it is important to worship the Lord.
2. Aspire to share the joy of the Lord in creation.
3. Create a psalm of praise for the Lord.

### Teaching Strategies

1. Remind the class that psalms are songs so when they create their psalm make it flow like a song or hymn.
2. During class, permit the youth to share their favorite songs of praise in the *Hymnal* or stored in their playlist.
3. Some youth worship athletes, musicians, material goods, girlfriends/boyfriends, etc. Read Exodus 20:2-5 and discuss worshipping no other gods but God.
4. The focus of this psalm is clearly on the kind of worship that reflects the whole-person devotion to a sovereign in ancient days. The imperative to “worship God” (v. 2) carries with it the connotation of “serving” God. It reflects the Psalm writer’s

belief that implicit in God's act of creating a "chosen people" is the expectation that this chosen people will worship and serve God alone.

5. "Know that the Lord is God . . . we are his" (v. 3) emphasizes that humans belong to God and are grounded in God. This teaching contrasts our contemporary notions of individualism apart from God.
6. Since kings were often commonly called the "shepherds" of their people, their realms could be referred to as their "pastures." The Lord is our Shepherd-King.

## **Praise God for Justice and Righteousness**

**Lesson 6**

**October 10, 2021**

**Lesson Scripture:** Psalm 9; Ecclesiastes 3:16-22

**Focus Scripture:** Psalm 9:1-12

**Key Verse:** He judges the world with righteousness; he judges the peoples with equity. Psalm 9:8

### **Words to Know**

- **Exult** – to be very happy
- **Righteousness** – divine holiness applied in moral government and the sphere of the law
- **Rebuked** – to reprimand someone
- **Equity** – to treat all people with fairness, justice, and impartiality
- **Oppressed** – to subject a person to harsh or cruel forms of domination
- **Afflicted** – to cause severe physical or mental distress to someone

## Lesson Goals

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

1. Explore God's meaning of justice and righteousness.
2. Appreciate that we can have a close relationship with God, who enacts justice and righteousness on our behalf.
3. Commit to enacting justice in all circumstances.

## Teaching Strategies

1. The godly praise the most high for his kingdom blessings and glories. Believers can pray for the Lord's invention in our situations as well as injustices occurring in the world.
2. Hebrew tradition handed down Psalms 9 and 10 as two poems, but together they form one unit with an acrostic structure. The Greek text shows it as a single poem.
3. The psalm records three successive experiences of God: joyous recognition of benefits to the singer (9:3-4) and the nation (9:5-8); a cry for help during an attack (9:13-14); and a deeply felt desire for justice (10:1-18).
4. This psalm was written by David after the nation defeated the Philistines.
5. In verse one, the telling of the wonders of God is mentioned. God's saving acts, sometimes involving miracles, as in the exodus from Egypt, the desert wanderings and the entrance into the Promised Land, involved the manifestation sometimes of God's sovereign lordship over events.
6. By destroying the enemies, God has redressed the wrongs committed by them against David and Israel.
7. Verses 11 and 12 are a call to the assembly at the temple to take up the praise of God for his righteous judgments.
8. Be sensitive towards youth who have experienced severe

injustices from law enforcement and in school.

## Give Thanks for Deliverance

### Lesson 7

October 17, 2021

**Lesson Scripture:** Psalm 107

**Focus Scripture:** Psalm 107:1-9; 39-43

**Key Verse:** They cried to the Lord in their trouble, and he delivered them from their distress. Psalm 107:6

### Words to Know

- **Steadfast** – firm and unwavering in purpose or loyalty
- **Redeemed** – to free
- **Distressed** – to trouble, afflict, or harass
- **Diminished** – to make a person to feel less than others; to degrade
- **Oppression** – to subject a person to harsh or cruel forms of domination
- **Contempt** – attitude of utter disgust or hatred

### Lesson Goals

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

1. Study the different ways that God delivers people in times of trouble.
2. Affirm that God is a deliverer even when we are afraid.
3. Praise and thank God for deliverance using creative expressions.

### Teaching Strategies

1. Suggestion: Let the class discover how to say, "Praise the Lord!" in sign language. They can search on Google for the answer or search on another website.
2. In this passage of scripture, the word "redeemed" is being

used as a synonym for “delivered” (107:2).

3. The exile had occurred as a result of the nation of Israel’s disobedience. God sent constant warnings, but they did not listen. God permitted the Babylonians and Assyrians to capture the Israelites and take them away.
4. Psalm 107:1 introduces every verse that follows as coming from God’s enduring “steadfast love.” The implication is that this is a covenant-based love that delivers, even when troubles being faced are of one’s own making (Psalm 51:1; Psalm 136).
5. Discuss the saying: “God helps those who help themselves.” Ask, “Do you believe this statement is true? How do we interpret this saying in light of what the scripture says in today’s lesson?” =

**Resources:** Index cards.

## The Joy of Worship

### Lesson 8

**October 24, 2021**

**Lesson Scripture:** Psalm 84

**Focus Scripture:** Psalm 84

**Key Verse:** Happy are those who live in your house, ever singing your praise. Psalm 84:4

### Words to Know

- **Faints** – to become weak
- **Joy** – happiness, gladness
- **Shield** – God is our protection or defense
- **Wickedness** – evil
- **Uprightly** – to behave in a godly, moral, or honorable manner

## Lesson Goals

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

1. Understand why the psalmist expresses joy while worshipping in the temple.
2. Feel the joy of worship by proclaiming the living presence of God throughout creation.
3. Create a visual or auditory expression that symbolizes praise and worshipping God.

## Teaching Strategies

1. Verse 10 is incorporated in the AME Church's Call to Worship. Discuss the placement and importance of this verse in our liturgy.
2. Revitalized worship, faith, and service are realized by the manifestation of the Lord in the person of God's anointed. God is the source of Israel's sun (light) and also their shield (protection).
3. God's living presence is our greatest joy. His radiant presence helps us grow in strength, grace, and glory.
4. The location of the valley of Baca is not known. "Baca" could mean "weeping" or "balsam trees" (common in arid valleys). It may be symbolic of the times, struggles, and tears through which people must pass on their way to meet God.
5. Psalm 84 is similar to Psalm 42.
6. The priest who wrote this Psalm gives voice to his longing for the sweet nearness to God in the temple that he had known in the past.
7. "Jacob" is a synonym for Israel.
8. The Psalm makes it clear that we rely on God for everything. God is our creator and sustainer.

9. The psalmist is alluding to God as a safe place. Be sensitive towards youth who may not have a safe home to dwell in.
10. Happiness in Psalm 84 is God-centered, similar to the focus on God and the joy expressed in Psalm 1. Those who trust God as the center and source of their lives find a happiness that fills all of life.
11. Worship includes acts of praise, giving glory to God, bringing offerings and tributes as one would bring a king, honoring God's laws and statutes, and obeying God's demands for justice.
12. Invite participants to share photos (from their phones) of special places where they feel especially close to God, and try to put into words why this place is special. Discuss that our true home in God's presence has no physical location.

## **Praise God with Music**

### **Lesson 9**

**October 31, 2021**

**Lesson Scripture:** Psalms 147; 148; 149; 150

**Focus Scripture:** Psalms 149:1-5; 150

**Key Verse:** Let everything that breathes praise the Lord! Psalm 150:6a

### **Words to Know**

- **Praise** – to exalt, give thanks
- **Rejoice** – to be joyful
- **Melody** – musical tune with a distinctive rhythm
- **Adorns** – to embellish or enhance
- **Humble** – to be meek, not proud
- **Exult** – to be very happy about something
- **Firmament** – the dome of the sky that covers the whole earth

and is inhabited by all people; God created it on the second day of creation to separate the sea from the clouds

### **Lesson Goals**

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

1. Understand the significant role music has in worshipping God.
2. Appreciate how music can express our feelings and thoughts about God.
3. Express praise of God along with others.

### **Teaching Strategies**

1. The Hebrew word translated as *victory* in Psalm 149:4 can also be translated as *salvation* or *deliverance*. God restores conditions that make possible the life that God intends. Against the forces of chaos, death, oppression, or injustice, God prevails. God is victorious.
2. The “hallelu-yah” in these psalms is a pronouncement as a result of God’s sovereignty, both at the beginning of the psalm and after the rationale for the praise, again at the end.
3. A figurative reading of verses 6-9 can be understood as a profoundly theological call to discipleship, inviting the people to join in God’s work in the world. Bringing about justice and righteousness is the recipe for peace, which is promised as part of God’s reign. Although sometimes understood eschatologically, this call can also be seen as the work of every disciple throughout history.
4. Be sensitive towards those who feel a celebration with shouting, dancing, and musical instruments is not proper in the church.
5. Suggest that the youth, in conjunction with the YPD, have a praise party celebrating Jesus. The consent of the pastor is a

good idea.

6. Let the class explore, on their electronic devices, different types of praise and worship music.
7. Discuss the meaning of Psalm 150:6 and emphasize this verse is not only talking about people.
8. Some youth may not have an electronic device to research pictures of the instruments. Bring a picture of each to share with those who need it.

## All People Praise God

### Lesson 10

November 7, 2021

**Lesson Scripture:** Revelation 7:9-17

**Focus Scripture:** Revelation 7:9-17

**Key Verse:** “These are they who have come out of the great ordeal; they have washed their robes and made them white in the blood of the Lamb.” Revelation 7:14

### Words to Know

- **Tribe** – a race of people
- **Multitude** – a large number of people
- **Salvation** – forgiveness of sins
- **Lamb** – Jesus, who offered himself as a non-resisting sacrificial lamb
- **Worship** – honor and respect shown to God

### Lesson Goals

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

1. Discern how God's salvation and justice for all people inspires praise and worship.
2. Appreciate opportunities to praise God in unity with other believers.

3. Plan a multicultural worship service.

### Teaching Strategies

1. The Greek word for “revelation” is *apokalypsis*, which means an unveiling or a revealing. The Book of Revelation is a prophetic text that reveals or unveils the Roman Empire/ Babylon for the “beast” that it is. Revelation calls Christians to resist the Empire and its attempts to pull believers from their faithfulness to God and to the Lamb.
2. This group of saved people is an elect body of Gentiles, like the elect body of Jews in verses 1 through 8. These people will be preserved through the end-time tribulation to enter the kingdom.
3. In the midst of God’s wrath, he is still merciful (Hab. 3:2).
4. The Gentiles are apparently unglorified people on earth, envisioned as “saved” and therefore seen “before the throne and in front of the Lamb.”
5. The people were wearing white robes and holding palm branches as a symbol of millennial joy and triumph (Lev. 23:40; John 12:13). Re-enact with volunteers from class.
6. The people in the vision have gone through immense suffering in the Great Tribulation (Dan. 9:27). Their salvation came through the preaching of the Gospel of the kingdom (Matt. 24:13-14).
7. The people serve God continually “in His temple” (Ezk. 40–44). God will dwell among them (Isa. 4:5-6). All suffering has ceased; and Christ, the kingdom Shepherd, will protect and provide for them.
8. Encourage the class to chose one verse of the text and create a praise song, poem, or draw a picture.

9. Resist being distracted by debates about the “Great Tribulation” (what it is, when it has occurred, or when it will occur).
10. Numbering is important in Revelation and numbers indicate meaning. The 144,000 from the tribes of Israel, who are sealed, mentioned earlier in chapter 7, (think 12 times 12) indicates the most complete completeness. The multitude greater than can be counted likely reflects all the peoples of the earth.
11. Twenty-four elders are mentioned in Revelation as positioned around the throne. There were 12 tribes of Israel in the Old Testament and 12 apostles in the New Testament. The twenty-four elders are symbolic of all the redeemed of God for all time. They represent both Jews and Gentiles who are now part of God’s family.

### **Praise for God’s Eternal Reign**

**Lesson 11**

**November 14, 2021**

**Lesson Scripture:** Revelation 11

**Focus Scripture:** Revelation 11:15-19

**Key Verse:** “The kingdom of the world has become the kingdom of our Lord and of his Messiah, and he will reign forever and ever.” Revelation 11:15

#### **Words to Know**

- **Kingdom** – the reign of God in the hearts of humans
- **Reign** – to act as king
- **Wrath** – Anger; God’s punishment for sin
- **Raged** – sudden and extreme anger

#### **Lesson Goals**

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

1. Define the nature of God's reign for eternity.
2. Appreciate the value of praising God.
3. Engage in activities which reflect the sovereignty of God in holistic, powerful, and transforming ways.

### **Teaching Strategies**

1. Worship had been absent since chapter 7:12.
2. As we move forward in the book of Revelation for a second week, it is important to remember our understanding of end times may remain a mystery until we enter heaven. We are called to just remain faithful and trust God. If we do, God has promised we are going to be rewarded with eternal life. Some days on earth may be more difficult than others. But last week we learned that if we are faithful in the midst of persecution and suffering, God gives us a white robe that has been washed in the blood of the Lamb (Jesus). Moreover, those who overcome are guaranteed to receive protection and provisions from God. It will be a relief from the troubles of this world. The church will celebrate as they are around the throne of God. We are going to continually worship God and the Lamb with singing and praises.
3. Twenty-four elders are mentioned in Revelation as positioned around the throne. There were 12 tribes of Israel in the Old Testament and 12 apostles in the New Testament. The twenty-four elders are symbolic of all the redeemed of God for all time. They represent both Jews and Gentiles who are now part of God's family.
4. Search YouTube for a recording of the song *Handel's "Messiah"* and play the scene that includes the "Hallelujah Chorus." Let the class sing the song. It includes, word for word, verse 15

(KJV). Ask the class how the feeling of the music in this section differs from the rest of the song.

5. The two witnesses in verse three have a strong resemblance to Moses and Elijah.
6. The trumpet blast was an alert. Ask: "What types of alerts do we have to warn us of danger?"
7. There is a lot of mysterious imagery in Revelation. Please remind the class not to feel afraid. As long as they are saved, they will have eternal life with God.

## Rejoicing in Heaven

**Lesson 12**

**November 21, 2021**

**Lesson Scripture:** Revelation 19

**Focus Scripture:** Revelation 19:1-8

**Key Verse:** "Let us rejoice and exult and give him the glory, for the marriage of the Lamb has come, and his bride has made herself ready." Revelation 19:7

### Words to Know

- **Hallelujah** – means "Praise Jehovah"
- **Reign** – to act as King
- **Just** – right
- **Corrupted** – to be immoral or dishonest
- **Fornication** – illicit sexual intercourse
- **Thunder peals** – loud noise following lightning
- **Exult** – to be joyful
- **Righteous** – those who have strictly observed God's commands

### Lesson Goals

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

1. Understand God's judgment of believers versus nonbelievers.
2. Appreciate that God is just and merciful during the final judgment.
3. Affirm, receive, and enjoy the love of Christ for all.

### **Teaching Strategies**

1. Revelation 18 shows that God alone is the real destroyer of the satanic world system, both ecclesiastical and commercial.
2. As an opening for class, show a video clip of a marriage in a church. Say, "Weddings are beautiful occasions as two people celebrate love and join together as one. In today's lesson we explore the love God demonstrates toward believers as well as the justice and mercy shown during the final judgment."
3. Verses one through ten in chapter nineteen are the Doxology giving praise to God for the destruction of Rome and for the marriage of the Lamb.
4. "His bride" in verse seven refers to the New Jerusalem (Rev. 21:2, 9).
5. The bride's clothing is the righteousness of the saints. It is the work of Christ who saved us.
6. The word "Hallelujah" is spoken four times in verses one through six but nowhere else in the New Testament.
7. Praise should flow out of our realization of who God is and how much he loves us.
8. Babylon can also represent any system that is hostile to God.

### **Good News for All**

**Lesson 13**

**November 28, 2021**

**Lesson Scripture:** Acts 10:34-47

**Focus Scripture:** Acts 10:34-47

**Key Verses:** Then Peter began to speak to them: "I truly understand that God shows no partiality, but in every nation anyone who fears him and does what is right is acceptable to him." Acts 10:34-35

### **Words to Know**

- **Partiality** – an unfair preference for one person over another
- **Oppressed** – to subject a person to harsh or cruel forms of domination
- **Witnesses** – a person who testifies on behalf of Christ
- **Ordained** – to be appointed
- **Astounded** – to be extremely surprised
- **Extolling** – to praise God with great enthusiasm and admiration

### **Lesson Goals**

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

1. Explore the power and significance of the Holy Spirit in the lives of Christians.
2. Value the leadership of Peter, who helped build the early church and had a close relationship with Christ.
3. Share the good news of Jesus Christ with all and demonstrate how receiving the gift of the Holy Spirit will empower them.

### **Teaching Strategies**

1. While in Joppa, Peter stayed with Simon, the tanner. Tanners made animal hides into leather. Tanning involved contact with dead animals and Jewish law considered it an unclean job. Peter was already starting to accept those who did not adhere to Jewish religious standards.
2. Peter had eaten and drank with Jesus after he rose from the dead which gave him undeniable evidence of Jesus' bodily

resurrection (10:41; Lk. 24:42- 43).

3. Cornelius was a centurion who commanded a military unit that normally numbered at least 100 men. The Roman legion (6000 men) was divided into ten regiments.
4. Complete this statement: "I sometimes feel uncomfortable in a group of people who are different than me in terms of their \_\_\_\_\_." (examples: wealth, education, nationality, age, religion, etc.)
5. The Holy Spirit performs a special work in every believer the moment he/she confesses faith in Christ. Simultaneously with regeneration, the Spirit baptizes the believer into union with other believers in the Body (1 Cor. 12:13) and into union with Christ (Rom. 6:3-4). The Holy Spirit indwells every believer perpetually (John 14:17; Rom. 8:9) and seals every believer unto the day of redemption.
6. The Hebrew word for Spirit is *ruah*. It is used in the Old Testament 378 times. The Greek word for Spirit is *pneuma*. It appears in the New Testament 379 times.
7. For the first Christians, the Spirit was thought of in terms of divine power clearly manifest by its effect on the recipient's lives.
8. Bring a New Testament map to class or have them search on an electronic device for locations. Caesarea was located 30 miles north of Joppa and named in honor of Augustus Caesar. It was the headquarters for the Roman forces of occupation.
9. Bring an Advent wreath to class, if permissible. Say, "This week is the first Sunday of Advent. It is the time of year we wait in anticipation for the coming of Jesus at Christmas and his Second Coming. During Advent each week we light a different

candle on the Advent wreath. This week we light the candle of hope (candle is purple or blue). We have hope because of Jesus' birth and the expectation of his promise to come again."

**Resources:** Wreath, candleholder, candles.

**The Teacher's Guide**  
**Intermediate Lessons**  
**Fall Quarter**  
**September 2021 – November 2021**  
**Prepared by Rev. Faith M. Waters**

**Moses and Miriam Praise God**

**Lesson 1**

**September 5, 2021**

**Lesson Scripture:** Exodus 14:1–15:21

**Focus Scripture:** Exodus 15:11-21

**Key Verse:** “In your steadfast love you led the people whom you redeemed; you guided them by your strength to your holy abode.”

Exodus 15:13

**Words to Know**

- **Majestic** – Showing great dignity and grandeur.
- **Splendor** – The condition of being magnificent, impressive, or brilliant.
- **Steadfast** – Firm and unwavering in purpose, loyalty, or resolve.
- **Abode** – Home.
- **Triumphed** – To overcome.
- **Philistia** – Pronounced: fih-LIHS-tih-uh.
- **Edom** – Pronounced: EE-duhm.
- **Moab** – Pronounced: MO-ab.

**Lesson Goals**

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

1. Examine why and how Moses and Miriam praised God.
2. Reflect on the actions of God celebrated through music, dance, and words.

3. Commit to celebrating God's faithfulness with joy.

### Teaching Strategies

1. Israel celebrated their deliverance from slavery. They sang and rejoiced: 1) God triumphed over the Egyptians (vs. 1-10); 2) His power, holiness, and steadfast love were praised (vs. 11-13); 3) The terrifying effect this great deliverance had on their enemies (other nations) (vs. 14-16); and 4) A sure promise was given that the Redeemer would also bring them into Canaan (vs. 17-18).
2. Discuss with the class the impact racism, injustices, and oppression has had on their lives.
3. Opening: Play the song "Grateful" by Hezekiah Walker and the Love Fellowship Choir as all the youth enter the class. [https://www.youtube.com/results?search\\_query=hezekiah+walker+grateful](https://www.youtube.com/results?search_query=hezekiah+walker+grateful).
4. "All the women . . . dancing" (15:20) indicates a women's performance and celebration genre that may have included drums, dance, and songs marking victory celebrations (1 Samuel 18:6-7; Jeremiah 31:4, 13a).
5. Encourage the youth to worship and praise God in any way they desire using their gifts (sing, dance, play instruments, artwork, writing, mime, etc.).
6. God sent ten plagues on Egypt to force Pharaoh to let the Israelites go. It was not until the tenth plague, when God killed all the firstborn and livestock, did Pharaoh tell Moses to take the Israelites and go (12:29-36). God's mighty miracles also contributed to their release. The Passover celebration was initiated to remind the Israelites of God's act of delivering them from slavery. It is still celebrated every year by the Jews.

7. The poem or song the youth makes can be framed and hung up in a place where they can see it daily. They can also add borders and color by transcribing them onto computers or tablets and then print.
8. Miriam was called a prophet not only because she received revelations from God, but also for her musical skills. Prophecy and music were often closely related in the Bible (1 Samuel 10:5; 1 Chronicles 25:1).
9. This and two other Bible songs are referred to as “the Song of Moses” (Deuteronomy 32; Revelation 15:3-4). The common theme is Yahweh’s acts to free his people and judge their enemies.

## **David Dances Before the Ark**

### **Lesson 2**

**September 12, 2021**

**Lesson Scripture:** 2 Samuel 6

**Focus Scripture:** 2 Samuel 6:1-5, 14-19

**Key Verse:** David and all the house of Israel were dancing before the Lord with all their might, with songs and lyres and harps and tambourines and castanets and cymbals. 2 Samuel 6:5

### **Words to Know**

- **Ark of God** – The chest Moses placed the two stone tablets containing the Ten Commandments in.
- **Cherubim** – An angel depicted as a chubby-faced child with wings which symbolized God’s presence in the midst of the people.
- **Ephod** – The official garment of the high priest, which was later worn by the ordinary priests.
- **Baale-judah** – Pronounced: BAY-uhle-DZHOU-duh.

- **Abinadab** – Pronounced: uh-BIHN-uh-dab.
- **Uzzah** – Pronounced: yoo-ZA-uh.
- **Ahio** – Pronounced: uh-HI-o.
- **Michal** – Pronounced: MAI-kul.

### Lesson Goals

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

1. Explore the importance of the Ark of God to the Israelites.
2. Appreciate there that are many ways to praise and celebrate God.
3. Plan praise and worship service to celebrate God's presence and love for us.

### Teaching Strategies

1. Print pictures of the instruments used in the worship of God by David and the Israelites (6:5), in case class does not have access to Internet to research them.
2. Be sensitive to those who belong to churches that do not permit praise dancing, various instruments, mime, etc.
3. In the **Life Application** section, when identifying ways to celebrate and worship God, include a mix of quiet and active possibilities. If using Zoom, students can use the whiteboard feature to write down responses.
4. True or False answers from **Life Application** section: 1) F; 2) T; 3) T; 4) F; 5) F; 6) T.
5. The Hebrews regarded the Ark of the Covenant as a most sacred sign of God's presence amongst them. On each end of the atonement cover of the Ark of the Covenant were golden cherubim with their wings spread upward over the Ark. In the space between these cherubim, God's presence with his people was localized in a special way. The atonement cover

of the Ark came to be viewed as the throne of Israel's divine king.

6. The book of 2 Samuel was written to record the history of David's reign. And to depict David as an ideal leader of an imperfect kingdom and to foreshadow Christ, who will be the ideal leader of a new and perfect kingdom. Read 2 Samuel 1–5 in preparation for class.
7. Discuss why Uzzah was struck down by God for touching the ark, even though his motive was pure. He violated the law which stated only priests were to touch or carry the Ark (Numbers 4:5-15). It was then David realized his sin of moving the ark without doing it according to God's Word. He felt guilty over Uzzah's death.
8. Leviticus 1:2-13 indicates that anyone who was ceremonially clean could assist a priest in offering the sacrifices. David was aided by a priest.
9. Michal was disgusted with David for only wearing a linen ephod rather than his royal robe. Her prideful attitude caused God to punish her. She never conceived a child (6:23).
10. Consult with the pastor before going ahead with plans for a worship service. Assist the class with the plans for the praise and worship service as needed.

## Glorifying God

### Lesson 3

**September 19, 2021**

**Lesson Scripture:** Mark 10:46-52; Luke 18:35-43

**Focus Scripture:** Mark 10:46-52

**Key Verse:** Then Jesus said to him, "What do you want me to do for you?" The blind man said to him, "My teacher, let me see again." Mark 10:51

### Words to Know

- **Mercy** – To demonstrate compassion or kindness.
- **Sternly** – To speak to someone harshly and strictly.
- **Cloak** – An outer garment.
- **Faith** – To believe and trust in God.
- **Nazareth** – Pronounced: NAZ-uh-rehth.
- **Jericho** – Pronounced: DZHEHR-ih-ko.
- **Bartimaeus** – Pronounced: bar-tih-MEE-uhs.
- **Timaeus** – Pronounced: tai-MEE-uhs.

### Lesson Goals

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

1. Explore the differences and similarities of spiritual and physical blindness.
2. Appreciate God's presence during personal trials and suffering.
3. Demonstrate care for others, especially those who are marginalized by society.

### Teaching Strategies

1. The city of Jericho of Jesus' day was Herod the Great's winter palace. He and his son elegantly beautified it with magnificent buildings such as a palace, theater, fortress, and hippodrome. Jericho was 17 miles from Jerusalem and 1,000 feet below sea level in the Jordan Valley. It had nice weather in the winter.
2. The author John Mark encouraged Roman Christians and wanted to prove beyond a doubt that Jesus was the Messiah. Mark shows Jesus in action which reveals his true identity by what he does. Jesus fulfilled all the Old Testament prophecies about the Messiah.
3. In the **Life Application** section, ask for volunteers to do role-

playing. The youth can adlib what they will say. The youth role-playing the church members should ignore the person or tell them to leave the area. The pastor can demonstrate irritation at first, but eventually feel compassion for person and help them. (You may change parts to address issues facing your specific location and environment.) Afterwards ask, "Do you recall a time when you needed help but you were ignored? How does it make a person feel? Why is being compassionate towards others important?"

4. In the **Life Application** section of comparing and contrasting the ways physical brokenness and spiritual brokenness is healed, give examples. Physical: surgery; medicine; therapy; etc. Spiritual: prayer; fasting; receiving Jesus as Lord and Savior, etc.
5. Blindness was considered a curse from God for sin. But Jesus refuted this idea when he reached out to heal the blind encountered during his ministry on earth.
6. God's laws require care for the needy in society (Leviticus 25:35-38). Most people did not abide by the law. Those who were poor and needy had to rely on begging to get daily provisions. During class, emphasize that as Christians we are commanded to care for and help others. This demonstrates we love God and others.
7. The only place in Mark where the title "Son of David" is used is verses 47 and 48.
8. Be sensitive toward those who suffer from physical and mental challenges. Every day they face difficulties that can be overwhelming.
9. This coming week tell the class to write down in a journal their

response to Jesus’ question to Bartimaeus, “What do you want me to do for you?” in the context of the healing and wholeness each person needs from Jesus. In preparation for class, buy small writing journals for class in case they do not have one at home.

**Resources:** Journal books.

## Believers Praise God

### Lesson 4

September 26, 2021

**Lesson Scripture:** Acts 2:32-33, 37-47

**Focus Scripture:** Acts 2:32-33, 37-47

**Key Verse:** They devoted themselves to the apostles’ teaching and fellowship, to the breaking of bread and the prayers. Acts 2:42

### Words to Know

- **Exalt** – To lift up; to elevate.
- **Repent** – To feel regret about your sins or past actions and ask God to forgive you and commit to change.
- **Exhort** – An appeal.
- **Devote** – To show great love and commitment over a long period of time.
- **Awe** – Reverential fear.

### Lesson Goals

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

1. Understand the importance of the Holy Spirit in the life of the believer and Christian community.
2. Appreciate how a personal relationship with Jesus and the presence of the Holy Spirit can unite people.
3. Seek to have a personal relationship with Jesus and receive

the Holy Spirit and then participate in the mission of your church community.

### Teaching Strategies

1. In the **Life Application** section, the answers to the fill-in the blank are: 1) raised, witnesses; 2) Repent, baptized, Holy Spirit; 3) message, three thousand; 4) teaching, bread, prayers; 5) praising.
2. Search for a sermon on YouTube and share a clip with the class to help them understand the elements of a powerful sermon.
3. The call to repentance in Peter's sermon was a call to set aside competing beliefs to turn their full devotion and attention toward Jesus as the one God made to be Savior and Lord.
4. "Cut to the heart" in verse 37 means they believe in Jesus and also regret rejecting him.
5. Forgiveness comes through that which is symbolized by baptism (Romans 6:3-4).
6. Fellowship in the home was a necessity to keep the bond and unity of the church strong. Later, Messianic Jews were not permitted to gather in the temple and synagogues because of great conflict with the Jews who rejected the Messiah. The home became the essential place to gather for communion, prayer meetings, and teachings about Christ.
7. In Peter's sermon, he quotes from Psalm 16:8-11. This Psalm was written by David. David was referring to the Messiah's death and resurrection.
8. Baptism identifies us with Christ and with the community of believers. It is a condition of discipleship and a sign of faith.
9. Peter's sermon functions as a *midrash* on the prophecy of

Joel (Joel 3:1-5), which Peter quotes and misquotes from the Septuagint along with various Psalms (verses from Psalms 16, 18, 110, 132) in making his point that the crucified Jesus is the risen Christ (Messiah) of God whom God made “Lord” over all people. The language of the Septuagint supports the use of the word “Lord” throughout Peter’s reasoning.

10. The unifying practices of the early church described in Acts 2:43-47 continued even after early persecution in the church (4:32-35). The empowering presence of the Holy Spirit is credited with the boldness of the early church in the face of persecution (v. 31).
11. Investigate the community agencies in your local area. After you have collected the info needed, make sure to meet with the pastor and other members to get assistance with your plan to support those in need.

## **Make a Joyful Noise**

### **Lesson 5**

**October 3, 2021**

**Lesson Scripture:** Psalm 100

**Focus Scripture:** Psalm

**Key Verse:** Know that the Lord is God. It is he that made us, and we are his; we are his people, and the sheep of his pasture.

Psalm 100:3

### **Words to Know**

- **Joyful** – To be exceedingly glad.
- **Worship** – To show honor and respect to God.
- **Thanksgiving** – Public expression of giving thanks to God for his divine goodness.
- **Praise** – Expression of admiration to God.

- **Steadfast** – Firm and unwavering in purpose or loyalty.

### Lesson Goals

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

1. Understand how and why it is important to worship the Lord.
2. Aspire to share the joy of the Lord in creation.
3. Create a psalm of praise for the Lord.

### Teaching Strategies

1. Remind the class that psalms are songs. So when they create their psalm, make it flow like a song or hymn.
2. During class, permit the youth to share their favorite songs of praise in the *Hymnal* or stored in their playlist.
3. Some youth worship athletes, musicians, material goods, girlfriends/boyfriends, etc. Read Exodus 20:2-5 and discuss worshipping no other gods but God.
4. The focus of this Psalm is clearly on the kind of worship that reflects the whole-person devotion to a sovereign in ancient days. The imperative to “worship God” (verse 2) carries with it the connotation of “serving” God. It reflects the Psalm-writer’s belief that implicit in God’s act of creating a “chosen people” is the expectation that this chosen people will worship and serve God alone.
5. “Know that the Lord is God . . . we are his” (v. 3) emphasizes that humans belong to God and are grounded in God. This teaching contrasts our contemporary notions of individualism apart from God.
6. Find a video clip of a shepherd tending sheep and share it with class. Then say, “Since kings were often commonly called the ‘shepherds’ of their people, their realms could be referred to as their ‘pastures.’ The Lord is our Shepherd-King.”

7. Psalm 100 follows a collection of enthronement psalms that celebrate the sovereignty and kingship of God (Psalms 96–99). It is fitting to follow this collection with a psalm that summons all the earth to praise God.
8. Suggest the class view the movie, *Make a Joyful Noise*. Say, “This movie will remind us that God wants us to praise and worship him no matter our personal circumstances.”

### **Praise God for Justice and Righteousness**

#### **Lesson 6**

**October 10, 2021**

**Lesson Scripture:** Psalm 9; Ecclesiastes 3:16-22

**Focus Scripture:** Psalm 9:1-12

**Key Verse:** He judges the world with righteousness; he judges the peoples with equity. Psalm 9:8

#### **Words to Know**

- **Exult** – To be very happy.
- **Righteousness** – Divine holiness applied in moral government and the sphere of the law.
- **Rebuke** – To reprimand someone.
- **Equity** – To treat all people with fairness, justice, and impartiality.
- **Oppressed** – To subject a person to a harsh or cruel form of domination.
- **Afflict** – To cause severe physical or mental distress to someone.

#### **Lesson Goals**

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

1. Explore God’s meaning of justice and righteousness.
2. Appreciate we can have a close relationship with God, who

enacts justice and righteousness on our behalf.

3. Commit to enacting justice in all circumstances.

### **Teaching Strategies**

1. The godly praise the most high for his kingdom blessings and glories. Believers can pray for the Lord's invention in our situations as well as injustices occurring in the world.
2. Hebrew tradition handed down Psalms 9 and 10 as two poems, but together they form one unit with an acrostic structure. The Greek text shows it as a single poem.
3. The Psalm records three successive experiences of God: joyous recognition of benefits to the singer (9:3-4) and the nation (9:5-8); a cry for help during an attack (9:13-14); and a deeply felt desire for justice (10:1-18).
4. This psalm was written by David after the nation defeated the Philistines.
5. In verse one, the telling of the wonders of God is mentioned. God's saving acts involving miracles, as in the exodus from Egypt, the desert wanderings, and the entrance into the Promised Land, sometimes involved the manifestation of God's sovereign lordship over events.
6. By destroying the enemies, God has redressed the wrongs committed by them against David and Israel.
7. If time allows, break up into two groups and answer the question: "When has God helped you?" Bring back the responses to share and encourage participants to trust God. If class is on Zoom, create two breakout rooms and let youth write responses on whiteboard.
8. Let two volunteers role-play an unjust situation they have experienced. Then give two different volunteers the opportunity

to role-play the same situation but with a just outcome.

9. Verses 11 and 12 are a call to the assembly at the temple to take up the praise of God for his righteous judgments.
10. Be sensitive towards youth who have experienced severe injustices from law enforcement and in school.

## **Give Thanks for Deliverance**

**Lesson 7**

**October 17, 2021**

**Lesson Scripture:** Psalm 107

**Focus Scripture:** Psalm 107:1-9, 39-43

**Key Verse:** They cried to the Lord in their trouble, and he delivered them from their distress. Psalm 107:6

### **Words to Know**

- **Steadfast** – Firm and unwavering in purpose or loyalty.
- **Redeem** – To free.
- **Distress** – To trouble, afflict, or harass.
- **Diminish** – To make a person to feel less than others; to degrade.
- **Oppression** – To subject a person to harsh or cruel forms of domination.
- **Contempt** – Attitude of utter disgust or hatred.

### **Lesson Goals**

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

1. Study the different ways that God delivers people in times of trouble.
2. Affirm that God is a deliverer even when we are afraid.
3. Praise and thank God for deliverance using creative expressions.

## Teaching Strategies

1. Suggestion: Let the class discover how to say "Praise the Lord!" in sign language. They can search on Google for help or search on a website for those who sign.
2. God does not always respond to our prayers like we want him to. Offer comfort and help youth understand that God is always with us even when it feels like God is not helping in the ways we want.
3. If class is being held on Zoom, instead of having class trace their hands, just let them share out loud.
4. In this passage of scripture, the word "redeemed" is being used as a synonym for "delivered" (107:2).
5. [www.wordhippo.com](http://www.wordhippo.com) is an excellent site to learn how to translate words into different languages. Bookmark it and use the website for other lessons.
6. The exile had occurred as a result of the nation of Israel's disobedience. God sent constant warnings, but they did not listen. God permitted the Babylonians and Assyrians to capture the Israelites and take them away.
7. Psalm 107:1 introduces every verse that follows as coming from God's enduring "steadfast love." The implication is that this is a covenant-based love that delivers, even when troubles being faced are of one's own making (Psalm 51:1; Psalm 136).
8. Discuss the saying: "God helps those who help themselves." Ask, "Do you believe this statement is true? How do we interpret this saying in light of what the scripture says in today's lesson?"

**Resources:** Index cards, sheets of paper, pens

## The Joy of Worship

### Lesson 8

October 24, 2021

**Lesson Scripture:** Psalm 84

**Focus Scripture:** Psalm 84

**Key Verse:** Happy are those who live in your house, ever singing your praise. Psalm 84:4

### Words to Know

- **Faints** – To become weak.
- **Joy** – Happiness, gladness.
- **Shield** – God is our protection or defense.
- **Wickedness** – Evil.
- **Uprightly** – To behave in a godly, moral, or honorable manner.

### Lesson Goals

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

1. Understand why the psalmist expresses joy while worshiping in the temple.
2. Feel the joy of worship by proclaiming the living presence of God throughout creation.
3. Create a visual or auditory expression that symbolizes praise and worshiping God.

### Teaching Strategies

1. Verse 10 is incorporated in the AME Church's *Call to Worship*. Discuss the placement and importance of this verse in our liturgy.
2. Revitalized worship, faith, and service are realized by the manifestation of the Lord in the person of God's anointed. God is the source of Israel's sun (light) and also their shield (protection).
3. Psalm 84 is in the third book of Psalm (73:1–89:52). This

collection of psalms is similar to the book of Leviticus. Just as Leviticus discusses the tabernacle and God's holiness, many of these psalms discuss the temple and God's enthronement. Because God is almighty, we can turn to him for deliverance. These psalms praise God because he is holy, and his perfect holiness deserves our worship and reverence.

4. In the **Life Application** section, suggest the youth who write songs or raps take a picture of lyrics and record them on their cell phones or other devices and share it on social media. The same can be done for those who draw or paint pictures.
5. God's living, radiant presence helps us grow in strength, grace, and glory.
6. The location of the valley of Baca is not known. "Baca" could mean "weeping" or "balsam trees" (common in arid valleys). It may be symbolic of the times, struggles, and tears through which people must pass on their way to meet God.
7. The priest who wrote this Psalm gives voice to his longing for the sweet nearness to God in the temple that he had known in the past.
8. "Jacob" is a synonym for Israel.
9. The psalmist is alluding to God as a safe place. Be sensitive towards youth who may not have a safe home to dwell in.
10. Happiness in Psalm 84 is God-centered, similar to the focus on God and the joy expressed in Psalm 1. Those who trust God as the center and source of their lives find a happiness that fills all of life.
11. Worship includes acts of praise, giving glory to God, bringing offerings and tributes as one would bring a king, honoring God's laws and statutes, and obeying God's demands for

justice.

12. Invite participants to share photos (from their cell phones or tablets) of special places where they feel especially close to God, and try to put into words why this place is special. Discuss that our true home in God's presence has no physical location.

## Praise God with Music

### Lesson 9

October 31, 2021

**Lesson Scripture:** Psalms 147; 148; 149; 150

**Focus Scripture:** Psalms 149:1-5; 150

**Key Verse:** Let everything that breathes praise the Lord! Psalm 150:6a

### Words to Know

- **Praise** – To exalt, give thanks.
- **Rejoice** – To be joyful.
- **Melody** – Musical tune with a distinctive rhythm.
- **Adorns** – To embellish or enhance.
- **Humble** – To be meek, not proud.
- **Exult** – To be very happy about something.
- **Firmament** – The dome of the sky that covers the whole earth and is inhabited by all people; God created it on the second day of creation to separate the sea from the clouds.

### Lesson Goals

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

1. Understand the significant role music has in worshipping God.
2. Appreciate how music can express our feelings and thoughts about God.
3. Express praise of God along with others.

## Teaching Strategies

1. The Hebrew word translated as *victory* in Psalm 149:4 can also be translated as *salvation* or *deliverance*. God restores conditions that make possible the life that God intends. Against the forces of chaos, death, oppression, or injustice, God prevails. God is victorious.
2. Psalms 149 and 150 are part of the fifth book of Psalms (107:1 – 150:6). This collection of psalms, mainly written by David, is similar to the book of Deuteronomy. These psalms are anthems of praise and thanksgiving for God and his Word. We can refer to these psalms when we need inspiration for praise and worship of God. Praise is recognizing, appreciating, and expressing God's greatness. We sing of his greatness so others may come to acknowledge and accept God's grace, mercy, forgiveness, and love.
3. Tell youth to use their cell phones or electronic devices, go to YouTube and search for the video "Underground Churches in China (No Bibles, No Missionaries)" posted on May 15, 2016. The video is six minutes long. After viewing the video, discuss China's worship services and fellowships. Say, "Each ethnic group has its own culture and traditions. So we cannot expect everyone to worship God in the same manner. Do you recall ever visiting other churches? What did you observe about the worship service? What were the similarities and differences to your church?"
4. The "hallelu-yah" in these Psalms is a pronouncement as a result of God's sovereignty, both at the beginning of the Psalm and- after the rationale for the praise- again at the end.
5. A figurative reading of verses 6-9 can be understood as a

profoundly theological call to discipleship, inviting the people to join in God's work in the world. Bringing about justice and righteousness is the recipe for peace, which is promised as part of God's reign. Although sometimes understood eschatologically, this call can also be seen as the work of every disciple throughout history.

6. Be sensitive towards those who feel a celebration with shouting, dancing, and musical instruments is not proper in the church.
7. Suggest that the youth, in conjunction with the YPD, have a praise party celebrating Jesus. The consent of the pastor is a good idea.
8. Let the class explore, on their electronic devices, different types of praise and worship music.
9. Discuss the meaning of Psalm 150:6 and emphasize this verse is not only talking about people.
10. Some youth may not have an electronic device to research pictures of the instruments. Bring a picture of each to share with those who need it.
11. Ask: "Does anyone in class play an instrument?" If possible, let them bring it to class and play a selection of their choice.

## **All People Praise God**

### **Lesson 10**

**November 7, 2021**

**Lesson Scripture:** Revelation 7:9-17

**Focus Scripture:** Revelation 7:9-17

**Key Verse:** "These are they who have come out of the great ordeal; they have washed their robes and made them white in the blood of the Lamb." Revelation 7:14

### Words to Know

- **Tribes** – A race of people.
- **Multitude** – A large number of people.
- **Salvation** – Forgiveness of sins.
- **Lamb** – Title given to Jesus, who offered himself as a non-resisting sacrificial lamb.
- **Worship** – Honor and respect shown to God.

### Lesson Goals

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

1. Discern how God's salvation and justice for all people inspire praise and worship.
2. Appreciate opportunities to praise God in unity with other believers.
3. Plan a multicultural worship service.

### Teaching Strategies

1. Say, "In the last lessons of this quarter, we explore John's visions of celebration for God's ultimate victory in establishing a realm of peace and justice. In the scripture from Acts, believers praise God that the good news now includes everyone as Gentiles receive the gift of the Holy Spirit."
2. The Greek word for "revelation" is *apokalypsis*, which means an unveiling or a revealing. The Book of Revelation is a prophetic text that reveals or unveils the Roman Empire/Babylon for the "beast" that it is. Revelation calls Christians to resist the Empire and its attempts to pull believers from their faithfulness to God and to the Lamb.
3. This group of saved people is an elect body of Gentiles, like the elect body of Jews in verses 1 through 8. These people will be preserved through the end-time tribulation to enter the

kingdom.

4. In the midst of God's wrath, he is still merciful (Hab. 3:2).
5. The Gentiles are apparently unglorified people on earth, envisioned as "saved" and therefore seen "before the throne and in front of the Lamb."
6. The people were wearing white robes and holding palm branches as a symbol of millennial joy and triumph (Lev. 23:40; John 12:13).
7. The people in the vision have gone through immense suffering in the Great Tribulation (Dan. 9:27). Their salvation came through the preaching of the Gospel of the kingdom (Matt. 24:13-14).
8. The people serve God continually "in his temple" (Ezk. 40-44). God will dwell among them (Isa. 4:5-6). All suffering has ceased and Christ the kingdom Shepherd will protect and provide for them.
9. Encourage the class to choose one verse of the text and create a praise song, poem, or draw a picture.
10. Resist being distracted by debates about the "Great Tribulation" (what it is, when it has occurred, or when it will occur).
11. Numbers are important in Revelation as they indicate meaning. The 144,000 from the tribes of Israel who are sealed, mentioned earlier in chapter 7 (equals 12 times 12) indicates the most complete completeness. The multitude greater than can be counted likely reflects all the peoples of the earth.
12. Twenty-four elders are mentioned in Revelation as positioned around the throne. There were 12 tribes of Israel in the Old Testament and 12 apostles in the New Testament. The twenty-

four elders are symbolic of all the redeemed of God for all time. They represent both Jews and Gentiles who are now part of God's family.

13. If possible, ask permission to borrow a white choir robe to wear to class. Or, find a white bathrobe. The robe will symbolize those who came through trials but kept the faith.

**Resources:** White choir robe or bathrobe

## Praise for God's Eternal Reign

**Lesson 11**

**November 14, 2021**

**Lesson Scripture:** Revelation 11

**Focus Scripture:** Revelation 11:15-19

**Key Verse:** "The kingdom of the world has become the kingdom of our Lord and of his Messiah, and he will reign forever and ever." Revelation 11:15

### Words to Know

- **Kingdom** – The reign of God in the hearts of humans.
- **Reign** – To act as king.
- **Wrath** – God's punishment for sin.
- **Rage** – Sudden and extreme anger.

### Lesson Goals

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

1. Define the nature of God's reign for eternity.
2. Appreciate the value of praising God.
3. Engage in activities which reflect the sovereignty of God in holistic, powerful, and transforming ways.

## Teaching Strategies

1. There are numerous youth, women, and men who have dedicated their lives to helping restore justice in society. Ask the class to identify members of the church, community, or world that are engaged in the work.
2. Be sensitive towards those (or someone they know) who have been mistreated and there has been no justice. Discuss what justice would encompass.
3. Worship had been absent since chapter 7:12.
4. As we move forward in the book of Revelation for a second week, it is important to remember our understanding of end times may remain a mystery until we enter heaven. We are called to just remain faithful and trust God. If we do, God has promised we are going to be rewarded with eternal life. Some days on earth may be more difficult than others. But last week we learned that if we are faithful in the midst of persecution and suffering, God will give us a white robe that has been washed in the blood of the Lamb (Jesus). Moreover, those who overcome are guaranteed to receive protection and provisions from God. It will be a relief from the troubles of this world. The church will celebrate as they are around the throne of God. We are going to continually worship God and the Lamb with singing and praises.
5. Twenty-four elders are mentioned in Revelation as positioned around the throne. There were 12 tribes of Israel in the Old Testament and 12 apostles in the New Testament. The twenty-four elders are symbolic of all the redeemed of God for all time. They represent both Jews and Gentiles who are now part of God's family.

6. Search YouTube for a recording of the song Handel's *Messiah* and play the scene that includes the "Hallelujah Chorus." Let the class sing the song. It includes, word for word, verse 15 (KJV). Ask the class how the feeling of the music in this section differs from the rest of the song.
7. The two witnesses in verse three have a strong resemblance to Moses and Elijah.
8. The trumpet blast was an alert. Ask: "What types of alerts do we have to warn us of danger?" (Example: smoke alarms; carbon dioxide alarms; amber alerts; etc.)
9. There is a lot of mysterious imagery in Revelation. Please remind the class not to feel afraid. As long as they are saved, they will have eternal life with God.

## Rejoicing in Heaven

**Lesson 12**

**November 21, 2021**

**Lesson Scripture:** Revelation 19

**Focus Scripture:** Revelation 19:1-8

**Key Verse:** "Let us rejoice and exult and give him the glory, for the marriage of the Lamb has come, and his bride has made herself ready." Revelation 19:7

### Words to Know

- **Hallelujah** – Means "Praise Jehovah."
- **Reign** – To act as King.
- **Just** – Right.
- **Corrupted** – To be immoral or dishonest.
- **Fornication** – Sexual intercourse outside of marriage.
- **Thunder peals** – Loud noise following lightning.
- **Exult** – To be joyful.

- **Righteous** – Those who have strictly observed God's commands.

### **Lesson Goals**

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

1. Understand God's judgment of believers versus nonbelievers.
2. Appreciate that God is just and merciful during the final judgment.
3. Affirm, receive, and enjoy the love of Christ for all.

### **Teaching Strategies**

1. In this week's lesson, the apostle John has a vision about the return of Christ and the marriage of the Lamb. But, Revelation 19:1-8 is part of a larger vision contained in chapters 18 and 19. In Revelation 18, John's vision illustrates how the selfish life of the wealthy of the Babylon/Roman Empire has been built on the backs of servants and others who supply the needs and demands of the rich. A great angel announces her utter ruin because of the love of money, pride, and commercialism (18:1-8). Her punishment is full and immediate. Those who grew wealthy because of her commerce grieved. But for all of heaven, they are called to rejoice over her destruction (18:20-24). The rejoicing occurs since God has judged her for the way she treated His people.
2. Revelation 18 shows that God alone is the real destroyer of the satanic world system, both ecclesiastical and commercial.
3. As an alternative opening for class, show a video clip of a marriage in a church. Say, "Weddings are beautiful occasions as two people celebrate love and join together as one. In today's lesson, we explore the love God demonstrates toward believers as well as the justice and mercy shown during the

final judgment.”

4. Verses one through ten in chapter nineteen are is the Doxology, giving praise to God for the destruction of Rome and for the marriage of the Lamb.
5. “His bride” in verse seven refers to the New Jerusalem (Rev. 21:2, 9).
6. The bride’s clothing is the righteousness of the saints. It is the work of Christ who saved us.
7. The word “Hallelujah” is spoken four times in verses one through six but nowhere else in the New Testament.
8. Praise should flow out of our realization of who God is and how much he loves us.
9. Babylon can also represent any system that is hostile to God.
10. Decorate the class with balloons and other items to celebrate the marriage supper of the Lamb. Bring snacks to share with the class for the celebration (be cautious of food allergies of youth).

**Resources:** Balloons, table decorations, snacks.

### Good News for All

#### Lesson 13

November 28, 2021

**Lesson Scripture:** Acts 10:34-47

**Focus Scripture:** Acts 10:34-47

**Key Verses:** Then Peter began to speak to them: “I truly understand that God shows no partiality, but in every nation anyone who fears him and does what is right is acceptable to him.” Acts 10:34-35

#### Words to Know

- **Partiality** – An unfair preference for one person over another.
- **Oppress** – To subject a person to harsh or cruel forms of

domination.

- **Witnesses** – A person who testifies on behalf of Christ.
- **Ordained** – To be appointed.
- **Astounded** – To be extremely surprised.
- **Extolling** – To praise God with great enthusiasm and admiration.

### Lesson Goals

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

1. Explore the power and significance of the Holy Spirit in the lives of Christians.
2. Value the leadership of Peter, who helped build the early church and had a close relationship with Christ.
3. Share the good news of Jesus Christ with all and demonstrate how receiving the gift of the Holy Spirit will empower them.

### Teaching Strategies

1. While in Joppa, Peter stayed with Simon, the tanner. Tanners made animal hides into leather. Tanning involved contact with dead animals and Jewish law considered it an unclean job. Peter was already starting to accept those who did not adhere to Jewish religious standards.
2. Peter had eaten and drank with Jesus after he rose from the dead which gave him undeniable evidence of Jesus' bodily resurrection (10:41; Lk. 24:42-43).
3. Cornelius was a centurion who commanded a military unit that normally numbered at least 100 men. The Roman legion (6000 men) was divided into ten regiments.
4. Complete this statement: "I sometimes feel uncomfortable in a group of people who are different than me in terms of their \_\_\_\_\_." (examples: wealth, education,

nationality, age, religion, etc.)

5. The Holy Spirit performs a special work in every believer the moment they confess faith in Christ. Simultaneously with regeneration, the Spirit baptizes the believer into union with other believers in the body (1 Cor. 12:13) and into union with Christ (Rom. 6:3-4). The Holy Spirit indwells every believer perpetually (John 14:17; Rom. 8:9) and seals every believer unto the day of redemption.
6. The Hebrew word for "Spirit" is *ruah*. It is used in the Old Testament 378 times. The Greek word for "Spirit" is *pneuma*. It appears in the New Testament 379 times.
7. For the first Christians, the Spirit was thought of in terms of divine power clearly manifest by its effect on the recipient's lives.
8. Bring a New Testament map to class or have them search for locations on their electronic devices. Caesarea was located 30 miles north of Joppa and named in honor of Augustus Caesar. It was the headquarters for the Roman forces of occupation.
9. Bring an Advent wreath to class, if permissible. Say, "This week is the first Sunday of Advent. It is the time of year we wait in anticipation for the coming of Jesus at Christmas and his Second Coming. During Advent each week we light a different candle on the Advent wreath. This week we light the candle of *hope* (candle is purple or blue). We have hope because of Jesus' birth and the expectation of his promise to come again."

**Resources:** Wreath, candleholder, candles.

**The Teacher’s Guide**  
**Junior Lessons**  
**Fall Quarter**  
**September – November 2021**  
**Prepared by**  
**Monica C. Jones, Ph.D.**

**Moses and Miriam Praise God**

**Lesson 1**

**September 5, 2021**

**Lesson Scripture:** Exodus 14:1–15:21

**Focus Scripture:** Exodus 15:11-21

**Key Verse:** And Miriam sang to them: “Sing to the Lord, for he has triumphed gloriously...” Exodus 15:21a

**Word Power!!!**

- **Sanctuary** (sank’ choo-ery) – A place of safety; a space for worship.
- **Inhabitants** (in-ha’-be-tance) – Persons who live in a particular place or land.
- **Israelites** (iz’rah-lites) – The people of Israel who fled from Egypt to find the Promised Land.
- **Moses and Miriam** (Mo’-zes, Meer’-e-um) – God’s chosen leaders; Moses led the people of Israel and taught them. Miriam was his sister and a worship leader.
- **Pharaoh** (fare’-row) – The leader (like a king or president) who ruled Egypt in the Old Testament.

**Lesson Goals**

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

1. Understand why Miriam and Moses led the people in praising God.
2. Appreciate how music and poetry convey joy and celebrations

about God.

3. Praise God in a variety of ways.

### **Teaching Strategies**

#### **Emphasis**

1. Facilitate a discussion about how after a long time of isolation or solitude, we can celebrate a return to normalcy.
2. Compare the story of Moses and Miriam with that of Jesse and his friends.
3. Talk about why thanking God is the first priority for us.
4. To discover how music from days gone by is not that much different from today's; to appreciate biblical text that relates to musical lyrics.

#### **Questions**

1. Have you felt like Jesse this year? What is an example?
2. Do you think Jesse and his friends had feelings like Moses and Miriam did? Why or why not?
3. Who would like to share what you wrote on your chart? Did anyone find a song other than "Gratefulness" by Hezekiah Walker?

### **Closing Devotions**

#### **Praise the Lord!!!**

**Closing Prayer: (In unison each week, after the "Praise the Lord!!!" activity)**

Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, crayons, markers, or pencils; media that will provide music selections for hearing (access to YouTube).

## **David Dances Before the Ark**

**Lesson 2**

**September 12, 2021**

**Lesson Scripture:** 2 Samuel 6

**Focus Scripture:** 2 Samuel 6:1-5, 14-19

**Key Verse:** David and all the house of Israel were dancing before the Lord with all their might. 2 Samuel 6:5a

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

- **Ark** – Where the holy word of God stays.
- **Baale-judah** (bay-el-joo'-dah) – Where David left to move the Ark.
- **Abinadab** (ah-been'a-dab) – The person in whose home the Ark was kept.
- **Ahio** (ah-i'o) – A son of Abinadab.

### **Lesson Goals**

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

1. Learn about the Ark of God and its importance to the people of Israel.
2. Appreciate that people celebrate God in many ways.
3. Celebrate God's presence and love in their lives.

### **Teaching Strategies**

#### **Emphasis**

1. Facilitate a discussion about why celebrating church success stories is important.
2. Compare the story of David and his dance for the Ark with the church and its child center.
3. To foster an appreciation for cultural respect, understanding, and celebration.
4. Demonstrate ways we can celebrate God tangibly with others.

### **Questions**

1. What do you think about the adults being happy about the child center? Was it a big deal?
2. What is a way that you can celebrate that may not be like someone else you know?

3. What made David happy? Even though Michal was not into David's dancing, what is something positive she could have done to celebrate with him?

### **Closing Devotions**

#### **Praise the Lord!!!**

**Closing Prayer:** Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day.  
Amen.

**Resources:** Biblegateway.com or Bibles, crayons, colored pencils or markers for coloring picture of David (optional), access to dictionaries or an online dictionary app.

### **Glorifying God**

#### **Lesson 3**

**September 19, 2021**

**Lesson Scripture:** Mark 10:46-52; Luke 18:35-43

**Focus Scripture:** Mark 10:46-52

**Key Verse:** Immediately (Bartimaeus) regained his sight and followed (Jesus), glorifying God. Luke 18:43a

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

- **Bartimaeus of Timaeus** (bar-te-may'-us of tee-may'us) – A blind man that Jesus healed.

#### **Lesson Goals**

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

1. Learn about Bartimaeus and his encounter with Jesus.
2. Appreciate God's presence in times of challenge.
3. Experience how they can learn to praise God in various life situations

#### **Teaching Strategies**

#### **Emphasis**

1. Facilitate a discussion about how Mike was not ashamed to pray on his own at school.
2. Compare Mike with Bartimaeus and discover similarities.
3. Talk about physical or learning challenges we may have and how to still feel we are valuable.

### Questions

1. How hard do you think it was for Mike the first time he prayed in front of others?
2. Although public prayer may not be allowed, what can we do to say “thank you” to God at school?
3. If you have a problem at school, are you ashamed to ask for help? Why or why not?
4. What does the story about Bartimaeus tell us about Jesus?

### Closing Devotions

#### Praise the Lord!!!

**Closing Prayer:** Lord Jesus, thank you for all of your blessings! Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, pencils or pens, access to dictionaries or an online dictionary app.

### Believers Praise God

#### Lesson 4

September 26, 2021

**Lesson Scripture:** Acts 2:32-33, 37-47

**Focus Scripture:** Acts 2:37-47

**Key Verses:** Day by day, as they spent much time together in the temple, they broke bread at home and ate their food with glad and generous hearts, praising God and having the goodwill of all the people. Acts 2:46-47a

## Word Power!!!

- **Peter** – The disciple who Jesus trusted with the church.

### Lesson Goals

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

1. Explore why believers worship and follow Jesus.
2. Appreciate how a group of people become a Christian community or church.
3. Participate in the mission of their church community.

### Teaching Strategies

#### Emphasis

1. Facilitate a discussion about the need to share with others, especially during a crisis.
2. Talk about who Peter was and how his ministry is similar to the one in Keesha and Terrance's community.
3. Talk about mission and missionary work; foster an understanding of mission at home.
4. Compare how Peter's church was very similar to the church today.

#### Questions

1. Why do you think Terrance changed his mind?
2. What is something that has happened in your neighborhood or church where people pulled together to help others?
3. How do you feel when you share something with someone else who is not as well off as you, or when you receive help from others?

### Closing Devotions

#### Praise the Lord!!!

**Closing Prayer:** Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, pencils, coloring tools for pictures (optional); a white board if possible to write examples of activities or missions at church

## Make a Joyful Noise

### Lesson 5

October 3, 2021

**Lesson Scripture:** Psalm 100

**Focus Scripture:** Psalm 100

**Key Verse:** Make a joyful noise to the Lord, all the earth. Psalm 100:1

### Word Power!!!

- **Steadfast** (stead'-fast) – Something that does not stop; a dependable person.
- **Sheep** – The Lord's people or followers.

### Lesson Goals

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

1. Explain why all creation praises and rejoices in the Lord.
2. Appreciate many ways of expressing praise to God.
3. Identify opportunities to praise God.

### Teaching Strategies

#### Emphasis

1. Engage in detailed discussion on how music affects us all – including outside the church.
2. Discuss how Anita was able to make friends while doing something (serving) for Jesus and the church.
3. Emphasize that we are all the creation of God, and praising God together is good.

#### Questions

1. How did Anita serve the Lord when she went to choir rehearsal?
2. What would be another way you can serve the Lord at church?
3. What instruments do we have in our church that help to praise God?

### Closing Devotions

**Praise the Lord!!!**

**Closing Prayer:** Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, devices and apps for listening to music; a musical instrument, if possible, such as a piano or guitar and someone who can play

## **Praise God for Being Just**

### **Lesson 6**

**October 10, 2021**

**Lesson Scripture:** Psalm 9; Ecclesiastes 3:16-22

**Focus Scripture:** Psalm 9:1-12

**Key Verse:** I will give thanks to the Lord with my whole heart. Psalm 9:1

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

- **Enemy** – Anyone who mistreats or dislikes you; someone who is mean toward you.

### **Lesson Goals**

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

1. Explore and hear about God's justice as a reason to praise God.
2. Appreciate that children can choose to praise and rejoice in the Lord.
3. Pray to God before children make decisions.

### **Teaching Strategies**

#### **Emphasis**

1. Talk about how the adults were not happy about celebrating and why they may have been afraid or concerned about Black Lives Matter supporters.
2. Talk about what oppression means, and why it is important to speak out against it in the church.
3. Find meaningful ways to work in intergenerational settings and learn together.

## Questions

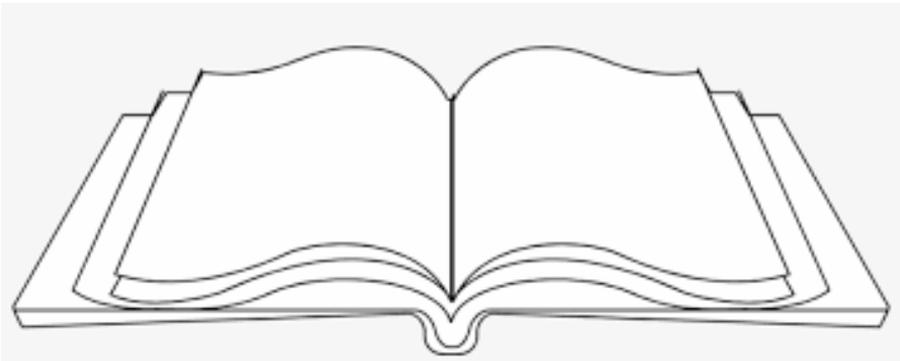
1. In Lesson Two, we saw how younger people were not working well with older adults. Here, it may be the opposite. What do you think?
2. Is justice a part of the church's responsibility? Does the AME Church identify justice as one of its goals or missions?
3. What is an example of something unfair that happened to you? How did you feel? Did someone defend you? If so, who?

## Closing Devotions

### Praise the Lord!!!

**Closing Prayer:** Lord Jesus, thank you for all of your blessings! Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, a copy of the *AME Discipline* as reference, pencils, pens, markers or crayons and construction paper; make extra copies of Bible page below if necessary.



## Give Thanks for Deliverance

### Lesson 7

October 17, 2021

**Lesson Scripture:** Psalm 107

**Focus Scripture:** Psalm 107:1-9, 17-22

**Key Verse:** Then they cried to the Lord in their trouble, and he delivered them from their distress. Psalm 107:6

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

- **Loathe** (low'the) – To hate something.
- **Iniquities** (ee-ni'-qui-tees) – Sins we commit.

### **Lesson Goals**

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

1. Study the different ways that God delivers people in times of trouble.
2. Appreciate God by expressing thanks to God.
3. Ask God for help when they are in need.

### **Teaching Strategies**

#### **Emphasis**

1. Facilitate a discussion about what Jimmy did for someone not of his race.
2. Discuss forgiveness and mercy and how we can show that for others.
3. Think of Bible stories where God helped people in trouble.
4. To discuss times when God may not always give us what we ask for, but will still show us love and mercy.
5. Talk about safe ways to help someone being bullied.

#### **Questions**

1. What do you think when you see someone being bullied? Do you see it on line as much as in person?
2. How do you think God feels when we hurt each other with name calling, teasing, or other mistreatment? How would you pray about it if it happened to you?
3. God may not always answer your prayer as you think God should, but there may be someone that the Lord sends to you to help. How can you identify someone who is able to help you?

### **Closing Devotions**

#### **Praise the Lord!!!**

**Closing Prayer:** Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, pencils, pens, video on fairness of your choice or the one below:

[Mr. Omar's Classroom - Fairness - YouTube](#)

## The Joy of Worship

### Lesson 8

October 24, 2021

**Lesson Scripture:** Psalm 84

**Focus Scripture:** Psalm 84

**Key Verse:** O Lord of hosts, happy is everyone who trusts in you.  
Psalm 84:12

### Word Power!!!

- **Zion** (zi'yun) – The holy land of God, such as Jerusalem in the Bible.

### Lesson Goals

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

1. Compare and contrast worship and praise.
2. Develop opportunities that share various ways to worship God.
3. Design celebrations and worship experiences for the church and the community.

### Teaching Strategies

#### Emphasis

1. Facilitate a discussion about Cynthia and her friends worshipped with their hands.
2. Discuss the different elements of worship including music, prayer, and service (such as ushering).
3. Explore what praising God means, looking at better ways to include people who are different.
4. Examine the Psalm and how it talks about praise.

### Questions

1. When you meet someone who does not speak English, do you feel uncomfortable?
2. What is another way to praise God other than with our voices?
3. What do you think may have happened if Mr. Evans had not welcomed Cynthia and her friends to sign in the choir?

### Closing Devotions

#### Praise the Lord!!!

**Closing Prayer:** Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, pencils for puzzle, either a recording of "Come by Here" or CD that children can hear

### Praise God with Music

#### Lesson 9

October 31, 2021

**Lesson Scripture:** Psalms 149; 150

**Focus Scripture:** Psalm 150

**Key Verse:** Let everything that breathes praise the Lord! Psalm 150:6a

#### Word Power!!!

- **Firmament** (fir-mah-mint) – The heavens, the universe.

#### Lesson Goals

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

1. Discuss different types of music sung or played in the church.
2. Appreciate how music and musical instruments highlight our love for God.
3. Express praises to God through music and art.

#### Teaching Strategies

#### Emphasis

1. Explore the many forms of musical instruments that may be played in worship.

2. Experiment with the various combinations of sounds – recorded or live.
3. Talk about how we can express ourselves through instrumental music.

### Questions

1. Even if you are not a musician, what instrument would you like to play?
2. What is another way to praise God other than with our voices?
3. William tried something new, and he found that he liked the bell choir. What would be a new way of praising God with an instrument that you could try?

### Closing Devotions

#### Praise the Lord!!!

**Closing Prayer:** Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, instruments or videos of instruments being played; a musician visitor.

## Let Everyone Praise God

**Lesson 10**

**November 7, 2021**

**Lesson Scripture:** Revelation 7:9-17

**Focus Scripture:** Revelation 7:9-17

**Key Verse:** “Amen! Blessing and glory and wisdom and thanksgiving and honor and power and might be to our God forever and ever! Amen.”  
Revelation 7:12

### Word Power!!!

- **Lamb** – Another name for Jesus, such as “the Lamb of God.”
- **Multitude** (mul-’tee’tude) – A large group of people or gathering.

### Lesson Goals

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

1. Engage with the imagery in the text in praising God.
2. Include themselves among the many who praise God.
3. Celebrate God and Christ (the Lamb) through praise.

### Teaching Strategies

#### Emphasis

1. Talk about angels as a multitude and imagine angels in our lives.
2. Stimulate an interactive discussion on how we can worship as angels do.
3. Explore the passage in the **Key Verse** and what it means for us.
4. Imagine what angels may be like in heaven and on earth.

#### Questions

1. Do you believe in angels; why or why not?
2. Do you think Brenda was able to play her role better after speaking with her mom?
3. What is your favorite angel story in the Bible?

### Closing Devotions

#### Praise the Lord!!!

**Closing Prayer:** Lord Jesus, thank you for all of your blessings! Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, pencils or markers.

### Praise for God's Eternal Reign

#### Lesson 11

November 14, 2021

**Lesson Scripture:** Revelation 11

**Focus Scripture:** Revelation 11:15-19

**Key Verse:** "We give you thanks, Lord God Almighty...for you have taken your great power and begun to reign." Revelation 11:17

#### Word Power!!!

- **Messiah** (me-si'yah) – The Savior; Jesus.

## Lesson Goals

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

1. Discuss and understand the meaning of the words *eternity* and *reign of God*.
2. Enjoy a community that celebrates God.
3. Engage in activities that reflect faithfulness to God's ways (the Ten Commandments contained within the ark of the covenant).

## Teaching Strategies

### Emphasis

1. Continue the discussion about angels and how they are close to us.
2. Talk about our relatives who are in heaven and see them as angels.
3. Focus on how the angels have their own purpose to play in this lesson.

### Questions

1. How can you be like an angel in other ways?
2. Corey felt close to angels; have you ever felt an angel was near you?
3. Who did you draw as an angel from your family? If there is no one, who do you see as an angel here on earth? Why?

## Closing Devotions

### Praise the Lord!!!

**Closing Prayer:** Lord Jesus, thank you for all of your blessings! Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, coloring supplies, pencils and markers for the activities

## Rejoicing in Heaven

### Lesson 12

November 21, 2021

**Lesson Scripture:** Revelation 19

**Focus Scripture:** Revelation 19:1-8

**Key Verses:** "Salvation and glory and power to our God, for his judgments are true and just." Revelation 19:1-2

### Word Power!!!

- **Judgment** – The way God or people look at something or define it.
- **Fornication** (for-nee-ca'shun) – Sex with strangers or a person outside marriage.

### Lesson Goals

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

1. Explore the understandings of the words *hallelujah*, *rejoice*, and *judgment*.
2. Appreciate how God's judgment is inclusive of God's justice and mercy.
3. Accept and share with others that Christ is the Savior of the world who will enact final justice for his people.

### Teaching Strategies

#### Emphasis

1. Discuss the words *hallelujah*, *rejoice*, and *judgment* and give examples from litanies or expressions in worship.
2. Look at Tina's aunt and her joyful expression, and compare it to when we meaningfully say words of praise or thanksgiving in church or worship.
3. Identify ways God shows us mercy and how we would feel if we were judged instead.

#### Questions

1. Was Tina's aunt thanking God in her own way when she found her glasses?
2. Are words like "dope!", "wow!", and others ways of rejoicing?
3. If God judged us as we deserve, what do you think would happen to us?
4. What does mercy mean to you? When was a time you showed mercy to someone?

## **Closing Devotions**

### **Praise the Lord!!!**

**Closing Prayer:** Lord Jesus, thank you for all of your blessings!

Help us to keep the lessons you teach us in our hearts each day. Amen.

**Resources:** Biblegateway.com or Bibles, pencils or pens and markers

### **Good News for All**

**Lesson 13**

**November 28, 2021**

**Lesson Scripture:** Acts 10:34-47

**Focus Scripture:** Acts 10:34-47

**Key Verses:** Peter began to speak to them: “I truly understand that God shows no partiality, but in every nation anyone who fears him and does what is right is acceptable to him.” Acts 10:34-35

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

**Extolling** (x-stole’ing) – Giving honor or praise.

### **Lesson Goals**

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

1. Explore who Peter was and his role in the church.
2. Affirm how the Holy Spirit is God’s gift for all who believe in Jesus Christ.
3. Praise God that the gospel of Jesus Christ is for everyone.

### **Teaching Strategies**

#### **Emphasis**

1. Talk about the importance of including everyone in our church experiences.
2. Look at the story of Peter and his message of the Good News, explaining what it means for us today.
3. Explore ways we can individually and as a group bring others to Christ.
4. Talk about Chandra and how we may have done the same thing and why.

**Questions**

1. Why do you think Chandra looked at Mass as being boring?
2. What is a way that you can share Jesus with someone who has never been to church?
3. Our song today is to the tune, "He's Got the Whole World in His Hands." What does that title mean to you?
4. Is there something you can do today or this week to show the love of Jesus to a friend or family member?

**Closing Devotions****Praise the Lord!!!**

**Closing Prayer:** Lord Jesus, thank you for all of your blessings!  
Help us to keep the lessons you teach us in our hearts each day.  
Amen.

**Resources:** Biblegateway.com or Bibles, dictionary or app, markers (for coloring, if desired), pencils and pens

## APPENDICES

### Lesson 6 (sample Psalm)

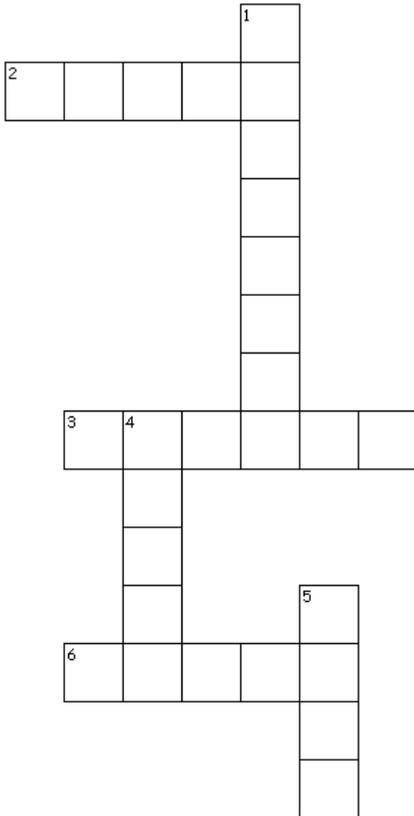


### Lesson 8 (across)

2. a group that sings - CHOIR
3. where we go to worship - CHURCH
6. someone who stands at the doors - USHER

### Down

1. the one who brings the sermon - PREACHER
4. we lift these in praise - HANDS
5. we do this at the altar - PRAY



**Lesson 13**

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

ASSUMPTION

BIBLE

CHURCH

FRIENDS

GOOD

JESUS

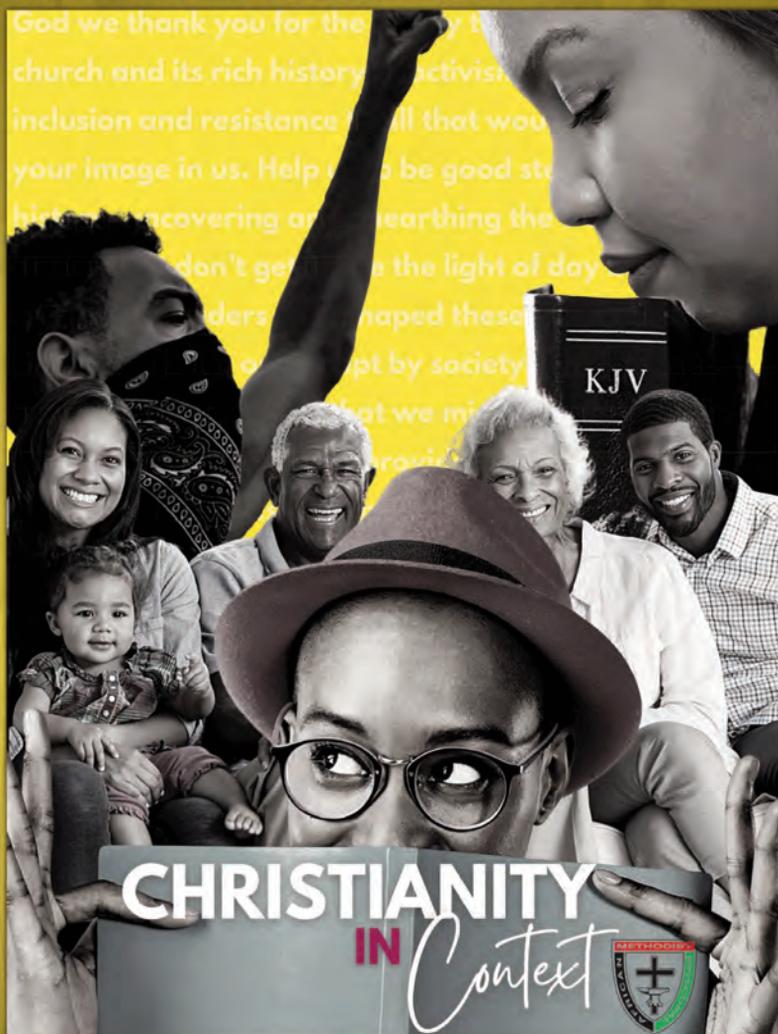
KINDNESS

LISTEN

NEWS

**NOTES**

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