

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.

**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.
2. 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.
  3. 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.
  4. The only place in Mark where the title, "Son of David," is used is verses 47 and 48.
  5. Be sensitive towards those who suffer from physical and mental challenges. Every day they face difficulties that can be overwhelming.
  6. 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.)
  7. 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).

**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.”

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- **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.
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- **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.
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- **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.

**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