



**GOD  
FREES AND  
REDEEMS**

# THE COMBINED TEACHER'S GUIDE

**SPRING QUARTER 2022**

MARCH • APRIL • MAY

Christian Education Department  
Rev. Garland F. Pierce, Executive Director  
Bishop David R. Daniels, Chair

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## BASIC SUPPLIES

|  |                          |
|--|--------------------------|
| Bible dictionary                               | writing paper            |
| Bible pictures and maps                        | DVD recorder/player      |
| CD players                                     | milk crates              |
| chart paper                                    | paper – letter, drawing, |
| Christian music – books,<br>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

Spring Quarter

March 2022 – May 2022

Prepared by Rev. Dr. D. Melynda Clarke

### Babylonian Captivity Ends

Lesson 1

March 6, 2022

**Lesson Scripture:** Ezra 1; 2:64-70

**Focus Scripture:** Ezra 1:1-8, 11; 2:64-70

**Key Verse:** As soon as they came to the house of the Lord in Jerusalem, some of the heads of families made freewill offerings for the house of God, to erect it on its site. Ezra 2:68

#### Key Term

- **Priesthood** – One especially consecrated to the service of a divinity and through whom worship, prayer, sacrifice, or other service is offered to the object of worship.

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

1. Illustrate God's continued faithfulness and restorative power.
2. Reveal God's purposeful acts of liberation.
3. Reinforce the responsibility of every believer to respond to God's divine plan.

#### Teaching Strategies

This quarter's Liberating Faith Studies will focus on the broad extension of God's liberating power that touches the lives of all of God's people. Unit I encompasses the significant events of the post-exilic Jews' emancipation from their 70-year oppressive state,

focusing on their departure from Babylon and their successful repair of the temple in Jerusalem. The use of commentaries and illustrative Bibles will increase students' understanding of the extensive work and resources required to conduct this massive renovation project. However, the effort can be compared to modern-day construction projects, contrasting the resources used today, illustrating the differences between sledgehammers and horses, with today's power tools and mechanical equipment. The undertaking took great effort on behalf of the men while also recognizing the tremendous investment made by King Cyrus of Persia, who supported the project. For teaching purposes, illustrate the physical efforts entailed and the emotional and spiritual commitment required to remain committed to this quest. Use this as an opportunity to promote current-day efforts to restore worship sites and spur enthusiasm to return to worship. Often the idea of returning to the traditions of the past will draw interest from older members. Teaching the history of the church motivates new people to be inspired to carry on the legacy of the past. Do not discount the potential reality that rebuilding is often a purposeful work, predestined by God, for an unknown reason. Being part of God's plan can create excitement and spur interest even by the broader community.

For Lesson 1, consider the following:

- Are there members who can provide pictures, articles, about your local church?
- Compare and contrast the actions of the Persian king with secular leaders who have supported efforts for church revitalization.
- How do progressive methods of worship align with the lesson today?

## Questions

1. The rising trend of gentrification in urban cities has caused great despair in the African American community. How can African Americans regain ownership of these valuable plots of land and capital? What can be done to avoid the continued decline of African American home ownership, particularly in areas of increasing metropolitan growth?
2. Many AME churches throughout the world need restoration and repair. However, there is a growing decline in church attendance, as well as a movement towards alternative worship venues. What are some options for these local churches to consider?

## Closing Devotions

**Closing Hymn or Song of Praise:** “I Don’t Know About Tomorrow”  
– *AME Hymnal* #446

**Closing Prayer:** Dear Lord, we thank you for today. We are grateful for your faithfulness in our lives and every moment in time you have provided for us. There is no mountain too high or valley too low to prevent the outcome of your divine plan. Strengthen us in our journey and reinforce our faith with your presence, your love, and your power. These things we ask in the precious name of our Savior Jesus, the Christ. Amen.

Written by: Rev. Dr. D. Melynda Clarke

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible Commentary, *AME Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper, white board (optional)

## Freedom to Worship

### Lesson 2

March 13, 2022

**Lesson Scripture:** Ezra 5; 6:1-12; 10:1-5

**Focus Scripture:** Ezra 6:1-12

**Key Verse:** “May the God who has established his name there overthrow any king or people that shall put forth a hand to alter this, or to destroy this house of God in Jerusalem.” Ezra 6:12a

### Key Terms

- **Archives** – A part of the royal treasure-house (5:17), in which important state documents were kept.
- **Impale** – Pierce or transfix with a sharp instrument. Kill by fixing on a sharp stake.

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

1. Recognize that human intervention remains governed over God's predestined plan.
2. Revisit the importance of God's presence when facing life's challenges.
3. Remind each believer that every event in time works toward a fulfilment of God's plan.

### Teaching Strategies

This lesson is designed to illustrate how barriers can intrude on an important goal or mission. This occurs at every level, whether personal goals, community efforts, national agendas, and indeed the church's mission to reach and save the lost. Despite the negative impact of other forces, believers are encouraged to continue the work. The efforts of critics to deter others may frequently be normalized, creating frustration, and eroding one's

faith. This lesson can be used to reassure believers that God is still in control. It illustrates how God's children recognized the opponents and plots targeted against their work, resulting in their further determination to proceed and God's divine favor that led to a positive resolve. Suggest to participants during this lesson to remain positive even when a class member may dwell on failures and setbacks of the past. Redirect the discussion towards testimonies that illustrate God's involvement. Remind them of a vital point of this lesson. God's promises are true. God will utilize resources and people that one would least expect. Remind students that over the course of time, God's plan will be revealed.

### **Teaching Tips:**

1. Do not endorse any candidate or elected official. However, use this as an opportunity to identify elected officials and other leaders that have demonstrated their sensitivity to human rights issues and their support for the needs of the church and the greater community.

### **Questions**

1. Consider the success of your church and/or ministry, not simply based on size and numbers, but the impact on your community. Discuss the possibilities of growth and development. Be prayerful and ask God for further clarity for the future.
2. What are possible opportunities to engage new people into joining ministry projects and programs?

### **Closing Devotions**

**Closing Hymn or Song of Praise:** "He Has Done Great Things for Me" – *African American Heritage Hymnal* #507

**Closing Prayer:** God, It's us. We come knowing that all you ask

us to do is be faithful and available. That's all we need to know to renew our faith walk. The evidence will be carrying out your will, not ours. Enough said! Amen.

Written by: Jacquelyn Dupont Walker

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible Commentary, *African American Heritage Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper, white board (optional)

### Celebrate Passover Liberation

#### Lesson 3

March 20, 2022

**Lesson Scripture:** Ezra 6:13-22; Leviticus 23:4-8

**Focus Scripture:** Ezra 6:13-22

**Key Verse:** The people of Israel, the priests and the Levites, and the rest of the returned exiles, celebrated the dedication of this house of God with joy. Ezra 6:16

#### Key Terms

- **Purified** – Refers to a certain rite in the external worship of God. Purification seeks to remove legal uncleanness so that the purified individual may resume normal activity in society. Found chiefly in the section of the priestly code known as the Laws of Purity (Lev. 11–16).
- **Ceremonially Clean** – Having a physical or moral blemish to make impure according to the laws, especially the dietary or ceremonial laws; shave all the hair from their heads, including the hair of the beard and eyebrows. They must also wash their clothes and bathe themselves in water (Lev. 14:8-9).

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

1. Inspire participants to recognize the importance of corporate worship.
2. Inspire members to freely give their talent, time, and treasure to the church.
3. Remind believers of the sanctity of worship.

### **Teaching Strategies**

This lesson offers opportunities to teach about corporate worship in the local and connectional church. The illustration of both a grand celebration and the elaborate dedication of the temple can be compared to the dedication of a new church edifice or ministry facility. Use this as an opportunity to promote the efforts of any current or future building projects. Reflect on the importance of incorporating various forms and worship styles, including music, dance, and spoken word. Discuss the lists of active participants and assess how current ministries serve in similar capacities during worship and special events. Acknowledge that, in many ways, the contemporary New Testament church is a continuation of Old Testament worship styles and rituals.

### **Teaching Tips:**

1. Point out the similarities between the text and traditional church practices as it relates to the restoration of artifacts. Assist believers in understanding the various artifacts used in the modern church, including vestments, altar materials, candles, linen, and communion serving ware.
2. Discuss the excitement that must have been felt when the repairs to the temple were completed. Discuss how this applies to your local church projects.

### **Questions**

The COVID-19 pandemic has isolated many believers from the

traditional in-person fellowships at worship, Bible study, and special worship events. Each church is looking at returning to in-person worship in their own unique way.

1. What are some of the unique ways your church and ministry groups have celebrated your love of Jesus Christ outside the church?
2. How has the alternative uses of virtual services and events informed your ministries?

### Closing Devotions

**Closing Hymn or Song of Praise:** “How Great is Our God” by Chris Tomlin, Jesse Reeves, and Ed Cash

**Closing Prayer:** Oh God, help us to trust and praise you more in every season of our lives, especially as we focus on your resurrection. Amen.

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible Commentary, *AME Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper, white board (optional)

### Lest We Forget

**Lesson 4**

**March 27, 2022**

**Lesson Scripture:** Deuteronomy 8

**Focus Scripture:** Deuteronomy 8:1-11

**Key Verse:** Take care that you do not forget the Lord your God, by failing to keep his commandments, his ordinances, and his statutes, which I am commanding you today. Deuteronomy 8:11

### Key Terms

- **Deuteronomy** – Comes from the Septuagint's Greek title meaning second law or repeated law.

- **Ordinance** – A piece of legislation enacted by a municipal authority; an authoritative order; a decree.
- **Statute** – A rule of an organization or institution; a written law.

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

1. Reflect on the criticality of reiterating God's basic laws.
2. Respond to God's divine hand of liberty with obedience and love.
3. Respect and learn from the rich experiences of the past.

### Teaching Strategies

Provide a brief background of the history lesson of the Israelites' departure from Egypt and the issuance of God's laws by Moses. Utilize this brief review as an opportunity to remind students how the Israelites frequently became disheartened and failed to understand the importance of God's laws. The repetition of these ordinances illustrates the urgent warnings presented to the people. There are opportunities to discuss how these historical events can also be applied to modern-day issues, both nationally and globally. In the church context, identify how this lesson can be applied to the Bible study series and how it can be reinforced into AME Church worship. Utilize examples of rules and ordinances in your local setting. Research what occurs when laws are frequently violated. Examples can be found in increasing crime trends. Also, consider additional data which compares family stability and church engagement. Identify any articles or literature that would support your findings. Use this as an opportunity to educate on the meaning and purpose of church activities and practices.

### Teaching Tip:

1. Find articles and testimonials that provide examples of

restored communities and rehabilitated individuals because of the involvement of people of faith. Consider one story to open today's lesson. Stories from past generations are exceptional in also illustrating the historical lessons of the past.

## Questions

1. What are the benefits of reiterating the laws of God in church worship, including reading *The Ten Commandments* and/or the *Summary of the Decalogue*?
2. How can we reinforce the value of obeying the law in a relaxed social environment?

## Closing Devotions

**Closing Hymn or Song of Praise:** “King of My Life (Lead Me to Calvary)” – AME Hymnal #306

**Closing Prayer:** O Eternal light, keep us unstained by this world through the ever-cleansing blood of the lamb who takest away the sins of the world. Amen.

Written by Bishop Kenneth W. Carter, CME Church

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible Commentary, *AME Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper, white board (optional)

## Triumphal Entry Into Jerusalem

**Lesson 5**

**April 3, 2022**

**Lesson Scripture:** Matthew 21:1-11

**Focus Scripture:** Matthew 21:1-11

**Key Verse:** “Tell the daughter of Zion, Look, your king is coming to you, humble, and mounted on a donkey, and on a colt, the foal of a donkey.” Matthew 21:5

### Key Terms

- **Bethphage** – The starting point of Jesus’ triumphal entrance into Jerusalem; near the Mount of Olives; Jewish Aramaic, translated as *house of young or unripe figs*.
- **Hosanna** – Used to express adoration, praise, or joy; originally an appeal to God for deliverance, used in praise.

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

1. Remind participants to be vigilant and faithful in ministry.
2. Recognize purpose in life’s challenges.
3. Remember the ultimate plan for salvation and humanity’s role in each step.

### Teaching Strategies

This lesson prepares the group for the final days of the season of Lent. Although Jesus knew that he was preparing for his death, he continued his teachings and healing the sick. Try creative ways to engage participants in the lesson. Utilize some of these scriptures found in the gospel of Matthew, chapters 20 and 21, to illustrate how Jesus was not deterred in his work. Use class participants to represent the blind men (20:29-34) along the road, or a mother attempting to elevate her sons (20:20-23) or another disciple who witnessed Jesus overturning the tables in the temple (21:12-13). Ask these volunteers to share a brief reflection of how those people must have felt when they encountered the Lord. Let others in the class become members of the crowd who shouted “Hosanna” and then present their understanding of what the crowd was witnessing and thinking. Play the YouTube video of “Ride on,

King Jesus,” sung by Ebenezer AME Church, Ft. Washington, Maryland, and discuss the significance of this old Negro spiritual. Reflect on the meaning of this song through the eyes of a slave seeking liberation.

### Questions

1. What are some of the most prevalent and concerning social issues in today's society that the church should address and take a stand on?
2. What are the consequences of the church becoming complacent and silent about these and other issues?

### Closing Devotions

**Closing Hymn or Song of Praise:** “Ride on, King Jesus” – *African American Heritage Hymnal #225*

For video viewing of this great spiritual sung by Ebenezer AME Church in Fort Washington, Maryland, go to YouTube-<https://youtu.be/b3oe1ooiPkI>

**Closing Prayer:** *We Bless God* (1888) by Alexander Crummel

We bless God for all the favors and the mercies of the year! For health, comfort, prosperity, the means of grace and for the hope of glory. We bless him for even the tribulations of our lot in this land, which is, without a doubt, a schooling for future greatness. We bless him for the promise, discovered to sight by signal providences, of usefulness and exalted service for him, in this nation, in coming times. And we beseech him, for the redeemer's sake to make us faithful men and women, in our families, with our children, in the church. In the entire race: for the glory of his great name, for the succor and safety of the nation, and for the good of man.

*Conversations with God – 20<sup>th</sup> Edition, Two Centuries of Prayers by African Americans*, by James Washington, Ph.D.

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible Commentary, *African American Heritage Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper, white board (optional)

## The Passover with the Disciples

### Lesson 6

April 10, 2022 (Palm Sunday)

**Lesson Scripture:** Matthew 26:17-30

**Focus Scripture:** Matthew 26:17-30

**Key Verse:** “I tell you, I will never again drink of this fruit of the vine until that day when I drink it new with you in my Father’s kingdom.” Matthew 26:29

### Key Terms

- **Unleavened Bread** – Made without yeast or other leavening agent. Passover is a single day (Abib 14) followed by the seven-day Feast of Unleavened Bread, which requires abstaining from any leavening bread and removing leavening agents from the home. A direct act of remembrance of God’s deliverance and covenant promise to his people.
- **Seder** – (Hebrew: “order”) Religious meal served in Jewish homes on the 15<sup>th</sup> and 16<sup>th</sup> of the month of Nisan to commence the festival of Passover (*Pesah*).
- **Passover** – (Hebrew *Pesah* or *Pesach*) In Judaism, holiday commemorating the Hebrews’ liberation from slavery in Egypt and the “passing over” of the forces of destruction.
- **Covenant** – An agreement between God and his people, in which God declares his promise and requires certain conduct in return.

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

1. Educate Christians of the intersection between the Old Testament covenant and the new covenant of grace through Jesus Christ.
2. Understand the vulnerabilities to evil influences that occur in life and in relationships.
3. Remind believers of God's promise of reconciliatory relationship and an eternal covenant agreement.

### **Teaching Strategies**

This lesson is an excellent opportunity to reeducate believers on the biblical context of the Last Supper and remind believers of the importance of this holy sacrament. Teachers may want to display the items used for the Passover meal (Seder). Be prepared to expound on the covenant relationship God had with his people that originated with Abraham. Be ready to discuss how the covenant is likened to any other legal document in which the agreeing parties are obligated to fulfill their responsibilities. Throughout history, the Jewish people failed to abide by the laws of God's covenant, which resulted in destruction. Use this lesson to illustrate how Jesus established a new covenant that would fulfill the required payment for sins for all people. Reflect on the somber atmosphere that must have occurred when Jesus revealed he would be betrayed. Discuss the painful emotions that are experienced when one is betrayed by another. Use the last segment of this scripture (v. 30) to uplift the class by singing a song of praise. In closing, invite participants to prepare themselves for the most sacred season of the Christian calendar.

### **Questions**

1. There are Christians throughout the world who are still persecuted for their beliefs. What can the church do to help

these believers?

2. What are some examples where Christians can become more actively engaged in addressing injustice in our society?

### **Closing Devotions**

**Closing Hymn or Song of Praise:** “O Magnify the Lord”

O Magnify the Lord for he is worthy to be praised. (repeat)

Hosanna, blessed be the rock, blessed be the rock of my salvation.

Hosanna, blessed be the rock, blessed be the rock of my salvation.

**Closing Prayer:** Promise-keeper God, when we are impatient in our humanness, slow us down to wait on you. Hope for today and tomorrow God, give us Sabbath within, in the sound and fury of this world. Logos God, activate our imaginations to view the panorama of your kingdom on earth and kingdom of heaven. Director God, navigate us to space and place to contemplate, appreciate, and reverence you, Jesus' sacrifice, and the promise of the newness of life given to each of us. Rabbi God, teach us to trust in intervals of good times and bad times. Protector God, assure us we are safe in your arms. Loving God, we are grateful for both the sacrifice and the anticipated resurrection. We are waiting. Waiting. Waiting. Amen.

Rev. Teresa L. Fry Brown, Ph.D., Historiographer, Department of Research and Scholarship, African Methodist Episcopal Church

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible commentary, laptop with projector or large screen, access to Internet and YouTube, worship music on iTunes or Google Play, samples of Passover meal food items (unleavened bread, herbs)

## The Paschal Lamb Lives!

### Lesson 7

April 17, 2022 (Easter)

**Lesson Scripture:** Matthew 27; 28:1-10

**Focus Scripture:** Matthew 28:1-10

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

### Key Terms

- **Earthquake** – A sudden and violent shaking of the ground; earthquakes are symbolic of change; also used figuratively to illustrate God's power.
- **Lightning** – Thunder is often spoken of as a token of God's wrath; lightning denotes brilliance, enlightenment.

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

1. Inspire participants to a renewed faith in Jesus Christ.
2. Provide renewed hope for all to be saved.
3. Remind believers of God's miraculous power to transform any situation.

### Teaching Strategies

Today's lesson requires special attention to the true meaning of Easter Sunday. Similar to Christmas, the holiday is redefined by commercialization. To maintain the authenticity of the day's purpose, utilize the story from a human perspective. Consider the emotional state of women approaching a tomb guarded by Roman soldiers. Start the class by asking if anyone has visited a person who was incarcerated or heavily guarded by police. Inquire about their feelings whenever approaching law enforcement. The teacher may also compare the time frame in which the body was unattended, such as what occurred with Lazarus. The purpose

is to be sensitive to the realities of these women's undertaking. Reflect on whether anyone experienced an earthquake. Discuss normal reactions when a lightning bolt strikes. As you set the stage for this discussion, envision the confusion and unknowns that were evident for the early witnesses of the resurrection. Facilitate movement from feelings of fear to faith, as the women are notified that Jesus is alive. Using this or other brief introductions into the lesson allows the participants to respect the abnormality of the moment and the miracle of the event.

### Question

1. Many people are still unaware that Jesus is the way to eternal life. What will you do today to share the gospel so that others may decide to celebrate his resurrection with you?

### Closing Devotions

**Closing Hymn or Song of Praise:** "Victory Is Mine" – *African American Heritage Hymnal* #489

**Closing Prayer:** God, we gather this morning with our hearts full of praise; lift us. We honor you; we thank you; we glorify your holy name. You have blessed us from last Sunday till this very moment. Thank you. You have helped us climb mountains, survive the valley, and defeat giants. God, your presence has been evident in every moment from the opening of our eyes till the close of the same. You are the merciful, grace-granting, hope-providing, God of yesterday and today. Lead us this morning into a place of healing, a place of peace, a place of purpose. We hand this *time* to you. We have come to glorify you, praise you, worship you, and hear from you. Use each of us. Amen.

Adapted from "Congregational Prayers"

By Rev. Florence M. McElroy, 16<sup>th</sup> District

*The Anvil; Sankofa: Worshipping God Yesterday, Today and*

*Forever Annual Resource Guide; 2019-2020*

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible commentary, *African American Heritage Hymnal*, worship music on iTunes or Google Play

## Freedom in Christ Jesus

### Lesson 8

April 24, 2022

**Lesson Scripture:** John 8:31-38

**Focus Scripture:** John 8:31-38

**Key Verse:** “So if the Son makes you free, you will be free indeed.”  
John 8:36

### Key Terms

- **Disciple** – One who accepts and assists in spreading the doctrines of another; a dedicated follower of Jesus.
- **Slave** – Being legally owned as property by another; a metaphorical description of a person's bondage to sin.

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

1. Recognize that freedom is multi-faceted and has context in our spiritual existence.
2. Realize the benefits of freedom and how to access it, spiritually.
3. Reinforce educating all generations about civil and spiritual liberties.

### Teaching Strategies

Freedom is a crucial aspect of anyone's existence. Yet, most 21<sup>st</sup> century adults are unfamiliar with existing in a limited state of freedom. The lesson today will examine how sin entraps the sinner and prevents that person from access to God. Sin is also a trap for a weakened physical existence, leading to pain and despair,

desolation, and degradation. Sin can ultimately connect to crime and civil violations, which can impact one's physical freedoms. Use this to tie the lesson to the genuine and relevant struggles of everyday life. Assist the participants in recognizing sin for its damaging effects on both our physical and spiritual lives. Use this as an opportunity to examine how the sins can impact the innocent, thereby reinforcing the need for social advocacy and general compassion for others. Slavery is a topic of concern that has haunted people of African ancestry for centuries. Allow this lesson to restore hope for the liberation of both the body and the soul.

### **Questions**

1. How can the church better inform the members and the community about the issues impacting civil liberties in our society?
2. What are some methods to engage youth and young adults in these discussions while also encouraging them to embrace a spiritual relationship with Christ as well as a connectional relationship with the local church?

### **Closing Devotions**

**Closing Hymn or Song of Praise:** "Let the Church Say Amen"  
by Andrae Crouch

**Closing Prayer:** *God of Our Weary Years* (1921) by James Weldon Johnson

God of our weary years, God of our silent tears,  
Thou who hast brought us thus far on the way.  
Thou who has by thy might, led us into the light,  
Keep us forever in the path, we pray.

Lest our feet stray from the places, our God where we met thee,  
Lest our heart, drunk with the wine of the world, we forget thee.  
Shadowed beneath thy hand.

May we forever stand.

True to our God, true to our native land!

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible commentary, laptop with projector or large screen, access to Internet and YouTube, Google Play or iTunes app, *AME Hymnal*

## Freedom from Sin

### Lesson 9

May 1, 2022

**Lesson Scripture:** Romans 6:1-14

**Focus Scripture:** Romans 6:1-14

**Key Verse:** For if we have been united with him in a death like his, we will certainly be united with him in a Resurrection like his.  
Romans 6:5

### Key Terms

- **Baptism** – Christian rite of immersion or sprinkling of water; a symbolic act for repentance to acknowledge the forgiveness of someone's sins; an outward expression of regeneration and renewal.
- **Dominion** – Greek word *kurieuo* meaning exercise lordship over.

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

1. Encourage believers to seek God in shaping their views and decisions.

2. Motivate believers to avoid compromising what is right for personal gain.
3. Inspire students to feel confident in their ability to successfully reject popular decisions for what is right.

### Teaching Strategies

Today's lesson provides an opportunity for participant self-reflection. The topic should not be threatening or judgmental. However, it should be a subtle reminder to all believers of everyone's desire for sanctification and a transformed life. The date of this lesson may fall on a Communion Sunday, which is a timely opportunity to reflect on the words read at the preparation of the Lord's Supper. Have the participants turn to page 798 of the *AME Hymnal* and have them read "The Solicitation" and "The General Confession." Reflect on the meaning, and then discuss today's lesson. Utilize the **Case Study** as an opportunity to illustrate the power of God's Holy Spirit to transform anyone's life. Ask each participant to take time in prayer that evening to thank God for delivering them from past habits or sin. Suggest developing a subgroup to establish a rehabilitation group such as Alcoholics Anonymous (A.A.) or Narcotics Anonymous (N.A.) meetings as a community outreach program. Consider hosting meetings virtually if there are security concerns. Pray for those who have not accepted responsibility for their sins and continue to pray for specific persons in your community.

### Questions

1. Think of someone in your life that you have not yet forgiven for a past issue. Ask yourself what is holding you back and pray for Jesus to touch your heart.
2. What are some of the issues we continue to witness in society due to a lack of forgiveness? What can the church do to help

heal the fractured hearts of the past and reconcile individuals, groups, and/or communities?

### Closing Devotions

**Closing Hymn or Song of Praise:** “Great Is Your Mercy Towards Me” by Donnie McClurkin

**Closing Prayer:** *A Prayer Against Injustice* by Rev. Dr. Mack King Carter

Great God of justice, grant that the dark night of injustice will give way to the dawning of a brighter day. Give thy people respite from the heat of constant battle. But never let us give up until the victory is won. Forgive us our complacency, for we will do better, or we will die. Help us to always protest against evil. But also give us the strength to produce the good. In the name of the name above every name. Amen.

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible commentary, laptop with projector or large screen, access to Internet and YouTube, flip chart paper, markers, tape, or dry erase markers, access to play iTunes and/or Google Play music

### Freedom for the Future

**Lesson 10**

**May 8, 2022**

**Lesson Scripture:** Romans 8:18-30

**Focus Scripture:** Romans 8:18-30

**Key Verse:** I consider that the sufferings of this present time are not worth comparing with the glory about to be revealed to us. Romans 8:18

### Key Terms

- **Foreknew** – Be aware of (an event) before it happens; God

uses foreknowledge to determine a specific and intentional action; the foundation of predestination.

- **Predestine** – Determine an outcome or course of events in advance by divine will; God's destiny for someone towards a particular fate or purpose.

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

1. Recognize that God is always working out a master plan.
2. Realize that our struggles are not permanent.
3. Remind ourselves that we are aligned with a greater purpose by God.

### Teaching Strategies

The season of Easter is the embodiment of this scripture lesson for today. Just as Jesus suffered and died on the cross, it was revealed that it was for a greater purpose and a higher glory. Paul outlines this same message to every believer in Jesus Christ. As a teacher of this lesson, you are empowered to provide that same inspiration to your class. Since no one is immune to problems, every participant can recall some difficulties in their lives. As the leader of this lesson, recognize that everyone experiences these seasons of strife at different intervals of their lives. Do not expect someone who is living their best life to be able to relate to someone who has just faced a multitude of problems, cascading one after another. Use this as a place of healing for everyone. Paul's letter suggests that all creation is suffering. It may be comforting to hear from someone who shares their history and ability to overcome their circumstances as a result of their faith in the Lord. Let people share their stories. Illustrate the greater glory that is being revealed every day and how there is still more to be revealed. Encourage everyone to maintain their hope. Remind members that suffering is only temporary and cannot compare to

the glory that will await us all.

### Teaching Tips:

1. Use this scripture to encourage members who have faced a challenge accomplishing a special work or project for the church.
2. Acknowledge those who have gone to glory and celebrate their lives in prayer and thanksgiving at the close of the lesson.

### Questions

1. What are some examples of struggles you have faced in the past that eventually revealed a greater good and predetermined purpose in your life?
2. What events have you encountered that have caused great disappointments but have ultimately strengthened your faith?

### Closing Devotions

**Closing Hymn or Song of Praise:** “We’ll Understand It Better By and By” – *AME Hymnal* #394

**Closing Prayer:** *A Prayer for Trust* (1817) by Peter Williams, Jr. (1786-1840), first African American Episcopal priest

O, Lord! We presume not to arraign thy counsels. Thou knowest what is best. Though clouds and darkness are around thee, justice and judgement are the habitation of the seat. Teach us, O heavenly father, teach us resignation to thy will, and we shall find it all to be right in the end. Amen.

*Conversations With God – 20<sup>th</sup> Anniversary Edition; Two Centuries of Prayers by African Americans* by James Washington, Ph.D.

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible commentary, *AME Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip

chart paper, or white board (optional)

## Freedom and the Law

**Lesson 11**

**May 15, 2022**

**Lesson Scripture:** Galatians 3

**Focus Scripture:** Galatians 3:18-29

**Key Verse:** If you belong to Christ, then you are Abraham's offspring, heirs according to the promise. Galatians 3:29

### Key Terms

- **Heir** – A person inheriting and continuing the legacy of a predecessor.
- **Mediator** – An ambassador; an intermediary with a view to reconcile.

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

1. Define the connection between Abraham's heirs and all Christians
2. Discourage beliefs in salvation that require performing specific actions according to Mosaic laws.
3. Define the value of tradition and the appropriate acknowledgement within the church.

### Teaching Strategies

This lesson is a great tool to assist leaders in differentiating between traditional practices and the true inclusion into God's family. Use this as an opportunity to reflect on events and practices that are meaningful and fulfilling in the church. Assist in guiding discussions that reveal the purpose and history behind these occurrences. Avoid debates surrounding them and utilize

the space for debate about salvation. Recognize that some members may come from various Christian traditions. Use this as teaching moments and embrace those stories that offer insight into black culture and history. Ensure that no one is excluded from God's grace due to specific ritualistic requirements. Embrace the discussion of opening the door to salvation to all who are willing to enter in.

### Questions

1. Do you believe it is important for your local church to teach about sin? Why or why not?
2. Do you believe there may be a direct correlation between the decline in church participation and growth and increase in crime, as well as indifference to human suffering? Why or why not?

### Closing Devotions

**Closing Hymn or Song of Praise:** "Yes, Lord" – *African American Heritage Hymnal* #551

**Closing Prayer:** Give us grace, O God, to dare to do the deed which we well know cries to be done. Let us not hesitate because of ease, or the words of men's mouths, or our own lives. Mighty causes are calling us – the freeing of women, the training of children, the putting down of hate and murder and poverty – all these and more. But they call with voices that mean work and sacrifice and death. Mercifully grant us, O God, the spirit of Esther, that we say: I will go unto the king and if I perish, I perish – Amen.

*Give Us Grace* by William Edward Burghardt DuBois

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible commentary, *African American Heritage Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper or white board (optional)

## The Nature of Christian Freedom

### Lesson 12

May 22, 2022

**Lesson Scripture:** Galatians 5:1-15

**Focus Scripture:** Galatians 5:1-15

**Key Verse:** The whole law is summed up in a single commandment, "You shall love your neighbor as yourself." Galatians 5:14

### Key Terms

- **Circumcision** – Literal meaning is to cut around; a token act of God's covenant with his chosen people. A new covenant relationship through Jesus Christ is a spiritual act of circumcising the heart.
- **Yoke** – An arched device formerly laid on the neck of a defeated person.

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

1. Realize the greatest commandments are to love God and love one another.
2. Promote harmony and avoid strife within the faith community.
3. Recognize the power of God's Holy Spirit to guide our emotions and responses.

### Teaching Strategies

There are disagreements in families. Disagreements can occur suddenly and build over time. The church functions relationally like a family unit. The conflicts and struggles often mirror the breakdown found in family settings. This lesson illustrates how churches can become burdened with internal strife, which adversely impacts the church's health and the growth of the body. Use this lesson to encourage participants to recognize how spiritual health is a key factor in the church's overall health.

Those who are entangled in sinful practices can not only harm themselves but each other. Point out that the reason for policies on sexual misconduct, for instance, is not only to prevent liability but also to protect the physical and spiritual health of the church body members. Discuss how love is demonstrated in the video of the Subway Hero. Discuss whether this commandment can be applied to the concept of tough love. Share stories of those who model love and celebrate the character and virtues of patience and kindness. Use the lesson to continue to promote unity and encourage everyone's growth as Christians.

### Questions

1. What are common clues that there are false teachings occurring in the church? What scriptures would you reference to validate it and provide correct instruction?
2. What are the dangers that arise in the church when members are confused about the Bible and salvation?
3. What can the church do to minimize occurrences similar to what was occurring in Galatia?

### Closing Devotions

**Closing Hymn or Song of Praise:** "What Can Wash Away My Sin?" – *AME Hymnal* #405

**Closing Prayer:** God of forgiveness, grace, and mercy, to you, we humbly bow. We thank you for being a God who does not hold our offenses against us but hears our cries for deliverance. O Lord, we know we have not lived according to your will; we know we have not loved one another as we should, and we know that we continue to stray from the narrow path of Jesus. We all can give excuses for our disobedience, but this only stunts our growth in grace. Lord, forgive us again as you've done in the past. Give us a clean heart and restore a right spirit in us that we may more

worthily serve thee. As you grant us courage, grant us wisdom for the living of these days. Amen.

Written by the Reverend Chestina Mitchell Archibald, inspired by *The Lord's Prayer*.

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible commentary, *AME Hymnal*, laptop, projector (or other means to share media for large groups), post-it notes, flip chart paper or white board (optional)

## The Spiritual Fruit of Freedom

### Lesson 13

May 29, 2022

**Lesson Scripture:** Galatians 5:16-26

**Focus Scripture:** Galatians 5:16-26

**Key Verse:** If we live by the Spirit, let us also be guided by the Spirit. Galatians 5:25

### Key Terms

- **Fornication** – Illicit sexual conduct.
- **Licentiousness** – Lacking legal or moral restraints.

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

1. Inspire believers to accept God's calling in their lives.
2. Promote personal spiritual growth while also ministering to others.
3. Remember to celebrate the salvation of every soul who repents and turns to God, through Jesus Christ.

## Teaching Strategies

This final lesson for the quarter is a clear message to seek a righteous and holy life through the power of the Holy Spirit. This section of Paul's letter provides closure for those who struggle with their past behaviors. Repentance is a critical step towards a transformative life. Therefore, acknowledge that this is not always an easy task. Use the introduction for this lesson as a way to portray a common weakness with all humans. The weakness may be different for different people. The class can offer examples of how they may have started diets and exercise plans but eventually went back to their old habits. Explain that sin is no different and can even be more difficult at times. Why? Illustrate through ads, the Internet, TV, and social media how imaging can be very suggestive and create challenges for many believers. Illustrate how the world is often set up to promote sin. Identify various methods to promote spiritual growth such as Bible study, prayer, personal devotion and meditation, prayer groups, and worship. Explore with the group any interest to plan outings to movies, plays, museums, family-friendly functions, and game nights that are alternatives to engaging in activities that draw people into sinful thoughts and actions. Be open and accepting. Encourage everyone to avoid being judgmental. Show love and the fruit of the spirit throughout the lesson. In closing, remind the participants that modeling what was learned in their own actions and behavior is the ideal teacher for new believers and the best method of evangelism.

As you close this session, remember that no one is perfect. But we are all striving to be in the image of Christ.

### Question

1. The fruits of the spirit are offered to every believer, to grow in grace, resist temptation, and become stronger disciples.

Discuss those which specifically will benefit your current growth and the growth of your church and explain why.

### **Closing Devotions**

**Closing Hymn or Song of Praise:** “There’s a Sweet, Sweet Spirit” – AME Hymn #196

**Closing Prayer:** In the midst of life and deeds it is easy to have endurance and strength and determination, but thy word, O Lord, teaches us, that this is not enough to bring good to the world- to bring them to accomplishment and full fruition. We must not be content with plans, ambitions, and resolves, with part of a message or part of an education, but be set and determined to fulfill the promise and complete the task and secure the full training. Such men and women alone does God save by lifting them above and raising them to higher worlds and wider prospects. Give us then, O God, to resist today the temptation of shirking, and the grit to endure to the end. Amen.

*A Prayer for Endurance*

By William Edward Burghardt DuBois

**Resources:** The Holy Bible – New Revised Standard Version (NRSV), Bible commentary, *AME Hymnal*, laptop, projector (or other means to share media for large groups)

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## The Teacher's Guide: Senior Lessons

### Spring Quarter

March 2022 – May 2022

Prepared by Faith M. Waters

### Babylonian Captivity Ends

Lesson 1

March 6, 2022

**Lesson Scripture:** Ezra 1; 2:64-70

**Focus Scripture:** Ezra 1:1-8, 11; 2:64-70

**Key Verse:** “Thus says King Cyrus of Persia: The Lord, the God of heaven, has given me all the kingdoms of the earth, and he has charged me to build him a house at Jerusalem in Judah.”  
Ezra 1:2

#### Words to Know

- **Herald** – an official messenger bringing news
- **Edict** – an official order or proclamation issued by a person in authority
- **Freewill Offerings** – The free will (or freewill) offering was a sacrifice regulated by God's standards in the Mosaic Law, but it was completely voluntary (Leviticus 23:38)
- **Vessels** – utensils, dishes
- **Exiled** – the state of being barred from one's native country, typically for political or punitive reasons
- **Cyrus** – pronounced: *Sires*
- **Nebuchadnezzar** – pronounced: *Neb(y)əkəd-'nezər*
- **Mithredath** – pronounced: *Mith'-re-dath*

- **Sheshbazzar** – pronounced: *Shesh-baz'-ar*

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

1. Understand how God provided the resources and people needed to rebuild the temple in Jerusalem.
2. Feel confident that God will provide the resources we need when we face challenging situations.
3. Witness to others about God's faithfulness in providing resources during personal challenging times.

### Teaching Strategies

1. Discuss: "Is it possible for believers today to lose their identity as Christians?"
2. Discuss: "Do you believe reparations are due to African Americans for all the past and present atrocities they have experienced? Why? Why not?"
3. This is the first Sunday of Lent. Lent is the Christian season of spiritual preparation before Easter. Lent begins on Ash Wednesday. During Lent, many Christians observe a period of fasting, repentance, moderation, self-denial, and spiritual discipline. The purpose of the Lenten season is to set aside time for reflection on Jesus Christ. We are to consider Jesus' suffering and sacrifice, life, death, burial, and resurrection.
4. Research the Passover celebration and discuss its significance for Christians as we are engaged in the Lenten season and beyond.
5. Ezra's name means "help." His entire life was dedicated to serving God and God's people. Ezra had an in-depth knowledge of the word of God and obeyed it.
6. The fact that Ezra 1:1-3a repeats 2 Chronicles 36:22-23

supports the theory that the same person authored both books.

7. The oral proclamation of Cyrus' decree was written in Hebrew, the language of the Jews.
8. It was the custom of the conquerors to carry off the images of the gods of conquered cities. There was no image of the Lord, so Nebuchadnezzar seized the temple vessels.
9. The total of the returning exiles, we are told, was 42,360. The total doesn't match the sum of the individuals and groups counted in the list. The inventory of temple vessels names the items in varying ways because scholars differ on the meanings of these words. The total of all the items is not the sum of the individual items listed. The reason for this is uncertain.
10. Verse 66 mentions that the Jews had horses and mules as they traveled back home. Cyrus may have donated the horses, which were used by the nobility. Mules were often used by royalty and the wealthy. Also, verse 67 mentions donkeys which were used for carrying heavy loads, and women and children.
11. Ask the pastor if a trustee or church historian can take the class on tour around the church to discuss the special items such as altar cloths, offering plates, candles, candlesticks, Communion cups and platters, stained glass windows, crosses, etc. Ask them to share this information if they know who donated them, when they were purchased, special times they were used, etc. After the tour, ask, "How does the value of something change when we know its history?"
12. Zerubbabel led the first group of exiles who returned home to Israel. They started to rebuild the temple but were stopped by opposition from their enemies.

**Resources:** Journal notebooks

## Freedom to Worship

**Lesson 2**

**March 13, 2022**

**Lesson Scripture:** Ezra 5; 6:1-12; 10:1-5

**Focus Scripture:** Ezra 6:1-12

**Key Verse:** “May the God who has established his name there overthrow any king or people that shall put forth a hand to alter this, or to destroy this house of God in Jerusalem.” Ezra 6:12a

### Words to Know

- **Decree** – a law or statute that a king made that was published for all to know
- **Archives** – a collection of historical documents providing information about a group of people
- **Scroll** – an ancient book that was made of leather or papyrus rolled into a cylinder after having been written upon
- **Cubit** – an ancient measure of length, approximately equal to the distance from the elbow to the middle finger (around 18 inches)
- **Hewn** – to chop or cut something such as wood or stone with an axe, pick, or other tool
- **Tribute** – a tax or levy
- **Diligence** – careful and persistent work or effort
- **Ecbatana** – pronounced: *ehk-BAT-uh-nuh*

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

1. Explore the role of King Darius in the rebuilding of the temple in Jerusalem.

2. Be confident that God will provide all that is needed when the rebuilding is within God's plan.
3. Identify ways to help others in rebuilding.

### Teaching Strategies

1. When discussing the opposition we encounter while helping others, ask, "Do you believe some plans fail because they are not God-ordained?" Discuss how we can discern the difference between God-ordained plans versus human plans.
2. The work on the temple had been stopped for over 20 years before Darius decreed the work to be completed. Meanwhile, the people had erected elaborate homes for themselves.
3. Have the class use their electronic devices to view an Old Testament map and locate Babylon, Jerusalem, the province of Media, and the city of Ecbatana. Note the distance between the locations. Today the city of Ecbatana is located in the Iranian city of Hamadan, but its remains have not been unearthed.
4. The measurements mentioned in 6:3 most likely were not the actual scale of the temple but a smaller building that the Persians were going to fund.
5. The daily synagogue services included prayers for the royal family (1 Tim. 2:1-2).
6. If anyone violated the decree, they risked severe punishment, including death.
7. **Ezra 10:1 – 5** – After the Israelites were released from captivity, they still tended to sin. A lot of intermarriages occurred between Jewish men and women from foreign lands. This included the priests and Levites. Marrying pagan women was an act of infidelity. Their wives caused them to worship

pagan gods along with the true God of Israel. Ezra prayed, confessed all sins, and wept before God in the temple. A large group of Israelites joined Ezra and wept severely, realizing the seriousness of their sins. They all made a covenant before God to send all those wives and children out from among them. The law required mothers to be given custody of all children when marriages ended in divorce.

8. Teach the class how to properly write a letter to government officials to solicit help with an issue based on the standard rules of contacting them. A Google search may aid in finding a template form.
9. This is the second Sunday of Lent. Encourage the class to write in their journal about what God is saying to them through this lesson.

**Resources:** Journal notebooks

## **Celebrate Passover Liberation**

### **Lesson 3**

**March 20, 2022**

**Lesson Scripture:** Ezra 6:13-22; Leviticus 23:4-8

**Focus Scripture:** Ezra 6:13-22

**Key Verse:** The people of Israel, the priests and the Levites, and the rest of the returned exiles, celebrated the dedication of this house of God with joy. Ezra 6:16

### **Words to Know**

- **Dedication** – an act or rite of setting apart a person or item for God's use
- **Passover** – a festival instituted to commemorate the passing over or sparing of the Hebrews in Egypt when God killed the

first born of the Egyptians

- **Purified** – the cleansing of the ceremonially unclean person by bathing the body and clothes of the person purified
- **Pollutions** – contamination from being in contact or exposed to the unclean
- **Tattenai** – pronounced: *tat' -e-ni*
- **Shethar-bozenai** – pronounced: *she'-thar-boz'-na-i*
- **Artaxerxes** – pronounced: *ar-taks-urk'-sez*

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

1. Examine the decrees of the three Persian kings and determine how each affected the lives of the people.
2. Feel the awe of the completion of a complex task.
3. Celebrate God's acts of liberation.

### Teaching Strategies

1. Answers for **Real Talk, Faith Walk** question on the Seder: During the evening, your meal will have: four cups of wine; veggies dipped in saltwater; flat, dry cracker-like bread called matzah; bitter herbs, often horseradish (without additives); romaine lettuce, dipped into *charoset* (a paste of nuts, apples, pears, and wine); and a festive meal that may contain time-honored favorites, like chicken soup and gefilte fish.
2. If possible, set up a Seder for the class. Also share the meaning and connection with Holy Communion.
3. The Passover was instituted at the Exodus. It marked several new beginnings in the lives of God's people in addition to this first festival celebrated in the second temple. These include the people's entrance into the Promised Land (Joshua 5:1-12),

calls to national renewal under King Hezekiah (2 Chronicles 30) and King Josiah (2 Kings 23:21-25), and the Last Supper before Jesus' crucifixion (Matthew 26:17-30; Mark 14:12-16; Luke 22:7-13).

4. It took four years for the temple to be completed. This second temple's Most Holy Place was empty because the Ark of the Covenant had been misplaced or lost during the Babylonian invasion.
5. More information on Passover and the festival of unleavened bread is in Leviticus 23:4-8. Discuss with the class how they celebrate special holidays with their families. Most of the time, families observe certain rituals or customs during holidays. Discuss the importance of rituals and their symbolic meanings.
6. This is the third Sunday of Lent. Encourage the class to write in their journals about the lesson and what personal worship of God means to them.

**Resources:** Seder items; Holy Communion (juice and wafers)

### **Lest We Forget**

**Lesson 4**

**March 27, 2022**

**Lesson Scripture:** Deuteronomy 8

**Focus Scripture:** Deuteronomy 8:1-11

**Key Verse:** Remember the long way that the Lord your God has led you these forty years in the wilderness, in order to humble you, testing you to know what was in your heart, whether or not you would keep his commandments. Deuteronomy 8:2

### **Words to Know**

- **Commandment** – a divine rule or mandate, such as the Ten Commandments

- **Diligently** – to do something with persevering attention
- **Ancestors** – the people from whom one is descended
- **Humble** – to be meek and not proud
- **Manna** – the white, sweet tasting flakes that God miraculously supplied as food to the Israelites in the wilderness (Exo. 16)
- **Disciplines** – the practice of training people to obey rules, using punishment to correct disobedience
- **Scarcity** – the state of being in short supply

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

1. Explore the meaning of humility in accordance with the word.
2. Feel appreciative and humble for God's blessings.
3. Practice humility and gratefulness for all God's blessings.

### **Teaching Strategies**

1. The Israelites were fed with manna and quail in the wilderness during their forty-year journey (Num. 11:7-8, 31-32). This was a supernatural event because no one had ever seen or tasted it before.
2. Jesus quoted 8:3 when the devil tempted him to turn stones into bread (Matthew 4:4).
3. Even though Moses had led the Israelites to the Jordan River with the Promised Land in sight, God did not permit him to enter because of his disobedience (34:1-8).
4. Provide each youth with paper and other art supplies to draw a picture of the Promised Land, with all its abundance, as mentioned in 8:7-9.
5. If time allows, youth can design and write thank-you notes

using cardstock and other art supplies. Encourage the youth to use the thank-you notes to express appreciation to those who provide their needs, such as parents, other relatives, friends, teachers, etc.

6. This is the fourth Sunday of Lent. Remind class to keep journaling during this sacred time leading up to Holy Week.

**Resources:** Cardstock, art supplies

## Triumphal Entry Into Jerusalem

**Lesson 5**

**April 3, 2022**

**Lesson Scripture:** Matthew 21:1-11

**Focus Scripture:** Matthew 21:1-11

**Key Verse:** The crowds that went ahead of him and that followed were shouting, “Hosanna to the Son of David! Blessed is the one who comes in the name of the Lord! Hosanna in the highest heaven!” Matthew 21:9

### Words to Know

- **Disciples** – a personal follower of Jesus during his life, who spreads the gospel
- **Humble** – to be meek and not proud
- **Cloak** – an outer garment or a tunic
- **Blessed** – to have divine favor with God
- **Turmoil** – a state of great disturbance, confusion, or uncertainty
- **Bethphage** – pronounced: *beth'-faj*
- **Nazareth** – pronounced: *NAZ-uh-rehth*

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

1. Analyze the immediate response of the crowds to Jesus' arrival in Jerusalem in light of Old Testament prophecies.
2. Appreciate and model Jesus' example of a humble leader.
3. Celebrate Jesus the promised Messiah.

### **Teaching Strategies**

1. This is the fifth Sunday of Lent. Encourage the class to continue using their journals to reflect on the weekly lesson. Today they can think about ways they can become humble servants for God.
2. Next week is Palm Sunday. Typically, the scripture in today's lesson is used on Palm Sunday. Today the emphasis of the scripture lesson is humility. Matthew does not mention palms in his recounting of the event. The apostle John does include palms in his version of the event.
3. Activity suggestion: Discuss with the pastor the idea of having a Palm Sunday celebration in the community. Class participation is important. Write out the details of the parade and include the youth.
4. Tell the class to search for an Old Testament map on their electronic devices and note the location of Nazareth, Bethphage, and Jerusalem.
5. The two disciples' quick and willing obedience to Jesus' directive indicates the close and respectful relationship with Jesus. The scripture text speaks of Jesus' humble demeanor (v. 5). Thus, Jesus' commands probably did not come across as harsh or demanding.
6. The whole city was in turmoil (v. 10). Townspeople asked who this man was. The crowds around Jesus were able to identify Jesus to the others who had no previous experience with him.

Many in the crowd and the city were visitors who had come to Jerusalem for Passover.

7. The shout of “Hosanna!” is reminiscent of the last of the Hallel psalms sung at Passover, Psalm 118.
8. In the **Real Talk, Faith Walk** section, discuss with the pastor the meaning of the Prayer of Humiliation recited during Holy Communion.

**Resources:** Palms

## The Passover with the Disciples

**Lesson 6**

**April 10, 2022 (Palm Sunday)**

**Lesson Scripture:** Matthew 26:17-30

**Focus Scripture:** Matthew 26:17-30

**Key Verse:** While they were eating, Jesus took a loaf of bread, and after blessing it he broke it, gave it to the disciples, and said, “Take, eat; this is my body.” Matthew 26:26

### Words to Know

- **Disciples** – a personal follower of Jesus who spreads the gospel
- **Betray** – to deliver a person to an enemy by treachery
- **Distressed** – to afflict or harass
- **Covenant** – an agreement between two parties
- **Forgiveness** – to be pardoned of sins

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

1. Connect the significance of the Passover with Jesus' ministry and death.

2. Appreciate that Jesus loves us even if we would betray him.
3. Rejoice that the Passover meal symbolizes Jesus is forgiving and loving us.

### Teaching Strategies

1. "The preparation of the Passover" was on the fourteenth of Nisan (March – April), which was the first day of the week-long festival.
2. It was a Jewish custom that anyone in Jerusalem who had a room available would give it upon request to a pilgrim so they could celebrate the Passover. Jesus had prepared in advance for the Passover.
3. Be sensitive when discussing betrayal with the class. Some youth may still have anger towards those who betrayed them.
4. Research and review the events of Passion week with the class. Encourage the class to read scriptures each day and write reflections in a journal.
5. Bring Passover meal items for the class to sample if permissible. Make sure youth are not allergic to any of the food.
6. Ask the pastor if it is okay to bring a loaf of bread and grape juice to class to re-enact the Lord's Supper.
7. Review the scripture from last week to reflect on the meaning of Palm Sunday.
8. 1 Corinthians 11:24-25 mentions the words of Christ about the Lord's Supper.

**Resources:** Palms, bread and juice, Seder meal items

## The Paschal Lamb Lives!

### Lesson 7

April 17, 2022 (Easter)

**Lesson Scripture:** Matthew 27; 28:1-10

**Focus Scripture:** Matthew 28:1-10

**Key Verses:** The angel said to the women, "Do not be afraid; I know that you are looking for Jesus who was crucified. He is not here; for he has been raised, as he said. Come, see the place where he lay." Matthew 28:5-6

### Words to Know

- **Sabbath** – the Jewish day that requires everyone to cease work and rest
- **Tomb** – a natural cave or artificial one that had a heavy stone door which rolled over the entrance to seal it
- **Afraid** – to be filled with fear or anxiety
- **Crucified** – put to death upon a cross
- **Joy** – happiness over an unanticipated or present good
- **Worship** – honor and respect shown to God

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

1. Comprehend Matthew's unique account of the resurrection.
2. Grasp the opportunities of freedom given to us through Jesus' resurrection.
3. Live boldly in the freedom Jesus has given us.

### Teaching Strategies

1. Role-play the scripture text with your class. If you need additional volunteers, seek help from other students. If your

church has liturgical dancers or mimes, you might include a dance or mime to a song. The goal is to have the class feel the emotions Mary Magdalene and Mary experienced and be transformed. Remember, on Easter, most churches have new people come to visit for the first time. It may be helpful to include them in the role-play. The class may be able to perform in front of the congregation if the pastor gives the okay. It may be during church school or after worship service.

2. In preparation for class, the class may need outfits/costumes to do the recreation. Seek assistance from other church members for the clothing and props needed.
3. If time permits, create a "HALLELUJAH" banner for the church sanctuary using a felt cloth or poster board. Posterboard can be arranged to have one or two letters on a single board. Then hang all the poster boards together to spell out "Word." If pastor agrees, you may be able to display it in the front of the sanctuary.
4. Jesus appointed Mary Magdalene and Mary to be the first to share the message of the resurrection.
5. Mary is not Jesus' mother. She is not identified as such. She could be the mother of James and John or the wife of Cleopas.
6. Earthquakes usually symbolize in scriptures something important and eschatological is happening.
7. The events of the resurrection happened after the Sabbath had ended. This means it would be Sunday, the first day of the week.
8. Discuss how it feels to have a family member or friend die. Explore the hope and joy of eternal life.

**Resources:** Garments for women, angel, Jesus

## Freedom in Christ Jesus

### Lesson 8

April 24, 2022

**Lesson Scripture:** John 8:31-38

**Focus Scripture:** John 8:31-38

**Key Verses:** “If you continue in my word, you are truly my disciples; and you will know the truth, and the truth will make you free.” John 8:31b-32

### Words to Know

- **Disciple** – a personal follower of Jesus who spreads the gospel
- **Truth** – self-disclosure of God himself to humanity through Jesus Christ; God's very nature is truth
- **Free** – to be at liberty
- **Descendants** – people that descended from a particular ancestor
- **Slave** – a person held in forced servitude

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

1. Discern the meaning of slavery to sin versus freedom in Jesus.
2. Contemplate the bondage to sin that has permeated society.
3. Live in the truth of the freedom Jesus brings to his followers.

### Teaching Strategies

1. Faith in Christ manifested by continuance in his word is the gateway to spiritual freedom, not ritualism or human descent. Whoever is enslaved by sin is not free. Only the Son of God can set the sinner free. The Jews boasting of Abrahamic descent were children of the devil.

2. Romans 7:14-25 describes the struggle in dealing with the old nature (flesh). Verse 25 states only God, through Jesus Christ, can rescue us. Reference this scripture to support the text.
3. Types of bondage youth may be struggling with: Lust; anger; drugs and alcohol; E-cigarettes (vaping); pornography; violence; food addiction; depression; suicidal thoughts; abuse; laziness; previously incarcerated; pride; etc. Encourage the class to use online concordances and Bible dictionaries to search for scriptures that speak to their situations (e.g., Crosswalk; Study Light). Writing them on index cards and posting the cards where they can see and read them every day will help.
4. For **Sankofa** and **Real Talk, Faith Walk** sections, suggest a class search for videos on slavery (past and present). Or before class, have it set up so videos can be cast from a laptop for them to view on screen or wall.
5. The Jewish people relied on a relationship with God established by God's initial covenant with Abraham (Genesis 12:1-9). They believed that this covenant made them free to be in a relationship with God, and they had little need for a relationship with Jesus. People often rely on their ancestors to gain knowledge. The wisdom learned may have been sufficient then, but now there is a new truth to be learned.
6. Be sensitive towards youth who have experienced bondage at the hands of others. Refer youth that needs counseling to the pastor.

## Freedom From Sin

**Lesson Scripture:** Romans 6:1-14

**Focus Scripture:** Romans 6:1-14

**Key Verse:** What then are we to say? Should we continue in sin in order that grace may abound? Romans 6:1

### **Words to Know**

- **Sin** – disobedience to God's laws
- **Grace** – the kindness by which God bestows favors and blessings upon the undeserving, when God grants sinners pardon
- **Dominion** – to control
- **Passions** – strong and barely controllable emotions
- **Righteousness** – the quality of being morally true to the commands of God

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

1. Explore what it means to live free under grace rather than living by the law.
2. Appreciate that following Jesus empowers us to overcome temptations and sin.
3. Live victoriously in the power of Jesus' life and resurrection.

### **Teaching Strategies**

1. The question in verse 1 points back to Paul's argument about sin abounding and God's grace super-abounding (5:20-21).
2. For Paul, a baptism is a physical act, a ritual that signifies an act of faith – one's interior belief in Jesus as Messiah.
3. The AMEC Articles of Religion #17 state this of baptism: "Baptism is not only a sign of profession, and mark of difference, but it is also a sign of regeneration, or the new

birth. The Baptism of young children is to be retained in the church.” Be intentional in sharing this with the class to be aware of what AME Church believes about baptism.

4. In verses 12-14, Paul links Christian freedom with morality. Once the reign of sin has been broken in Christ, if a person truly lives in Christ, sin no longer rules that person's life. The Christian's responsibility is to make sure that sin is dead by making Christlike, moral choices.
5. The point of Paul's argument in our text goes back to Romans 5:20-21 and the superabundance of grace. Christians are to see themselves on the grace/righteousness side of the equation with Christ rather than on the sin/death side, which the author names as the Adam side. Baptism is more than the reenactment in water baptism but rather something that happens in a more figurative sense in the lives of people of faith.
6. Be sensitive towards youth who have made poor choices and are now suffering the consequences.
7. Search on YouTube for a video of a baptism ceremony and share it with the class. Ask the class if anyone who has been baptized would like to discuss their experiences.
8. The responses for the **Sankofa** section can be: Friends can influence us to do drugs and drink alcohol, which can lead to a life of addiction, crime, or death. As a way to enact vengeance on an enemy, you slander their name on social media, so they come to your house with a weapon. You can start having sex outside marriage, contract sexually transmitted diseases, or have unplanned pregnancies. The person you're dating can take compromising photos of you and post them on social media. You will experience embarrassment and have a ruined reputation. While attending college, your partying may

become more important than academics, so you flunk all your classes. And there can be a lot more problems such as these as a result of exercising your freedom.

**Resources:** Video of a baptism ceremony

## Freedom for the Future

### Lesson 10

May 8, 2022

**Lesson Scripture:** Romans 8:18-30

**Focus Scripture:** Romans 8:18-30

**Key Verse:** We know that all things work together for good for those who love God, who are called according to his purpose.  
Romans 8:28

### Words to Know

- **Glory** – praise, honor
- **Futility** – uselessness, pointlessness
- **Groaning** – to make sounds of grief or pain
- **Adoption** – the act by God of accepting new believers into his family with full legal rights, heirship, and benefit
- **Redemption** – God's action of saving the world from sin by Christ's sacrifice
- **Predestined** – an outcome determined in advance by God
- **Justified** – to be judged "not guilty" by God through faith in Christ

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

1. Understand the role of the Holy Spirit in our relationships with God and Jesus.

2. Feel empowered by the Holy Spirit when enduring personal struggles.
3. Seek God's plans and purposes while remaining hopeful about the future.

### **Teaching Strategies**

1. Discuss how Job's friends offered unhelpful advice during his time of severe suffering (Job 3:1–31:40).
2. Be sensitive towards youth who may have been in the foster care system.
3. Compare and contrast earthly adoption versus God's adoption of us.
4. Some youth may believe people suffer because they disobeyed God versus others who are blessed for obedience to God (Deuteronomy 28). But it is important to remember that God sometimes allows us to suffer to get the glory out of our lives.
5. Romans 8:28-30 reveals that God's ultimate purpose is to bring all of those who are "in Christ" – followers and believers in Christ – to their glorious, Christ-shaped inheritance as children of God.
6. Humans were appointed stewards over God's creation in the Genesis creation stories (Genesis 1 and 2). Yet after the fall (Genesis 3), the good of God's creation fell apart. The biblical promise for a new heaven and earth (Isaiah 65:17; 66:22) redeems the creation stories. In Christ, humans are freed to take their place as God's image-bearers and wise stewards as we were meant to be.
7. The description of Jesus as firstborn is not a reference to time or creation but rather of position in a family. See also

Colossians 1:15-18; Hebrews 1:6; 11:28; 12:23; Revelation 1:5. The role of the firstborn as the administrator of the estate was a familiar concept to those to whom Paul wrote.

8. Predestination is a complex theological term. Research information and speak with your pastor for more clarification.

## Freedom and the Law

### Lesson 11

May 15, 2022

**Lesson Scripture:** Galatians 3

**Focus Scripture:** Galatians 3:18-29

**Key Verse:** In Christ Jesus you are all children of God through faith. Galatians 3:26

### Words to Know

- **Transgression** – to sin
- **Mediator** – a person who acts as a go-between for two people or groups who are in conflict to come to an agreement
- **Disciplinarian** – a person who believes in or practices firm discipline against the disobedient
- **Justified** – to be judged “not guilty” by God through faith in Christ
- **Heir** – a person legally entitled to the property of another upon that person's death
- 

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

1. explore the differences between living according to God's law and living by faith in Christ Jesus.

2. Celebrate the freedom God's promise gives to all who believe in Christ.
3. Practice ways to embrace your freedom and oneness in Christ with others.

### Teaching Strategies

1. Be sensitive towards youth who may be in the foster care system.
2. Be sensitive towards youth who may regard a disciplinarian as someone who abuses them based on their life experiences.
3. Have class search for Galatia on a New Testament map to identify its location.
4. As mentioned in verses 24 and 25, *Disciplinarian* sometimes referred to the slave who accompanied a boy to school and who often harshly punished the boy for his behavior.
5. Christians are adopted children of God and therefore co-heirs with Christ (Romans 8:14-17).
6. Christ alone is Abraham's offspring or seed but now includes all those united in baptism with him. Christians are Abraham's true, spiritual descendants.
7. The Mosaic covenant was a formal arrangement of mutual commitments between God and Israel with Moses as the mediator. But since the promise God covenanted with Abraham involved commitment only from God's side, no mediator was involved.
8. Our unity in Christ transcends ethnic, social, and sexual distinctions (1 Corinthians 12:13).

## The Nature of Christian Freedom

### Lesson 12

May 22, 2022

**Lesson Scripture:** Galatians 5:1-15

**Focus Scripture:** Galatians 5:1-15

**Key Verse:** The whole law is summed up in a single commandment, "You shall love your neighbor as yourself." Galatians 5:14

### Words to Know

- **Yoke** – burden or oppression
- **Justified** – to be judged "not guilty" by God through faith in Christ
- **Grace** – the kindness by which God bestows favors and blessings upon the undeserving, when God grants sinners pardon
- **Righteousness** – the quality of being morally true to the commands of God
- **Self-indulgence** – excessive or unrestrained gratification of one's own appetites, desires, or whims

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

1. Learn that with freedom comes responsibility.
2. Affirming the love of Christ offers freedom.
3. Express freedom in Christ by serving and loving others while remaining humble.

### Teaching Strategies

1. God's forgiveness is complete. Jesus said that those who are "forgiven much love much" (Luke 7:47).
2. When a person's actions are not motivated by love for God

and others, we find fault with people and point out their sins. This is the opposite of God's love. We have to love others without hesitation (Matthew 22:39).

3. Paul was concerned that the false teachers would win the believers over and cause them to turn away from true faith in Christ's act on the cross for salvation. His opponents knew Paul made Timothy get circumcised so that they may have confronted him with this fact (Acts 16:1-3).
4. Mutual submission is an important theme for Paul and his followers (Eph. 5:21; Phil. 2:3).
5. Circumcision was given as a sign of the Abrahamic covenant, and part of the Mosaic covenant, the reality of all that this sign of separation in the flesh stood for was fulfilled in Christ (Gen. 17:9-14; Rom. 4:11; Lev. 12:3; Col. 2:8-10).
6. The law is fulfilled in love (Lev. 19:18), but the lack of love will result in biting and devouring one another and mutual destruction (James 3:13-16; Isa. 9:18-21). Discuss with the class the effects of hatred and evil on our relationships with each other. Create a mural using images that depict how youth destroy one another (use magazines and newspapers for pics or art supplies to draw).

**Resources:** Magazines, newspapers, paint, paintbrushes, colored markers

## The Spiritual Fruit of Freedom

**Lesson 13**

**May 29, 2022**

**Lesson Scripture:** Galatians 5:16-26

**Focus Scripture:** Galatians 5:16-26

**Key Verse:** If we live by the Spirit, let us also be guided by the Spirit. Galatians 5:25

## Words to Know

- **Fornication** – sex outside of marriage
- **Licentiousness** – to lack moral restraint, especially in sexual conduct
- **Sorcery** – the practice of witchcraft
- **Enmities** – to have feelings of being actively opposed or hostile to someone
- **Carousing** – to drink plentiful amounts of alcohol and enjoy oneself with others in a noisy, lively way
- **Crucified** – put to death

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

1. Explore the freedoms gained when living by the Spirit.
2. Appreciate how the fruit of the Spirit nourishes our lives.
3. Live freely by the fruit of the Spirit and a life centered on Jesus Christ.

## Teaching Strategies

1. In the **Real Talk, Faith Walk** section, discuss with the youth why they chose the fruit of the spirit label for each fruit or veggie. Have the class use their electronic devices or cell phones to discover the nutrients each has that we need as a part of a well-balanced diet, and then connect it with our spiritual needs that God provides through prayer, the word, and the Holy Spirit.
2. In preparation for class, buy fruit and make a fruit salad to share with the class. Say, “All the fruit combined in the salad makes it taste good. In the same way, God wants us to produce good fruit, and when we all live by the Spirit, the result is good outcomes individually and corporately.”

3. Romans 7:14-25 details the struggle with sin that we endure daily, but Jesus is the only one who can rescue us.
4. Paul offers a list of vices in verses 19-21 to explain his working definition of *flesh*. He doesn't provide a comprehensive list – there are many more vices to list. Most of the vices he lists involve self-centeredness or malice toward people – traits that destroy relationships and community. Similar lists of vices are found in Mark 7:21-22; Romans 1:29-31; 1 Corinthians 6:9-10; 2 Corinthians 12:20.
5. Paul lists the fruit of the Spirit as a singular fruit (v. 22), then names nine qualities that aren't limited to individual behaviors but are manifested in community. As with the list of vices, he provides an illustrative list, but it is not comprehensive – there are more virtues to name. Additional lists named by Paul are found in Romans 12:6-8; 1 Corinthians 12:7-11.
6. Fruit is not humanly manufactured. It grows on vines, bushes, and trees. God gives it growth. Paul doesn't direct the Galatians to grow the qualities of the Spirit. He describes a picture of what the Spirit produces. The Spirit works in those whom the Spirit leads to hone these qualities.
7. Assuming a Spirit-led paradigm, the deeds of the flesh are works while the Spirit bears an expected harvest of right living.
8. The fifth listed fruit of the Spirit is *chréstotés*, which refers to being of use and meeting real needs. While it is translated as “kindness” in most translations, the King James Version translates it as “gentleness.” The word *gentleness* can confuse because the eighth-listed fruit of the Spirit, *prautés*, means “controlled strength.”
9. Close the class by distributing a package of garden seeds to each participant. Encourage them to consider parallels

between aiding the growth of a physical garden to aiding God's work as a spiritual gardener in their lives. Seeds can be purchased from Dollar Tree or other discount stores.

**Resources:** Fruit, garden seeds

## The Teacher's Guide: Intermediate Lessons

### Spring Quarter

March 2022 – May 2022

Prepared by Kabrina Bass

### Babylonian Captivity Ends

#### Lesson 1

March 6, 2022

**Lesson Scripture:** Ezra 1; 2:64-70

**Focus Scripture:** Ezra 1:1-8, 11, 2:64-70

**Key Verse:** “Thus says King Cyrus of Persia: The Lord, the God of heaven, has given me all the kingdoms of the earth, and he has charged me to build him a house at Jerusalem in Judah.”

Ezra 1:2

#### Vocabulary

- **Nebuchadnezzar** (neh-buh-kad-NEZZ-zer) – Second king of the Neo-Babylonian Empire, who reigned for 43 years (605-562 B.C.) He succeeded his father, Nabopolassar.
- **Belshazzar** (bell-SHAZZ-zar) – The name means “Bel protect the king.” He was the last king of Babylon when the city and empire fell to the Medo-Persian Empire in 539 B.C.
- **Mithredath** (MYTH-reh-dath) – The treasurer of King Cyrus of Persia.
- **Sheshbazzar** (SHESH-bazz-zar) – The first governor of Judea appointed by Cyrus II. He returned the temple vessels and laid the temple foundation in 538 B.C.
- **Nethinims** (NEH-thee-neems) – “The given ones”; also called Nathinites; the temple assistants in ancient Jerusalem.

- **Zerubbabel** (zeh-ROO-bah-bell) – The governor of Judah following the Babylonian exile. He rebuilt the temple in Jerusalem.
- **Edict** ( מִכְתָּב ) (mik-tab) – A written document, a royal enactment.

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

1. Explore how God provides when God's people face challenges.
2. Feel confident that God will provide the resources they need when they face challenging situations.
3. Share how God has provided for them when faced with challenging situations.

## General Instructions for the Quarter

### Introduction

Welcome everyone to the third quarter. **Explain:** The lessons for the quarter examine God's nature through the lenses of liberation and Christian freedom. **Instruct:** At the start of each class, we will spend a moment preparing for our lesson by listening to each other. We'll learn to *hear – here*. Have participants practice being present during the discussion and the lesson.

**Instruct:** If space allows, have the participants gather in a circle. If classes are virtual, review the ground rules of the virtual space. Explain the use of tools in the space, the chat room, or the reaction features if available. **Share:** How we are present in the space, everyone listens to each other without judgment, comments, or trying to fix it. Give everyone a turn but don't force participants to speak.

**Invite:** Ask participants to share what freedom means to them.

## Teaching Strategies

### Introduction

**Invite:** Participants to share, if they are comfortable, a time when they had to move to a new location. **Ask:** Why are moves difficult? What are some of the major changes in one's life when they move? **Introduce:** Today's lesson is about Israel returning to Jerusalem after being in Babylon for about 70 years. Imagine how things have changed in 70 years.

### Bible Story

**Ask:** One male volunteer to read the words of King Cyrus; another volunteer to be the narrator of the story. **Instruct:** Everyone to listen to the story and to identify King Cyrus' instructions. **Share:** The total number of those returning from exiles was 42,360 plus all the things people had given them.

### Life Application

**Ask:** What are some things which your family treasures, such as pictures, dishes, or towels? **Instruct:** Participants to ask their family the origin story of their treasurers.

### Summary

**Ask:** Have you experienced a time when God stirred your heart to help someone else? How would you feel if someone provided you with everything you needed to rebuild your local sanctuary?

**Close: Ask:** Each participant to share one takeaway from the lesson.

### Resources:

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

**Video:** *Building Together* - <https://youtu.be/dYUIALCBH-c>

**Review:** YouTube Video before class

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

## Freedom to Worship

**Lesson 2**

**March 13, 2022**

**Lesson Scripture:** Ezra 6:1-12

**Focus Scripture:** Ezra 6:1-12

**Key Verse:** “May the God who has established his name there overthrow any king or people that shall put forth a hand to alter this, or to destroy this house of God in Jerusalem.” Ezra 6:12a

### Vocabulary

- **Achmetha** (ak-MEE-tha) – The ancient city mentioned by the scribe in Ezra; one of five capitals of Achaemenid Persia.
- **Tattenai** (tat-NIE) – A Persian governor.
- **Apharsachites** (ah-FAR-sah-kites) – A Persian officer of rank in the reign of Darius.
- **Aramaic** (air-ah-MAY-ik) – Language spoken of ancient Near East from 600 B.C.
- **Decree | Edict** – A written document, a royal enactment.
- **Tribute (בְּחֹל) (minchah)** – A gift or payment from a nation to a superior power.
- **Dunghill** – Earth dug out; an earth heap, then loose earth or dust.

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

1. Analyze how King Darius played a role in the rebuilding of the house of God at Jerusalem.
2. Affirm that God will provide all the resources and securities needed when the rebuilding is within God's plan.
3. Share ways to help others in rebuilding

## Teaching Strategies

### Introduction

**Invite:** Participants to share a commitment they made to someone. *Allow the class to discuss. There are no right or wrong answers.* **Ask:** Why is it important to keep a commitment? **Introduce:** Today's lesson is about King Darius, who succeeded King Cyrus and ensured that Cyrus' commitment to Israel was fulfilled.

### Bible Story

**Share:** Share the succession of kings - King Darius was the third king of the Persian Empire (Cyrus and Cambyses came before him, while Xerxes came after him and Artaxerxes came after him). King Darius searched for records of a copy of King Cyrus' decree regarding the Jerusalem temple. The king consulted the royal records, located in the city of Ecbatana. Located in the mountains between the modern cities of Tehran and Baghdad, it was the summer residence of Persian kings. The document, written in Aramaic, the Persian legal language, was found on a scroll rather than the more typical clay tablet used for Persian records. **Ask:** For volunteers to read the verses. **Alternative:** Have participants collaborate to create a comic strip to illustrate the rebuilding of the temple. See **Activity Sheet**.

### Life Application

**Invite:** Participants to think about civic engagement. **Explain:** Civic engagement involves "working to make a difference in the

civic life of one's community and developing the combination of knowledge, skills, values, and motivation to make that difference." **Ask:** How could you, with others in the congregation, collaborate with government officials to make a difference in your community?

### Summary

**Ask:** Participants to share how they could feel more connected to God in worship. Encourage them to share their thoughts.

### Resources

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *Teamwork Can Make the Dream Work* - <https://youtu.be/6fbE52YDEjU>

*The Temple Was Rebuilt* - <https://youtu.be/UkO0vuRzUhc>

*Create a Comix* - <https://www.makebeliefscomix.com/Comix/>

**Review:** *Teamwork Can Make the Dream Work*

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

## Celebrate Passover Liberation

### Lesson 3

March 20, 2022

**Lesson Scripture:** Ezra 6:13-22; Leviticus 23:4-8

**Focus Scripture:** Ezra 6:13-22

**Key Verse:** The people of Israel, the priests and the Levites, and the rest of the returned exiles, celebrated the dedication of this house of God with joy. Ezra 6:16

### Vocabulary

- **Captivity** – The deportation, exile, and widespread dispersion of the Northern Kingdom of Israel and the Southern Kingdom of Judah following the invasions of Assyria and Babylon.
- **Purified** – Be clean, pure.
- **Sin Offering** – Given for known and unknown sin for which there was no possible repayment.
- **Artaxerxes** (ar-tuh-ZURK-seez) – He who reigns through order - king of Persia.
- **Adar** – The twelfth month of the Israelite calendar.
- **Iddo** – A member of the family of Nebo in the postexilic (the time when the people were forced to leave their home for another country) Jewish community.
- **Persepolis** (per-SE-poe-liss) – Capital of Persia proper - the residence of the Persian court from the time of Darius.

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

1. Examine the decrees of Cyrus, Darius, and King Artaxerxes and determine how they affected the people of Israel, the priests, the Levites, and the returned exiles.
2. Experience awe after a difficult task.
3. Celebrate acts of liberation that God has done for them and their church.

## Teaching Strategies

### Introduction

Welcome participants to class. **Ask:** What are some of your family's celebrations? How do you prepare for a celebration? **Discuss:** Are there any celebrations you have taken for granted, maybe Christmas, Easter, or Mother/Father's day? You've got into a routine, and you just go through the motions? **Introduce:** Today, we

continue with Israel's story and how the governors helped. The temple is completed in today's lesson, and the celebration starts. **Ask:** How do you think Israel felt when they completed the temple? *Why? Allow participants to share their thoughts.*

### Bible Story

**Invite:** Participants to read the printed scripture. **Instruct:** Participants to highlight the amount of the offerings brought to the celebration. **Discuss:** Which words stood out in the scripture? **Ask:** Why did they bring so much? *There's no right or wrong answer.* **Explain:** The unique role of the priests and Levites; Moses made a distinction between the duties of priests and Levites (Numbers 18). David organized both groups into rotating divisions that shared temple duties (1 Chronicles 23–26). Close discussion with, "The temple was completed five years after construction began and seventy-two years after the first temple's destruction."

### Life Application

**Explain:** Many traditions were changed by the pandemic. In many places, people were unable to gather on the 1<sup>st</sup> Sunday or their Communion Sunday. **Ask:** Why is the celebration of the Lord's Supper, Communion, and Eucharist important? Why is it important to come together for Communion?

### Summary

**Ask:** Are there ways we can come together for the Lord's Supper or Communion when we cannot physically gather? **Instruct:** Participants to reflect on how the local congregation prepares for worship. Then have them compare to how Israel prepared for their worship. **Ask:** What was similar? What was different? **Invite:** Participants to complete the "Parts of the Church" **Activity Sheet.** The answers are on Pinterest.

## Resources

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *Celebration* - <https://youtu.be/8Lu41LulQos>

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

## Lest We Forget

### Lesson 4

March 27, 2022

**Lesson Scripture:** Deuteronomy 8

**Focus Scripture:** Deuteronomy 8:1-11

**Key Verse:** Remember the long way that the Lord your God has led you these forty years in the wilderness, to humble you, testing you to know what was in your heart, whether or not you would keep his commandments. Deuteronomy 8:2

### Vocabulary

- **Humble** (kana' /kaw·nah/) – To bring down low, subjection.
- **Horeb** ( הַרְבֵּי ) (HOR-ebb) – Another name for Mount Sinai.
- **Shema** ( שְׁמָע ) (shuh-MAW) – The most fundamental expression of the Jewish faith.

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

1. Understand what humility is in the light of God's commandments.
2. Appreciate God's blessings and our need for humility before the Lord.
3. Practice living a life of humility.

## Teaching Strategies

### Introduction

Welcome participants to class. **Share Video:** If you can share the video on humility, use it for the introduction. If not, **Instruct:** Participants to think about one thing that they are extremely good at doing. *Allow them five minutes to share.* **Discuss:** Why do some people get so into their talent to the point they forget other people have talents also? Do you know anyone who thinks they are better than anyone else? **Introduce:** Today, God warns Israel to remember the commandments. Israel had been in the wilderness for 40 years and had forgotten what they should do as God's chosen people.

### Bible Story

**Read:** Read the scripture to the class. **Explain:** Deuteronomy presents a conditional view of blessings and curses (28:1-68). If people are obedient, they receive God's blessing. If people are disobedient, they receive God's curse or judgment. People's actions have consequences. The Deuteronomist addresses this view to the nation as a whole. Nothing in the text implies that this ideology applies to individuals who suffer or who are blessed. **Instruct:** Have participants write the "wandering" story for Israel and then enter the Promise Land. *Allow ten minutes to create.*

### Life Application

**Explain:** Sometimes, one is overwhelmed by tragic events in his or her life. What can keep hope alive after the struggle ends?

### Summary

**Invite:** Participants to think about not doing what they normally do for years, like during the pandemic, and then suddenly, you are back to your normal routine! **Ask:** How hard is it to go back to what you used to do? What are some of the challenges?

**Alternative:** Use the “Footprint” handout to have participants reflect on God’s promises in their lives.

## Resources

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *Humility* - <https://youtu.be/j7EnXaBHjqM>

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

Supplies: Banner paper, markers, colored pencils

## Triumphal Entry Into Jerusalem

### Lesson 5

April 3, 2022

**Lesson Scripture:** Matthew 21:1-11

**Focus Scripture:** Matthew 21:1-11

**Key Verse:** The crowds that went ahead of him and that followed were shouting, “Hosanna to the Son of David! Blessed is the one who comes in the name of the Lord! Hosanna in the highest heaven!” Matthew 21:9

### Vocabulary

- **Hosanna** (hoh-zan'uh) – A Hebrew expression of two words meaning “save now, we pray”; a form of acclamation at the feast of the Tabernacles.
- **Betray** ( παραδίδωμι ) (paradidōmi) – Give over; hand over to the authority.
- **Passover** ( πάσχα ) (pascha) – Feast.

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

1. Understand the significance of Jesus’ actions and the

crowd's response to Old Testament prophecies.

2. Identify with Jesus' example of being a humble leader.
3. Celebrate Jesus as the promised king.

## Teaching Strategies

### Introduction

**Instruct:** Participants to share their hopes. What do we hope for? **Discuss:** How does having hope make a difference in life? **Share:** Eugene Lang's promise to 6<sup>th</sup> graders resulted in a 90% graduation rate in comparison to a less than 1% graduation rate. The students had something to hope for. **Introduce:** In today's lesson, the Jews had waited a long time for a Messiah. It had been hundreds of years since the scriptures told of the Messiah's coming. They had lived with the hope of a king's arrival. Instead, Jesus enters the city on a donkey.

### Bible Story

**View:** If you can, use the video of Jesus' triumph entry. If not, **Explain** the instructions Jesus gave his disciples about acquiring the donkey and colt when they reached Bethphage. Remind the reader of the language of Zechariah's prophecy (Zechariah 9:9), indicating the humbleness of Zion's coming king; if you have time, read Zechariah 9:9 out loud. **Divide:** The class into three groups. If the class is not large enough for groups, assign the readings to individuals: *Group 1:* Matthew 21:1-3; *Group 2:* Matthew 21:4-5; *Group 3:* Matthew 21:6-11. **Instruct:** The groups to read the passage and then write the lesson in their own words. *Allow five minutes for the groups to compile their message.* Have the class read the lesson by their groups, using their own words. **Discuss:** What are your thoughts on Jesus' entrance into the town? As you read the scripture, what imagery comes to your mind? What does it look like when Jesus enters the city? **Alternatively,** use the

activity sheet to explore the four gospel accounts of the passage.

### Life Application

**Explain:** The Jews expected a great king. Jesus used a donkey, not a stallion, and he didn't look like a king to the Jews. The Jews wanted a person who looked like royalty. **Invite:** Participants to share; what does royalty look like? How would you describe Jesus' entrance? Was it like that of royalty? Why/Why not? **Discuss:** How does someone maintain their humility when success is all around them? (*name a famous familiar person and use him/her/them as an example*).

### Summary

**Share:** To be humble is to not allow pride to take over your life. To always remember who you are and where you came from. Be kind to people who don't get the spotlight, the individuals who are last to be picked for the game, and individuals who don't seem to fit in. **Invite:** Participants to share how they will share Jesus' story with other people.

### Resources:

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *Jesus' Entrance* - [https://youtu.be/gdUw\\_E-tGjE](https://youtu.be/gdUw_E-tGjE)

*The Significance of the Triumph Entry* - <https://youtu.be/RSY0YN5aQwE>

*Create a Comix* - <https://www.makebeliefscomix.com/Comix/>

**Review:** Review the *Triumph Entry* video

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

## The Passover with the Disciples

### Lesson 6

April 10, 2022 (Palm Sunday)

**Lesson Scripture:** Matthew 26:17-30

**Focus Scripture:** Matthew 26:17-30

**Key Verses:** “But I say to you that listen, Love your enemies, do good to those who hate you, bless those who curse you, pray for those who abuse you.” Luke 6:27-28

### Vocabulary

- **Hosanna** (hoh-zan'uh) – A Hebrew expression of two words meaning “save now, we pray”; a form of acclamation at the feast of the tabernacles.
- **Blessed** ( εὐλογέω ) (eulogeō) – Give thanks to, speak well of.

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

1. Connect the significance of the Passover with Jesus' ministry and death.
2. Appreciate that Jesus loves them even if they would betray him.
3. Identify what the unleavened bread and cup represent in the Passover meal.

### Teaching Strategies

#### Introduction

Welcome participants to class. **Instruct:** Participants to think about a holiday. Allow time for them to reflect (one minute), then ask what you do on holiday and what type of food is served on that particular holiday. *Use round-robin to give each person the opportunity to share. Allow them five minutes to share.* **Ask:** Does

the holiday, events, or foods have special meaning for those holidays? **Introduce** today's lesson: Jesus will change a traditional holiday celebrated by the Jews, the Passover. Jesus is introducing the Lord's Supper or Holy Communion to the disciples.

### Bible Story

**Invite:** Have the class read the scripture based on the time in which it was written. Encourage the class to listen to the reader.

**Assign:** Someone to read what Jesus says, read Judah, and everyone else will be the story's narrators. If you are online or virtual, assign another person to read. **Explain:** Passover would be celebrated by observant Jews within the limits of the city of Jerusalem if at all possible. A place needed to be secured and carefully cleaned to remove any leaven, then a lamb needed to be procured, ritually killed at the temple, and roasted for the meal. Other items for the meal were prepared, and the symbolic items used in the meal were collected. The Jewish day is counted from sundown to sundown, so "when it was evening" refers to the beginning of the next day. On one day, the Passover (the 15th day of Nisan), many events take place: the Last Supper, Gethsemane, Jesus' arrest and trials before the chief priests and Pilate, as well as his crucifixion and burial.

### Life Application

**Explain:** Legacy is what a person leaves to their family. **Discuss:** What does the Lord's Supper mean to you? Why do we share in the Lord's Supper corporately? How does it make you feel to know Jesus took time to sit, eat, and explain to the disciples the meaning of the wine and the bread? **Alternative:** Use the *Lord Supper Trivia* to facilitate the lesson.

### Summary

**Invite:** Participants to remember the legacies that have been

left with them. **Discuss:** One lesson he/she/they learned from a family member, pastor, family church member – at least one or two of these persons we listed.

## Resources

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *The Last Supper* - [https://youtu.be/-1X0\\_wGslW4?t=14](https://youtu.be/-1X0_wGslW4?t=14)

*Create a Comix* - <https://www.makebeliefscomix.com/Comix/>

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

Supplies: Dry erase board, dry erase markers, paper towel or dry eraser

## The Paschal Lamb Lives!

### Lesson 7

April 17, 2022 (Easter Sunday)

**Lesson Scripture:** Matthew 27; 28:1-10

**Focus Scripture:** Matthew 28:1-10

**Key Verses:** The angel said to the women, “Do not be afraid; I know that you are looking for Jesus who was crucified. He is not here; for he has been raised, as he said. Come, see the place where he lay.” Matthew 28:5-6

## Vocabulary

- **Paschal** ( πάσχα ) (pascha) – Passover festival; the lamb.
- **Magdala** ( Μαγαδάν ) (MAG-dah-lah) – A town not far from Tiberias and Chamath.
- **Bethphage** ( Βηθφαγή ) (BETH-phag) – House of unripe figs, a village on the Mount of Olives near Bethany.

- **Salome** ( Σαλώμη ) (SAH-low-may) – A woman of Galatia at Jesus' crucifixion and later at the empty tomb.
- **Ahijah** (ah-HEE-juh) – A prophet from Shiloh who tore his garment into twelve pieces to visually demonstrate the coming dissolution of the united monarchy.

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

1. Understand Matthew's account of the resurrection.
2. Embrace the possibilities of liberation found in Jesus' resurrection.
3. Live courageously in the freedom that Jesus gives.

## Teaching Strategies

### Introduction

Welcome participants to class. **Instruct:** Participants to reflect on a time where they did not doubt that God did it. *Allow them five minutes to share.* **Read:** The lesson's **Introduction**. **Discuss:** How would you feel knowing that you were receiving a new car and you didn't have to give one dime toward the purchase? **Introduce:** Today's lesson reminds us of the amazing gift Jesus gave to all of humanity.

### Bible Story

**Divide:** The class into boys and girls. The girls read the first verse, and they alternate until all the verses are read. **Explain:** Day seven of the holy week begins with an angel and earthquake, the stone rolled away from the tomb's entrance, and the guards shaking in fear and pale like dead people. The phrase translated "after the sabbath" could also be rendered "late on the sabbath," but the phrase that follows it about the first day of the week dawning clarifies the fact that the sabbath is over. Mary Magdalene and the other Mary are the first to receive news of the resurrec-

tion and see the resurrected Jesus. Both by the angel and by Jesus himself, they are told to go and tell the disciples to go to Galilee, where they will see Jesus. They become the first bearers of the good news of Jesus' resurrection. **Discuss:** What are your thoughts that Jesus appeared first to women?

### Life Application

**Ask:** Who can you go and tell Jesus has risen? **Discuss:** What would you say to that person to convince him/her/them that Jesus died for their sins? **Reminder:** Jesus died for ALL, so remember you can share with people you don't know.

### Summary

**Explain:** Mary went to tell the others that Jesus was alive. It is difficult for people to hear the message because of the person delivering the message. **Ask:** How have non-believers challenged your faith? How can we help others to share their faith?

### Resources

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *God's Wonderful Surprise* - <https://youtu.be/Nfnhv5h0k4M?t=50>

*The Resurrection* - <https://youtu.be/TikWatDJGuk>

*Jesus' Great Commission* - <https://youtu.be/Fr6Y89Zh0SU>

**Review:** *The Resurrection* video

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

## Freedom in Christ Jesus

### Lesson 8

April 24, 2022

**Lesson Scripture:** John 8:31-38

**Focus Scripture:** John 8:31-38

**Key Verses:** “If you continue in my word, you are truly my disciples; and you will know the truth, and the truth will make you free.” John 8:31b-32

### Vocabulary

- **Apple** – The round fruit of a tree of the rose family, which typically has thin red or green skin and crisp flesh (definition from *Oxford Languages*); sometimes, especially long ago, the word was used as a generic term for all fruit other than berries.

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

1. Consider the double meaning of slavery and freedom in Jesus' conversation with believing Jews.
2. Ponder the many ways people are enslaved in current society.
3. Live in the freedom that Jesus gives to those who follow him.

### Teaching Strategies

#### Introduction

Welcome participants to class. **Instruct:** Participants to share the story of what happened in the Garden of Eden with Adam and Eve. *You'll know if they read the lesson early.* If no one says “Eve gave Adam an APPLE,” they’ve probably read the lesson. **Ask:** What type of fruit did Eve give Adam? *If no one says APPLE, they read the lesson.* **Introduce:** Today’s lesson is about how we can sometimes be caught in untruth and believe it so much that we refuse to accept the truth. That’s considered bondage.

## Bible Story

**Instruct:** Have participants read John 8:31-38 in silence, underlining all the words related to freedom. Circle or highlight the word “sin” and place a square around the word “slave” or “bondage.” *Allow five minutes for silent reading.* Have the class read the scripture together in unison. **Explain:** The assertion in verse 33 that descendants of Abraham have never been slaves to anyone is ludicrously untrue. In addition to the slavery experienced in Egypt and captivity in exile, the law of Moses allowed for indentured servitude of another to pay off a debt. **Explain:** The verb meaning *to abide, remain, live with (meno)* is used frequently by John to denote the intimate relationship Jesus desires with his followers. In addition to the three times used in this lesson text (vs. 31, 35), the importance of abiding in Jesus and his word is the theme of Jesus' discourse on the true vine (John 15:1-10). **Discuss:** How could the “descendants” of Abraham think they were “NEVER” in bondage? How can someone be a slave or in bondage to sin? **Alternative:** Use the **Activity Sheet** on the worksheet.

## Life Application

**Instruct:** Have class divide into groups 2-3. **Ask:** What are some bad habits people have? *Allow two minutes for the groups to create a list.* **Ask:** Which habit do you have? Please write down the habit(s) you have. *One minute to write down their habits.* **Invite:** Participants to the **Activity Sheet** to pick two-three of their habits and place them into the sentence, “Jesus can set me free from \_\_\_\_\_.” **Instruct:** Have class gather together. **Discuss:** What makes it difficult to stop bad habits? What can you do to stop at least one of your bad habits?

## Summary

**Ask:** Based on your list of all the habits, how can those bad hab-

its be used to identify someone? *Allow time for consideration. If no one responds, ask, "Is drinking or drunkenness on your list?" If yes, remind the class we call people who drink heavily a drunk.*  
**Discuss:** How might the church make people feel still in bondage because of their current or past situation? *Referring to the person by their habit. "She's a liar. He's a drunk. They're an addict. He's a thief."*

## Resources

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *Love Someone You Don't Like* - <https://www.youtube.com/watch?v=6JHvndgPMuo>

**Review:** Word Study/ Agape LOVE - <https://www.youtube.com/watch?v=slyevQ1LW7A>

ShareFaith: 1 Corinthians 13 - [https://www.youtube.com/watch?v=HA5\\_oVhI9yE](https://www.youtube.com/watch?v=HA5_oVhI9yE)

Poem generator - <https://www.poem-generator.org.uk/>

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

**Supplies:** small gift boxes

## Freedom from Sin

### Lesson 9

May 1, 2022

**Lesson Scripture:** Romans 6:1-14

**Focus Scripture:** Romans 6:1-14

**Key Verse:** "What then are we to say? Should we continue in sin in order that grace may abound?" Romans 6:1

## Vocabulary

- **Resurrection** (anastasis) – Arising to life from death.
- **Dominion** (basileuō) – Rule or lordship, referring to the political authority exercised by a human being.

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

1. Explore the tension between sin's reality and the freedom that comes through Christ.
2. Discern how following Jesus can impact the way they handle these temptations and sins.
3. Choose to live in the power of Jesus' life and resurrection.

## Teaching Strategies

### Introduction

Welcome participants to class. **Instruct:** Participants to explain what it means to serve others. *Allow them five minutes to share.*

**Introduce:** Today's lesson is about Jesus washing his disciple's feet. Serving other people requires us to consider their needs and not necessarily our own needs.

### Bible Story

**Divide:** Divide the class into two groups, one male and one female. *Remember, some individuals identify as non-binary.* Have them alternate, start with the males. **Explain:** Paul's view of baptism reflects the nature of Jewish festivals in which historical events are reenacted by the participants. Just as the Jews reenacted the pilgrimage to the promised land in the feast of booths/tabernacles (Leviticus 23:42-43), believers reenact the death, burial, and resurrection in baptism. **Ask:** What does Paul mean when he says, we were baptized into the death of Christ? *Our baptism is an outward sign of an inward change; in our baptism,*

*we acknowledge our acceptance of God's gift of salvation given on Calvary. We are no longer subject to the penalty of sin, and we are now freed because of Christ.*

### Life Application

**Recommend:** Explaining baptism from a Methodist perspective. Read the *Reaffirming Baptism Liturgy* in the *AME Discipline*. See information in resources. **Alternative:** Use the **Activity Sheet** and encourage youth to learn about their baptism; if they have not been baptized, invite them to a conversation with you or the pastor. **Discuss:** Infant baptism, how do you remember your baptism if you were an infant when it happened? Identify ways you can celebrate your baptism.

### Summary

**Inform:** Ground rules are created when people gather for discussions to help keep conversations civil and provide a brave space for conversation. As a class, we will brainstorm rules we can use in our class. Considering the lesson, the rules are just a reminder of what the spirit does through us. *Example of a rule: Each person will speak at least one time in class.* **Ask:** What are some other rules? **Instruct:** Participants to pick the top five for the class and become the guide for future dialogue.

**Variation:** Use the **Activity Sheet** to explain the baptism ritual for parents and the congregation.

**Alternative:** If possible, watch the YouTube video - *Methodism Baptism*.

**Resources:**

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *3 Minute Methodism Baptism* - <https://youtu.be/szhH4I-zM2Vg>

*Baptism| God's Story* - <https://youtu.be/-BQ-H8v3hP4>

*Jesus' Baptism* - [https://youtu.be/\\_VMNO2MAMwA](https://youtu.be/_VMNO2MAMwA)

**Review:** Methodism Baptism

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

**Supplies:** small gift boxes

## Freedom for the Future

### Lesson 10

May 8, 2022

**Lesson Scripture:** Romans 8:18-30

**Focus Scripture:** Romans 8:18-30

**Key Verse:** We know that all things work together for good for those who love God, who are called according to his purpose. Romans 8:28

### Vocabulary

- **Suffering** ( πάθημα ) (páthēma) (pathos) – Affliction – A Christian is so-called in conformity to Christ's affliction.

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

1. Understand the role of the Holy Spirit within youths' relationships with God and Jesus.
2. Feel empowered by the Holy Spirit even while enduring suffering, weakness, or loss of direction.
3. Live with hope as they seek God's purpose and calling.

### Teaching Strategies

#### Introduction

Welcome participants to class. **Instruct:** Participants to take a

moment and reflect on a time when they waited for something to happen, and it seemed to take forever to occur, or it didn't happen at all. *Allow them two minutes to reflect.* **Invite:** Volunteers to share their stories. As the facilitator, you could share your story. *Allow two-three minutes for sharing.* **Introduce:** Today's lesson begins our journey with the letters from Paul to the churches. Today, Paul is writing the church in Rome about patience and future hope.

### Bible Story

**Instruct:** Have participants read the scripture silently and have them circle or highlight the word "hope," underline the word "creation," and place a square over the word "groan." **Instruct:** Have participants read the scripture again and, this time, discover what is happening in creation. **Explain:** The freedom for which creation longs is the freedom that comes from the glorification of the children of God. Once the children of God know their full glory as God's agents in creation, they will create the healing, restorative, and divine justice that God desires and designed for it. **Clarify:** All of creation. Everything that exists, the sky, the ground, the dirt, bugs, weather, etc., all of creation is part of the suffering and will be part of the future glory. We, humanity, affect all of creation by our choices. **Ask:** How have human choices impacted all of creation? How does the Holy Spirit guide us in our choices? **Explain:** Verses 26-27 describe an "inarticulate groaning" prayer in which the spirit calls to God from within the hearts of Christians, expressing the longing of each person, and *all of creation*, for God's promised restoration and redemption and freedom in Christ.

### Life Application

**Explain:** For the first time in the 21<sup>st</sup> century, we all have experienced suffering. The pandemic has caused everyone to be im-

pacted one way or another. All of the creations groan.

**Invite:** Participants to share how they have grown or matured during the pandemic – learning to do things differently. **Ask:** How was God's spirit, the Holy Spirit, active during the pandemic? How could you have been helpful to your congregation during the pandemic? Identify one thing you wished the local congregation would have done during the pandemic.

### Summary

Romans 8:28 is probably one of the most quoted scriptures in the Bible. **Invite:** A volunteer to read Romans 8:28. **Ask:** Does the scripture say, "All things work for the good"? Period – (*Share, there's a clause associated with things working for the good*). **Ask:** What's the clause to the scripture? **Discuss:** How does the scripture point to a future hope? **Alternative:** Have participants complete **Activity Sheet** on *Future Hope*.

### Resources

**Talking Piece:** A special token used to facilitate conversations

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *Cronut's* - <https://youtu.be/lkgqjrYg-qQ>

*Jealousy Out of Control* - <https://youtu.be/YvJvyD4yaWc>

**Review:** Movie *Inside Out* before class

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

## Freedom and the Law

Lesson 11

May 15, 2022

Lesson Scripture: Galatians 3

**Focus Scripture:** Galatians 3:18-29

**Key Verse:** In Christ Jesus, you are all children of God through faith. Galatians 3:26

### Vocabulary

- **Mediator** ( μεσίτης ) (**mesitēs**) – The activity and person performing it or functioning as a go-between or intermediary between two people or parties, to initiate a relationship.
- **Transgression** – Evil, pardon.
- **Promises** ( ἐπαγγελία ) (**epangelia**) – An assurance of some future act.
- **Law** ( νόμος ) (**nomos**) – A system of commands designed to allow a society to function.

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

1. Comprehend how to love in truth and action.
2. Feel overjoyed when finding someone walking according to God's commandments.
3. Practice showing love, not in word or speech but in truth and love.

### Teaching Strategies

#### Introduction

**Invite:** Participants to be open to hearing. **Ask:** What does religious freedom mean to you? Why should Christians stand up for religious freedom? **Introduce:** Today's lesson. Paul writes again to the church about the law and God's grace.

#### Bible Story

**Explain:** Paul contrasted the idea that salvation was promised to

Abraham and his Jewish descendants with the fact that a single Abrahamic descendant – Jesus Christ – would be the source of salvation for the whole world (Galatians 3:6-9, 16). Jesus is the transition from the law to grace.

**Instruct:** Class to alternate in reading the verses. **Ask:** The class what they heard or read about the law that caused them to pause or look at the scriptures. *Phrases like “inheritance depends on the law (18),” “was the law given at all? (19),” “the law was given through angels (19),” “if a law had been given to impart life, then righteousness would certainly have come by the law (21),” or “We were held under the custody of the law (23).”* **Explain:** This text challenges us to consider the purpose of the law. The reference to the law here is not government law but the Mosaic law given through Moses. Paul is concerned that the people are so focused on the Mosaic law that they miss Jesus’ purpose in grace. **Clarify:** Paul argues that the law cannot save because it is limited in extent – temporary (3:19-20); inability – the law cannot give life and true righteousness, only slavery to sin (3:21-22); in function – the law was a temporary custodian taking care of the immature and irresponsible (3:23-25); in force – the law has been nullified because all people can now be in Christ and become full members of God’s family (3:26–4:7).

### Life Application

**Explain:** There are government laws based on religious principles which have caused harm to many. Laws created without the intent to cause harm but when implemented discriminated or destroyed individuals. **Ask:** Can you think of a law that causes individuals or specific groups harm? *Example: In the U.S., you have to have an address to vote. Some people in the U.S. live in areas that do not have a physical address because mail is delivered to a post box. Share other examples if you have them.* **Discuss:**

How should the church be involved in developing laws in communities, or *should* they be involved? *Allow two-three minutes for discussion.* How should each of us be involved in developing laws in our country?

### Summary

Today's lesson is a reminder that there is an inheritance. Just as the church in Galatia had a history from Moses, we too have a history through Richard Allen. Richard Allen and the early patriarchs and matriarchs stood up for injustice and actively engaged in government dialogues about laws. Specifically, slavery in the U.S. and freedom for people of African descent. **Instruct:** Participants to think about their role in civic engagement (*Not to become involved in activities that could lead to their death or the death and harm of their family.*). Encourage the class to be led by the spirit.

### Resources

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *Religious Freedom* (USA) - <https://youtu.be/JVKeOrxRnb0>

*Religious Freedom* (non-USA) - <https://youtu.be/2WXWNC7YEs0>

*Religious Freedom World Report* - <https://youtu.be/3NQYT0W2Ejk>

**Review:** *Religious Freedom*

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

**Supplies:** small gift boxes

### The Nature of Christian Freedom

**Lesson Scripture:** Galatians 5:1-15

**Focus Scripture:** Galatians 5:1-15

**Key Verse:** The whole law is summed up in a single commandment, "You shall love your neighbor as yourself." Galatians 5:14

### Vocabulary

- **Liberty** ( ἐλευθερία ) (eleutheria) – Freedom, new liberty; however, is not merely freedom from past masters; it is also freedom for new obedience to God.
- **Flesh** ( σάρξ ) (sarx) – The urge to sin (Paul); corporeal mass of human and animal.
- **Circumcision** ( περιτομή ) (peritomē) – The removal of the foreskin (prepuce) of the male.

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

1. Discern the differences between legalism and freedom that comes with responsibility.
2. Experience freedom as trusting in the work of Christ rather than their efforts for salvation.
3. Choose a life of freedom in Christ that is guided by serving and loving others with humility.

### Teaching Strategies

#### Introduction

**Invite:** Participants to be present in today's lesson as it's about loving one another. **Ask:** Persons to share ONE word for *love*. *Start with the person to your left; after everyone has shared their one word, ask a second question.* **Ask:** What are ways we can demonstrate our love toward someone else? **Explain:** God is love, and as believers, we are to model God's love to everyone

we encounter. God loves us UNCONDITIONALLY, which means God's love for us does not require that we do something to receive that love. **Ask:** How difficult is it to love someone you don't know? Why is the love for a stranger different than the love for someone you know? **Introduce:** Today's lesson. Paul writes again to the church in Galatia about the freedom in Christ.

### Bible Story

**Explain:** Paul demonstrates concern for the Galatian Christians. Jesus died for all, yet the Christian Jews believed that non-Jews had to obey the Mosaic law to be a follower of Jesus. Paul was trying to make it clear that Jesus' death set us free from the law. The law of Moses is important, but God's grace paid the penalty for breaking those laws and set believers free. **Ask:** Request three volunteers to read the scriptures, one to read verses 1-6, another to read verses 7-12, and the last person to read verses 13-15. **Instruct:** Participants to listen for the words *free*, *freedom*, *circumcised*, *circumcision*, and *love*. **Ask:** What is Paul telling the people? What is he saying about circumcision? What is he saying about freedom? **Clarify:** Whereas circumcision was the visible mark identifying a male as part of the Abrahamic covenant (Genesis 17:9-14), the visible mark identifying followers of Christ is the circumcision of the heart (John 13:35). Conclude with, "In the Old Testament, keeping covenant rituals is often viewed as a legalistic expression of faith. However, the New Testament describes the lifestyle of faith as a voluntary response to freely choosing to love one another" (1 Corinthians 9:19).

### Life Application

**Explain:** *Polarization*. Polarization is not the same as a disagreement about solving public policy problems, which is healthy and natural in a democracy. Polarization occurs when we refuse to live next to a neighbor who doesn't share our politics or when we

won't send our children to a racially integrated school (<https://teenkidsnews.com/what-is-the-true-cost-of-polarization-in-america/>).

Paul was working hard to make sure that the church did not separate them and us; Paul said to love your neighbor as yourself. **Ask:** How do we as a community create them and us in our church? How does the separation in the congregation demonstrate God's love toward others? **Discuss:** Why is it important to be curious about people who are not like you? What are our current practices that welcome people like new people who don't attend our church? What could we do to make that first experience better?

**Alternative: ACTIVITY SHEET** – Read the scriptures about one another and identify ways to live out the word.

### Summary

On a flip chart, board, or virtual whiteboard, create two columns. On one write "Freedom" and on the other "Self-Indulgence." **Explain:** Freedom based on the scriptures and explain self-indulgence. **Invite:** Participants to call out actions or practices that fit under one of the two columns. If something could fit under both categories, invite them to add a qualifying adjective to clarify which column it fits. **Discuss:** How freedom and self-indulgence are the same, and how they are different.

### Resources

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

Video: *Church of Galatia* - <https://youtu.be/4iueAaXqZLA>

*Love One Another (Rom. 12:9-21)* - <https://youtu.be/vLYzxRx-wigw>

*Carry Each Other's Burden* - <https://youtu.be/BKGCvvhcdRBE>

*Us vs. Them: Immigration, Empathy, and Psychology* - <https://>

youtu.be/x-8kxpKLqGg end 4:02

**Review** - *Church of Galatia Video / Us vs. Them*

Pinterest - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

Greek words pronounced - <https://forvo.com/languages/el/>

**Supplies:** small gift boxes

## The Spiritual Fruit of Freedom

**Lesson 13**

**May 29, 2022**

**Lesson Scripture:** Galatians 5:16-26

**Focus Scripture:** Galatians 5:16-26

**Key Verse:** If we live by the Spirit, let us also be guided by the Spirit. Galatians 5:25

### Vocabulary

- **Judgment** ( κρίσις ) (krísis) – The content of the process of judging.

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

1. Explore the freedoms gained when “walking by the Spirit.”
2. Desire the personal and relational qualities of a Spirit-led life.
3. Support one another in living a life centered on Jesus Christ.

### Teaching Strategies

#### Introduction

**Introduce:** Today, we continue Paul's letter to the church at Galatia. Paul is informing them to use the spiritual fruit God has provided for their freedom. **Invite:** Participants to practice presence. Ask that they remove all distractions. **Share:** There are times when people miss the abilities young people have in contributing to the church's life or society as a whole. Oftentimes, older

people feel that children and youth are “TOO young to....” We live in a global and technologically savvy world, and you spend more time online than most adults. You’ve learned how to navigate the global world as there has never been a time when you weren’t part of the global, digital, and technological world. **Ask:** What are some things you would like to do at the church but have not had the opportunity to? Dream big!!!

### Bible Story

**Explain:** The assumption of a spirit-led life turns human understanding on its head. Human understanding is that a God-pleasing life requires work – law-keeping. While doing wrong comes naturally, it grows out of innate human desires. Assuming a spirit-led paradigm, the deeds of the flesh are works while the spirit bears an expected harvest of right living. **Instruct:** Identify three readers – one to read verses 16-18; one to read 19-21; and the last to read 22-25; Encourage the readers that you will help when needed. **Clarify:** The flesh (Greek, *sarx*) describes unaided human effort, decisions that originate from and are empowered by human effort alone. The flesh is not evil in and of itself; in fact, Jesus became *sarx* (John 1:14). Rather than evil, the flesh is merely inadequate unless God’s spirit empowers it. **Ask:** What does it mean to you to walk and be led by the spirit? Explain the conflict between the “flesh” and the spirit? **Explain:** There are two lists Paul provides to the church, acts of the flesh and acts of the spirit. **Ask:** Which of these acts are good? *Explain.* **Explain:** The fifth listed fruit of the spirit is *chréstotés*, which refers to being of use and meeting real needs. While it is translated as “kindness” in most translations, the King James Version translates it as “gentleness.” The word “gentleness” can be confusing because the eighth-listed fruit of the spirit, *prautés*, means “controlled strength.”

### Life Application

**Ask:** Participants to look at the characteristics of the fruit and identify at least one fruit for each characteristic and describe why you chose that fruit – **ACTIVITY SHEET.**

### Summary

Paul has shared with us the good and bad of human existence. Work toward manifesting the fruit of the spirit in your life. Volunteer to assist your local congregation in ministry.

### Resources

**Puzzles:** Fallen, Criss Cross, and hidden word puzzles

**Video:** *Fruit of the Spirit* - <https://youtu.be/E2bhXAR1gCU>

**Review:** *Fruit of the Spirit* video; learn the meaning of all the words in verses 19-21

**Pinterest** - [https://www.pinterest.com/kabrinabass/spring-2022\\_sunday-school/](https://www.pinterest.com/kabrinabass/spring-2022_sunday-school/)

**Greek words pronounced** - <https://forvo.com/languages/el/>

### JOURNAL EXERCISES

| LESSON                                   | JOURNAL TOPIC   | POTENTIAL ACTION  |
|--|---|---|
| 1. <b>Babylonian Captivity Ends</b>      | How does God provide when we face challenges?                               | Encourage someone who is experiencing a crisis.   |
| 2. <b>Freedom to Worship</b>             | God provides all the resources we need when we are aligned with God's plan. | Help someone who is building. Not just physical structures but those who have gone through a crisis help them to rebuild. |
| 3. <b>Celebrate Pass-over Liberation</b> | Experience the awe of completing something.                                 | Celebrate with others an accomplishment.  |

| <b>LESSON</b>                              | <b>JOURNAL TOPIC</b>                                  | <b>POTENTIAL ACTION</b>  |
|--|---|--|
| 4. <b>Lest We Forget</b>                   | Appreciate God's blessings and our need to be humble. | Take time to identify someone else's blessings. They may not see all that God has done for them. |
| 5. <b>Triumphal Entry Into Jerusalem</b>   | Jesus, a humble leader.                               | Identify one leader in your local congregation and thank them for their leadership.              |
| 6. <b>The Passover with the Disciples</b>  | The Lord's Supper, Communion – explain why.           | Share the reason Holy Communion is practiced in our church with a non-believer.                  |
| 7. <b>The Paschal Lamb Lives!</b>          | Jesus' resurrection – Why do you believe?             | Post on a social media platform or send a message using one word to describe the resurrection.   |
| 8. <b>Freedom in Christ Jesus</b>          | Enslaved by society.                                  | Share some of the unjust laws with someone.  |
| 9. <b>Freedom from Sin</b>                 | Live in the power of Jesus' life.                     | Write a letter to a government official and share the importance of fair laws.                   |
| 10. <b>Freedom for the Future</b>          | Live in YOUR purpose.                                 | Share with your family your purpose.   |
| 11. <b>Freedom and the Law</b>             | Freedom of ALL Believers.                             | Have a conversation with someone you would not typically have a conversation with.               |
| 12. <b>The Nature of Christian Freedom</b> | Serving and loving others.                            | Post a quote about love and serving others.  |
| 13. <b>The Spiritual Fruit of Freedom</b>  | The fruit of the spirit – How?                        | For eight days, share one characteristic of the fruit with others.                               |

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- Louw, Johannes P. and Eugene Albert Nida. *Greek-English Lexicon of the New Testament: Based on Semantic Domains*, 1996: 387. Print.

## The Teacher's Guide: Junior Lessons

Spring Quarter

March – May 2022

Prepared by Rev. Dr. Christal L. Bell

### Free to Go Home

Lesson 1

March 6, 2022

**Lesson Scripture:** Ezra 1; 2:64-70

**Focus Scripture:** Ezra 1:1-8,11; 2:64-70

**Key Verse:** "All their neighbors aided them with silver vessels, with gold, with goods, with animals, and with valuable gifts, besides all that was freely offered." Ezra 1:6

### Word Power!!!

- **Edict** – A law, command.
- **Permitted** – Formal permission.
- **Aided** – To give help or assistance.

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

1. Understand how God provided people and resources to rebuild the temple in Jerusalem.
2. Appreciate how God will provide the resources needed when they face challenging situations.
3. Celebrate God's help in our times of need.

### Teaching Strategies

Answer Key

1. How would you feel if you had to help rebuild the temple?

- a. Give them encouragement to share their emotions and share your response as well.
  - b. If the students do not volunteer at first, share your thoughts to help them open up.
2. What is the name of the main character and the king in this story?
    - a. King Cyrus
  3. Share a time when you helped someone who was in need.
    - a. There is no wrong answer. Invite students to be descriptive in their responses.

**Resources:** Paper/pencils/crayons (for drawing activities), phone to take a picture of QR Code: What is one thing/activity you would be willing to give up for 40 days to spend time with God?



<https://www.menti.com/88xjtnyfrp>

## Free to Talk to God

**Lesson 2**

**March 13, 2022**

**Lesson Scripture:** Ezra 6:1-12

**Focus Scripture:** Ezra 6:1-12

**Key Verse:** “Let the governor of the Jews and the elders of the Jews rebuild this house of God on its site.” Ezra 6:7b

### Word Power!!!

- **Decree** – An official order or law.
- **Archives** – Places where important historical documents are kept.
- **Perpetrator** – A person who participates in illegal activity.

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

1. Analyze how King Darius played a role in rebuilding the house of God at Jerusalem.
2. Affirm that God will provide all the resources and securities needed when the rebuilding is within God's plan.
3. Identify ways to welcome and help others

### Teaching Strategies

#### Answer Key

1. Who is the new king of Persia in this passage?
  - a. King Darius is now the king of Persia.
2. The money needed to rebuild the temple would come from the royal treasury. **True or False.**
  - a. True.
3. Write three ways you can welcome a new student or neighbor.
  - a. Encourage the students to write and share at least one way they can welcome someone. Examples can be: invite them to have lunch, creating a card, etc.

**Resources:** Paper, pencils, crayons (for drawing activities)

## Free to Celebrate Passover

### Lesson 3

March 20, 2022

**Lesson Scripture:** Ezra 6:13-22; Leviticus 23:4-8

**Focus Scripture:** Ezra 6:13-22

**Key Verse:** “With joy, they celebrated the festival of unleavened bread seven days; for the Lord had made them joyful and had turned the heart of the king of Assyria to them, so that he aided them in the work on the house of God, the God of Israel.” Ezra 6:22

### Word Power!!!

- **Prophecy** – Saying that something will happen in the future.
- **Passover** – A Jewish festival celebrating the liberation of the Israelites from the Egyptians.
- **Unleavened** – Bread made without yeast; it doesn't rise but is flat.

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

1. Experience awe after the rebuilding of the temple.
2. Understand the inclusiveness of the joyful renewal of the Passover.
3. Rejoice in how God provides for us.

### Teaching Strategies

#### Answer Key

1. Find a calendar and write down when Easter is this year.
  - a. Easter is April 17, 2022.
2. Think about your favorite celebration; what are some of the

favorite traditions or food you have at the party?

- a. Share with students one of your favorite traditions/meals on a given holiday.
3. Write a poem of praise using the word "joy." If time permits, share the poem with the class.
  - a. Encourage students who want to share to do this with the class. Ask a student to share the poem that they wrote and use it as the closing prayer.

**Resources:** Paper, pencils, crayons, scissors, glue, card decorations

## Let's Remember God's Blessings

**Lesson 4**

**March 27, 2022**

**Lesson Scripture:** Deuteronomy 8

**Focus Scripture:** Deuteronomy 8:1-11

**Key Verse:** Keep the commandments of the Lord your God by walking in his ways. Deuteronomy 8:6

### Word Power!!!

- **Commandment** – Rule in the Bible from God.
- **Diligently** – To give great effort or attention towards.
- **Manna** – Food that divinely appeared to the Israelites in the wilderness.

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

1. Understand what humility is and the power that it has.

2. Appreciate God's blessings and the need for humility before the Lord.
3. Thank God for blessings and thank others for their helpfulness.

### Teaching Strategies

#### Answer Key

1. Name one thing you are thankful for.
  - a. Give an example of something you are thankful for to "spark" the conversation in your life.
2. If you could tell someone "thank you" right now, who would it be and why?
  - a. Encourage the students to share their answers.
3. Create a daily "thank you" sheet. Next to each day of the week, write one thing you are thankful for and one person you are grateful for.
  - a. Encourage the students to share their answers.

**Resources:** Paper, pencils, crayons

## King Jesus Enters Jerusalem

### Lesson 5

April 3, 2022

**Lesson Scripture:** Matthew 21:1-11

**Focus Scripture:** Matthew 21:1-11

**Key Verse:** The crowds that went ahead of him and that followed were shouting, "Hosanna to the Son of David! Blessed is the one who comes in the name of the Lord! Hosanna in the highest heaven!" Matthew 21:9

### Word Power!!!

- **Colt** – A young donkey.
- **Cloak** – A cape or coat garment.
- **Turmoil** – Confusion or disturbance.

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

1. Hear about the response to Old Testament prophecies.
2. Identify ways to follow Jesus' example of being a humble leader.
3. Celebrate Jesus' triumphal entry to Jerusalem.

### Teaching Strategies

Answer Key

1. Jesus entered Jerusalem on a chariot with horses. **True or False.**
  - a. False: Jesus entered on a donkey and colt.
2. What would you do if you were at the parade that day?
  - a. Encourage the students to share their feelings.
3. Why is it important to show thanks and praise?
  - a. Encourage answers that focus on giving praise to God and positivity.

**Resources:** Paper, pencils, crayons, phone

### The Passover with the Disciples

**Lesson 6**

**April 10, 2022 (Palm Sunday)**

**Lesson Scripture:** Matthew 26:17-30

**Focus Scripture:** Matthew 26:17-30

**Key Verse:** “The Teacher says, My time is near; I will keep the Passover at your house with my disciples.” Matthew 26:18b

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

- **Betray** – To be unfaithful, disloyal.
- **Rabbi** – Formal title for a Jewish leader/scholar.

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

1. Understand how Jesus celebrated Passover with his disciples.
2. Appreciate that Jesus loves them even when they betray him.
3. Receive the forgiveness Jesus offers.

### **Teaching Strategies**

Answer Key

1. What was the name of the disciple who betrayed Jesus?
  - a. Judas
2. What does forgiveness mean to you?
  - a. Encourage students to explain in their own words the word “forgiveness.”
3. Name one way you can encourage someone this week.
  - a. Some examples are: Texting a friend something nice, making a card for someone, and offering a stranger smile.

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

### **He's Alive!**

**Lesson 7**

**April 17, 2022 (Easter)**

**Lesson Scripture:** Matthew 27; 28:1-10

**Focus Scripture:** Matthew 28:1-10

**Key Verse:** "Go quickly and tell his disciples, 'He has been raised from the dead.'" Matthew 28:7a

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

- **Tomb** – A cave or rock structure where Jesus' body was kept.

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

1. Understand Matthew's account of Jesus' resurrection.
2. Appreciate how Jesus gives us hope during our times of trouble.
3. Praise God for Jesus' resurrection from the dead.

### **Teaching Strategies**

Answer Key

1. Easter is about the Easter bunny and candy. **True or False.**
  - a. False: Easter is about the resurrection of Jesus Christ.
2. Share two things you learned from the story today.
  - a. Make sure the answers come from the story that was read today.
3. What does Easter mean to you?
  - a. Encourage the students to share their emotions and stories.

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

## **Jesus Makes Me Free**

**Lesson Scripture:** John 8:31-38

**Focus Scripture:** John 8:31-38

**Key Verse:** Jesus said to the Jews who had believed in him, "If you continue in my word, you are truly my disciples." John 8:31

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

- **Descendants** – Offspring, family members.
- **Permanent** – Lasting forever, not changing.

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

1. Compare God's covenant with Abraham and the covenant of God in Jesus.
2. Explore truth and the true promise of forgiveness that God gives to those who follow Jesus.
3. Experience how Jesus' truth sets us free from sin.

### **Teaching Strategies**

Answer Key

1. Jesus died for our sins. **True or False.**
  - a. True.
2. How does it feel to know that God will always forgive you?
  - a. Encourage them to share their thoughts and emotions.
3. Share a time when you needed to be forgiven.
  - a. Encourage them to share their thoughts and emotions.

**Resources:** Paper, pencils, crayons

### **Freed to Do Right**

**Lesson Scripture:** Romans 6:1-14

**Focus Scripture:** Romans 6:1-14

**Key Verse** You also must consider yourselves dead to sin and alive to God in Christ Jesus. Romans 6:11

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

- **Sin** – Wrongdoings by thought, word, or action.
- **Enslaved** – Bound to something or someone.
- **Mortal** – An earthly body.
- **Dominion** – Control or power over.

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

1. Explore what it means to live by grace rather than living under the law.
2. Accept that Jesus' death and resurrection give the power to do good.
3. Decide to make choices that are pleasing to Christ.

### **Teaching Strategies**

Answer Key

1. God loves everyone. **True or False.**
  - a. True.
2. Why is it important to ask for forgiveness?
  - a. God forgives us, and we should extend and offer forgiveness to others.
3. What does freedom mean to you?
  - a. Give your example of freedom.

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

## The Spirit Sets Me Free

**Lesson 10**

**May 8, 2022**

**Lesson Scripture:** Romans 8:18-30

**Focus Scripture:** Romans 8:18-30

**Key Verse:** The Spirit helps us in our weakness, for we do not know how to pray as we ought, but that very Spirit intercedes with sighs too deep for words. Romans 8:26

### Word Power!!!

- **Groaning** – Deep sigh of despair.
- **Intercedes** – Praying on behalf of someone else.
- **Predestines** – Determining an outcome or purpose in advance.

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

1. Learn more about the Holy Spirit.
2. Appreciate how the Holy Spirit guides us.
3. Live with hope for God's good creation and our place in it.

### Teaching Strategies

Answer Key

1. Have you ever prayed for someone else?
  - a. Share a time when you prayed for someone else.
2. Have you ever shared a testimony?
  - a. Encourage students to share a story by sharing with them

your testimony.

3. Share one instance where you felt better after someone prayed for you.
  - a. Invite students to pray for each other at the end of the class.

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

## Free to Be Faithful

**Lesson 11**

**May 15, 2022**

**Lesson Scripture:** Galatians 3

**Focus Scripture:** Galatians 3:18-29

**Key Verse:** In Christ Jesus, you are all children of God through faith. Galatians 3:26

### Word Power!!!

- **Inheritance** – The legacy of faith.
- **Transgressions** – Wrongdoings, going against the law.

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

1. Recognize the free and faithful choices made by Abraham and Jesus.
2. Explore the difference between living according to the law and living by faith in God and Jesus Christ.
3. Celebrate our freedom to be faithful to God because of faithful role models.

### Teaching Strategies

Answer Key

1. What is faith to you?

- a. Invite them to draw a picture to express their feelings.
2. Create a “thinking of you” card with scriptures and pictures. Ask a parent or guardian to help you mail it out to a church member or a neighbor as a reminder that freedom can be found in God.
  - a. Prepare a list of the sick and shut-in for the students to mail their cards to.

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

### Free to Love Others

#### Lesson 12

May 22, 2022

**Lesson Scripture:** Galatians 5:1-15

**Focus Scripture:** Galatians 5:1-15

**Key Verse:** The whole law is summed up in a single commandment, “You shall love your neighbor as yourself.” Galatians 5:14

#### Word Power!!!

**Yoke** – Bound to something

**Persecuted** – Hostile treatment.

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

1. Learn that freedom requires responsibility.
2. Confirm that the love of Christ offers freedom and joy.
3. Express ways to show love to others.

#### Teaching Strategies

Answer Key

1. What is one way you can show love to someone in your family?

- a. Encourage them to share their thoughts and emotions.
2. What is one way that you can show love to someone in the community?
  - a. Encourage them to share their thoughts and emotions.
3. Write a letter addressed to yourself and say everything you love about yourself.
  - a. Encourage students to answer all the questions and share them with the class.

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

## **Free to Live on Spiritual Fruit**

### **Lesson 13**

**May 29, 2022**

**Lesson Scripture:** Galatians 5:16-26

**Focus Scripture:** Galatians 5:16-26

**Key Verse:** If we live by the Spirit, let us also be guided by the Spirit. Galatians 5:25

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

- **Idolatry** – Worshipping something else other than God.
- **Enmities** – Being mean/hostile to someone or something.

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

1. Understand what Paul means by the fruit of the Spirit.
2. Appreciate how the fruit of the Spirit nourishes our actions from inside.
3. Live freely by the fruit of the Spirit.

## Teaching Strategies

### Answer Key

1. Why shouldn't we give up hope?
  - a. Encourage them to share their thoughts and emotions.
2. Write a poem about the fruit of the Spirit.
  - a. Encourage their creativity.
3. Name a time when you exhibited the "fruit of the Spirit" and not the "works of the flesh."
  - a. Encourage students to answer all the questions and share them with the class.

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

## NOTES

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