



**JESUS CALLS US**

# SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

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## SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

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# **THE COMBINED TEACHER'S GUIDE**

**SPRING QUARTER 2023**

MARCH • APRIL • MAY

Christian Education Department  
Rev. Garland F. Pierce, Executive Director  
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## BASIC SUPPLIES

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

## The Teacher's Guide

### Liberating Faith Studies Lessons Spring Quarter: March 2023 – May 2023

Prepared by  
Reverend Dr. D. Melynda Clarke

## The Prodigal Son

Lesson 1

March 5, 2023

**Lesson Scripture:** Luke 15:11-32

**Focus Scripture:** Luke 15:11-24

**Key Verse:** “The son said to him, ‘Father, I have sinned against heaven and before you; I am no longer worthy to be called your son.’” Luke 15:21

### Key Terms

- **Parable** – The Greek meaning is to place alongside. In the Old Testament it was considered non-proverbial wisdom; a story, with allegorical methods, used to convey moral and religious principles.
- **Prodigal** – Wastefully extravagant; a person who is lavish of his or her money and possessions; modern interpretations have altered the definition to mean one who wanders away and then returns.

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

1. Understand the father's actions and correlate them with divine grace and mercy
2. Challenge the resistance to reconcile with God and receive God's grace and forgiveness.
3. Promote forgiveness within the family of God.

### **Teaching Strategies**

For Lesson 1, consider the following:

- Remember this story may trigger personal feelings that participants may have toward their own family members, friends, or church members.
- God's love for us always exceeds our natural responses. This lesson is designed to encourage others to see the Lord's forgiveness as the model for us to follow.

Consider opening the lesson by having the class pray The Lord's Prayer. Use it as a transition into this parable. Encourage participants to reflect on the words of the opening prayer and the story of the prodigal son.

When teaching the lesson, remind students that there was no age applied to the son, other than he was the youngest. Remind them that just as a younger child makes mistakes, so does someone who is young in their faith. Remind older students that they should think back on their younger years and the mistakes they may have made, but God forgave them.

Take time in the class to praise God for saving each student from being lost in the world.

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible commentary, AME Church Hymnal, laptop with projector or large screen, access to Internet and YouTube, post-it notes, flip chart paper (optional)

## A Child Is Greatest in the Kingdom

### Lesson 2

March 12, 2023

**Lesson Scripture:** Matthew 18:1-9; Mark 10:15

**Focus Scripture:** Matthew 18:1-9

**Key Verse:** “Whoever becomes humble like this child is the greatest in the kingdom of heaven.” Matthew 18:4

### Key Terms

- **Millstones** – Stones used in ancient times to grind grain, olives, or seeds, consisting of two stones: one stationary at the base and the second one moved for grinding at the top. The idea of placing the apparatus around one's neck conveys the excessive weight and burden one would carry.
- **Maim** – To mutilate, cripple, or disable; a person in the Bible who experienced this at birth would remain disfigured and be defenseless throughout their life.

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

1. Recognize God's love for children and their symbol of humility and innocence.

2. Promote humility, honesty, and servant leadership.
3. Protect and serve members of the body of Christ.

### Teaching Strategies

This lesson is designed to provide an illustration of Jesus' model for discipleship. One way to begin the discussion is to ask participants to list characteristics that you would look for in someone who was babysitting your child or caring for young children in a daycare setting. Have them put these virtues on post-it notes or place it in the chat of your virtual platform. Discuss what the consequences should be if someone harmed your child. After this brief discussion, begin the lesson with similar points to use as you discuss Christian leadership. If time allows, utilize the trailer from the movie, *Taken from Me: The Tiffany Rubin Story* or the HBO documentary, *Black and Missing*. Discuss how the church has a role to advocate for justice and how this applies to missing persons. Remember to bring the lesson back to the theme of discipleship and humility. Let each student share their vision for discipleship for themselves.

#### Teaching Tips:

- Incorporate videos to engage further discussions.
- Show pictures of a millstone in your presentation.

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and a Bible commentary, laptop with projector or large screen; access to Internet and YouTube, post-it notes, flip chart, or whiteboard with erasable pens, African Methodist Episcopal (AME) Church Hymnal

## Jesus Talks with a Samaritan Woman

### Lesson 3

March 19, 2023

**Lesson Scripture:** John 4:1-42

**Focus Scripture:** John 4:7-15, 28-30, 39-41

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

### Key Terms

- **Messiah** – In Judaism, the expected king of the Davidic line who would deliver Israel from foreign bondage and restore the glories of its golden age. The term, Christ, became more commonly used as the understanding of Jesus as the Messiah, and it incorporates an eschatological understanding of eternal life, rather than a political desire for an earthly kingdom.
- **Samaritan** – An ethnic group of people that remained in Israel following the Assyrian conquest in 721 B.C. Their doctrine for Judaism differed from the Jews who returned from exile in the 5<sup>th</sup> century. This along with intermarrying with non-Jews, led to a bitter rift between Samaritans and Jews.

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

1. Examine and compare societal barriers and stereotypes that existed in Jesus' time with similar systemic hindrances and biases that exist in the church today.

2. Overcome social differences and to expand the gospel message to others.
3. Identify how hospitality can break down social barriers.

### Teaching Strategies

At the start of the lesson, ask participants to list groups that experience some form of discrimination and bias in this country or in their country of origin. In-person classes can share verbally or write it on a whiteboard or flipchart. Online participants can participate via the chat section or a whiteboard application. Discuss briefly how a member of this group was able to overcome their discrimination and become a leader for others to follow. Use this brief exercise to transition into the lesson.

Begin the lesson by explaining the reason the Samaritan woman experienced various forms of bias. Share positive examples in scripture of how other women were respected for their gifts and contributions, such as in the prophetess Huldah in 2 Chronicles 34, Moses' sister Miriam, Queen Esther, and Mary Magdalene.

### Teaching Tips:

- Research the AME Church's history regarding female clergy. Provide a handout or website for the biography of Jarena Lee.
- Direct participants to information regarding monumental women in ministry throughout the AME Church, including those who were not embraced into ordained ministry.

**Resources:** The Holy Bible – New Revised Standard Version (NRSV) and Bible Commentary, laptop with projector or large

screen; access to Internet and YouTube, whiteboard, flip chart, post-it-notes

## The Teacher's Guide

### Senior Lessons

Spring Quarter: March 2023 – May 2023

Prepared by Rev. Faith Waters

### The Prodigal Son

Lesson 1

March 5, 2023

**Lesson Scripture:** Luke 15:11-32

**Focus Scripture:** Luke 15:11-24

**Key Verse:** “The son said to him, ‘Father, I have sinned against heaven and before you; I am no longer worthy to be called your son.’” Luke 15:21

### Words to Know

- **Squandered** – to have wasted money in a reckless and foolish manner
- **Dissolute** – to behave without restraint by indulging in things such as alcohol and/or multiple sex partners
- **Famine** – a widespread scarcity of food caused by war, natural disasters, crop failure, poverty, or an economic event
- **Sinned** – to have committed an immoral act that violates God's commands

- **Compassion** – to feel sympathy and concern for the suffering or misfortune of others

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

1. Explore the younger son's choices and subsequent consequences.
2. Feel regret for behaviors that have harmed others.
3. Commit to and celebrate choices that bring reconciliation with others whom we love.

### Teaching Strategies

1. The word “parable” from the Greek word “parabole” means literally, “that which is tossed alongside,” implying a comparison, an analogy, or an illustration. Matthew, Mark, and Luke all contain parables. Luke contains many narrative parables. The sources for these stories are both nature and the common experiences. Their function may be a simile or metaphor. The hearer becomes an active participant in the communication and has personal interpretations of what the parable means. Therefore, the hearer must take responsibility for what they have heard and decide about their own faith.
2. Ask class: “Have you ever felt so hopeless you wanted to run away from home?” Discuss the inherent dangers of being a runaway (e.g.: sex trafficking; prostitution; drug addiction). Research statistics about runaways.
3. Emphasize Luke 15:17, “...when he came to his senses.” Ask class: “What can you identify that caused the son to get to this

turning point?” “Can you identify similar moments in your own experiences?” “What change resulted from this turning point?”

4. When there were two or more sons in an Israelite family, the elder (firstborn) son was to receive “a double portion of all that (the father) has; since he is the first issue of his virility, the right of the firstborn is his” (Deuteronomy 21:17). Therefore, the younger son in the parable would have received one-third of the inheritance (Luke 15:12). What the younger son did was disrespectful.
5. When the father sees his son returning, he runs out to meet him. Many have commented that in the ancient Mediterranean it was considered dishonorable, even shameful, for men to run. Nonetheless, the father abandons all social pretenses and runs out to greet his son with joy and compassion, indicating his love and forgiveness.
6. The elder brother had a bad attitude toward his brother and father. His behavior demonstrates he needed to be forgiven and reconciled with God and his family.
7. How to give a testimony: 1) describe your life before accepting Christ; 2) describe your encounter with Christ which led to your salvation; 3) describe how your life has changed.



est in the kingdom of heaven.” Matthew 18:4

### Words to Know

- **Greatest** – one of higher status amongst others
- **Kingdom of Heaven** – God’s eternal kingdom
- **Humble** – having or showing a modest estimate of one’s own importance
- **Stumble** – to cause another to fall away from God
- **Millstone** – a large stone used as a grinding instrument for making flour out of grain
- **Woe** – warning

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

1. Understand Jesus’ view of children.
2. Appreciate Jesus’ view of greatness.
3. Nurture the childlike humility that Jesus wants us to exemplify.

### Teaching Strategies

1. Be mindful that some do not have good role models in their families. Therefore, they may exhibit behavior that is not Christlike.
2. The disciples had lost sight of Jesus’ divine purpose on earth being preoccupied with who would get the best position in his kingdom. We, too, get caught up in our status in the church,

while we neglect our godly purpose.

3. Jesus identified with children because they are weak and dependent people with no status or influence.
4. Be sensitive towards youth who may have a disability which impedes them from being able to function at the proper age level like their peers.

## Jesus Talks with a Samaritan Woman

### Lesson 3

March 19, 2023

**Lesson Scripture:** John 4:1-42

**Focus Scripture:** John 4:7-15, 28-30, 39-41

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

### Words to Know

- **Samaritan** – an individual belonging to the old kingdom of northern Israel that became a mixed race after the destruction of Samaria in 722 B.C.
- **Thirsty** – to desire water; have a powerful desire for something
- **Messiah** – this title became a designation for the Coming One
- **Testimony** – being a witness that Jesus saves and gives us a

new life

- **Savior** – Jesus, who saves one from sin and condemnation

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

1. Investigate what relationship barriers existed between the Samaritan woman and Jesus.
2. Accept that Jesus' living water and love is available to all.
3. Demonstrate God's love in tangible ways with others.

### Teaching Strategies

1. Jesus' witness to the woman at the well of Sychar, in the heart of the Plain of Shechem under the shadow of Mount Ebal, showed the compassion Jesus had for the lost which transcends all social and religious prejudices.
2. Sychar is a small village near Shechem. Jacob bought some land in the vicinity of Shechem (Gen. 33:18-19), and it was the land that he gave to Joseph (Gen. 48:21-22).
3. The well was 138 feet deep.
4. The Samaritan woman had been viewed by the people of Shechem as immoral because of the multiple men she had been living with in the past. And the man she currently was living with was not her husband.
5. The Samaritans believed the Messiah was coming, but their rejection of all the inspired writings after the five books of the law (Torah) meant that they had limited knowledge of the Messiah.

They thought Jesus was a teacher.

6. Print a copy of a map of Pakistan and share with those who do not have access to an electronic device.
7. Be sensitive towards those who have experienced bullying about their religious beliefs.
8. Discuss various worldviews of who Christ is versus the truth according to the Word.
9. Discuss the youths' views of Jesus though the lens of the Word.

## The Teacher's Guide

### Intermediate Lessons

#### Spring Quarter, March-May 2023

Prepared by Dr. Kabrina Bass

General Instructions for the Quarter

### Introduction

Welcome everyone to the third quarter. Explain the lessons for the quarter, which are to connect Jesus' ministry on earth, as exhibited in passages from all four gospels of Matthew, Mark, Luke, and John. Following this discussion, lessons will center on the birth of the church, following Jesus' death, resurrection, and ascension as seen in passages from the book of Acts. First, Jesus disregards artificial societal barriers, choosing instead to reach people on the margins; then the lessons center on Jesus' appearances to his followers, and to Jesus' instructions that the disciples wait for the empowering of the Holy Spirit before beginning their ministry.

**Instruct:** At the start of each lesson, be intentional to invite each student to participate in the lesson. Remember to greet each person as they enter the learning space.

**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, interruption, or trying to fix it. Give every-

one a turn but do not force participants to speak.

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

## The Prodigal Son

### Lesson 1

March 5, 2023

**Lesson Scripture:** Luke 15:11-32

**Focus Scripture:** Luke 15:11-24

**Key Verse:** “The son said to him, ‘Father, I have sinned against heaven and before you; I am no longer worthy to be called your son.’” Luke 15:21

### Vocabulary

- **Property** – Entity, essence, substance, nature; usually refers to that which belongs to someone.
- **Parable** – A particular form of Jesus’ teaching in the gospels; an earthly story with a heavenly meaning; an illustration used to stimulate thought; any story with two levels of meaning, literal and figurative; or a fictitious story that narrates a particular event and told in the past tense.
- **Prodigal** – Reckless and extravagant.

### Introduction

Welcome everyone to the new quarter (see above). Share the unifying principle of today’s lesson, “We all desire to explore the world on our own terms. **What do we do when what we find falls short of our expectations?** In the parable of the prodigal son, the father demonstrates how only God meets and exceeds the expectations of those who return to God.” Explain the lessons for the

quarter which are to explore the narratives of individuals chosen by God to prepare the way.

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

1. Identify the younger son’s choices and the outcome of each choice.
2. Understand the regret of their actions that have hurt others.
3. Celebrate the choices that repair or nurture loving relationships when faced with challenging situations.

## Teaching Strategies

### Introduction

**Invite:** Participants to share anything they know about a family reunion. **Ask:** What makes a family reunion important? What do you learn from attending a family reunion? (*Everyone does not have a family reunion, so take time to research “family reunion” and share details with families who do not have reunions.*) **Introduce:** Today’s lesson is about a parable Jesus used to teach about a family with two sons. (*Explain what a parable is and why it is important not to make the parable a true story but to read it as an illustration.*)

### Bible Story

**Ask:** For two volunteers to read the parts of the narrative. One would read the younger son’s word, the other the father’s, and the teacher the narrative. **Divide:** The class into two groups, the younger son, and the father. **Instruct:** Everyone to listen to the story as the participants read and listen from the perspective of their group role. Have participants to read 1) Luke 15:11-19; 2) Luke 15:20-21;

3) Luke 15:22-24; pause after each reading and ask participants to consider the scripture from their perspective. **Alternative:** Read the scripture and then complete activity sheet, "I would..." – allow time to discuss the worksheet.

### Life Application

**Ask:** What are some things which can hinder individuals from extending grace, forgiveness, or reconciliation to others? Capture the responses from the participants and allow five minutes for the exercise. Repeat the responses to the participants. **Ask:** Which response was most true for you? What causes you to resist extending grace, forgiveness, or reconciliation to others? **Ask:** Has there been a time when youth think they have failed God? How did or could you reconcile your relationship?

### Summary

**Share:** Jesus was teaching the disciples through parables about love and forgiveness using lost things as examples. Jesus started the series with a lost sheep, followed by a lost coin and concluded the series with the lost son. **Ask:** Have you ever lost something valuable? What did you do to find that which you had lost? What was most important to you, the monetary or the sentimental value of the item? What is the difference between monetary and sentimental values?

### Close

**Ask:** Each participant to share one take away from the lesson. **Invite:** Ask a participant to close the lesson with a prayer.



## Resources

### Handout:

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

Video: Called and Chosen - <https://youtu.be/iJHfQqRI-hw>

Animated Story - <https://youtu.be/vilh36C0kFc>

Animated Story Two Sons - <https://youtu.be/kfDfMZ6MTJs>

Jesus of Nazareth Prodigal - <https://youtu.be/14epxvU8XIA>

**Review:** YouTube Video before class

Pinterest - <https://pin.it/2gllUSz>

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

## A Child Is Greatest in the Kingdom

### Lesson 2

March 12, 2023

**Lesson Scripture:** Matthew 18:1-9; Mark 10:15

**Focus Scripture:** Matthew 18:1-9

**Key Verse:** “Whoever becomes humble like this child is the greatest in the kingdom of heaven.” Matthew 18:4

### Vocabulary

- **Maimed** – Bent, crooked.
- **Kingdom of Heaven** – The spiritual realm over which God reigns as king, or the fulfillment on earth of God's will.

- **Stumbling Block** – The trigger of a trap on which the bait is placed; when touched by the animal, it springs and causes it to close resulting in entrapment.
- **Welcomes** – To accept an offer deliberately and readily.

### Introduction

Welcome everyone to today's lesson. Share the unifying principle of today's lesson, "Children are cherished resources with innate qualities and values that often go unappreciated by the larger society." **What impedes our ability to be more childlike?** Jesus recognized qualities in children, that most resemble God's definition of greatness, and challenged disciples to relinquish their claims to power or greatness. Ask participants if they have ever wondered what it means to be great in God's sight.

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

1. Compare Jesus' view of children with the view held by others in the crowd.
2. Confront definitions of greatness that create barriers to their relationships with others.
3. Nurture in participants the childlike humility Jesus teaches as a virtue.

### Teaching Strategies

#### Introduction

**Invite:** Participants to share what they know about generations. *Allow the class to discuss; there are no right or wrong answers. Re-*

*member, diverse cultures mark generations differently. Most of the time generations are about 20 years; however, if there is a global or national event, it then marks the beginning of another generation.*

**Ask:** What event recently occurred that would mark a new generation? *Allow students to ponder the question, and hopefully they will recall the Coronavirus. It marks a generation as young children in school for the first time experienced a different type of classroom; the work force practices changed. The world discovered new ways to be great.* **Introduce the lesson:** Just as generations mark diverse groups of people, Jesus wanted his disciples to know what it looks like to be great in God's kingdom, it was like being a child.

### **Bible Story**

**Share:** Share how ancient society viewed children; while we tend to idealize childhood today, in antiquity children were held as having truly little intrinsic value. Their worth lay in their potential as future contributors. Likewise, the church should remember that children have value now, not just as the future of the church. **Ask:** For volunteers to read the verses. **Alternative:** Have the young ladies read the even numbered verses and the young gentlemen read the odd numbered verses. Discuss the scriptures. **Alternative:** Use the activity sheet to identify childlike qualities, tricks, stumbles, or blocks created and how we cause ourselves to stumble or block ourselves.

### **Life Application**

**Invite:** Participants to think about a time when they were offended by someone or something. **Ask:** A volunteer to share the offense and how they responded. **Explore:** How does knowing Jesus' perspective of how children should be treated make you consider

your behavior toward others? **Explain:** Jesus' disciples wanted to know who the greatest was in the kingdom of heaven and Jesus responds that they must be converted (change from their old ways) and become humble as a small child. **Ask:** Did you do anything last week that would have been considered offensive by others? Have you joined in with others to do or say things which may be offensive to others? *If you could ask Jesus one question, what would it be?*

### Summary

**Ask:** What does it mean to be converted? **Share:** *The English word "conversion" is associated with the Hebrew word "shuv," which means to turn back or return, and the Greek words "epistrepho" and "metanoeo," both of which indicate to turn towards God. It is not only a change in one's mind but it is also a change of heart.* **Invite:** Participants to share their thoughts on why Jesus started with conversion as a pre-requisite for kingdom citizenship. **Alternative:** Use the video of "Characteristics of a Child": <https://youtu.be/KA8Jc0KcZpw?t=63> – play about a minute or two. **Ask:** Participants to share one quality a child has that adults have a tough time understanding.

### Close

Today's lesson centered on Jesus' conversation with followers as Jesus answered, "Who is the greatest" and discussion focused on the characteristics of a child.

### Resources

**Handout:**

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

Video: Conversion Explained - [https://youtu.be/2BKss\\_S\\_y9k](https://youtu.be/2BKss_S_y9k)  
(stop 2:08)

Characteristics of a Child - <https://youtu.be/KA8Jc0KcZpw?t=63>

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

**Review:** The meaning of conversion - *Christianity Today* article

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/>

## Jesus Talks with a Samaritan Woman

### Lesson 3

March 19, 2023

**Lesson Scripture:** John 4:1-42

**Focus Scripture:** John 4:7-26

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

### Vocabulary

- **Samaria** – A famous city of central Palestine founded by Omri, king of Israel, 30 miles north of Jerusalem and six miles north-west of Shechem.
- **Samaritan** – A person who is a native of Samaria.
- **Prophet** – To tell beforehand; persons who in the Hebrew scripture spoke under divine influence and inspiration.

- **Worship** – To kiss, to adore; do obeisance, show respect, fall or prostrate before.
- **Water Pot** – A bucket or any vessel for drawing water.

## Introduction

Welcome everyone to class. Share the unifying principle of today's lesson, "People create barriers that can hinder relationships." **What can be done to eliminate these barriers?** Jesus was able to break the relationship barriers with the Samaritan woman, offering her living water leading to eternal life. **Share:** In today's lesson, Jesus will meet a Samaritan woman and culturally, Jews, Jesus' family, do not speak with or engage with Samaritan people.

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

1. Investigate the superficial barriers to relationship between the woman and Jesus.
2. Respect ways in which different people are the same in their need for Jesus' living water.
3. Identify and carry out an act of sharing Christ's love with others.

## Teaching Strategies

### Introduction

Welcome participants to class. **Ask:** Participants if they have ever traveled anywhere where the people were different from them. If so, ask what types of things were different. *Allow youth to share.* **Invite:** Participants to consider some of the TikTok videos they may have seen; ask if they have seen people doing things which were

so different from what they do in their family or in their community. Explain the lessons for the quarter which are to explore the narrative of individuals chosen by God to prepare the way. **Transition:** We meet people who are different when we travel other places or even occasionally in our school. **Share:** *After the Assyrian conquest of the Northern Kingdom in 722 B.C., foreign colonists were transplanted there and intermarried with the people of that region. The descendants of these marriages became known as Samaritans. The statement that “Jews do not share things in common with Samaritans” (v. 9) underscores the uneasy relationship that existed between Jews and Samaritans in the time of Jesus.*

### Bible Story

**Invite:** Participants to read the printed scripture. **Invite:** Someone to read Jesus' words, another to read the woman's, and a third person to read the narrative parts; ask participants to identify the differences between Jews and Samaritans as described by the woman or Jesus. *(Jews do not associate with Samaritans; they worship on mountains in Samaria but Jews worship in Jerusalem; Samaritans do not know what they worship; salvation is from Jews)* **Discuss:** Which words stood out in the scripture? **Ask:** What was Jesus offering the woman? *Living water and true worship. The lesson has nothing to do with husbands; it is not relevant to the lesson.* **Explain:** Most people would travel to the well either early in the morning or late in the evening to escape the heat. Jesus, however, meets the woman at the well at noon in the heat of the day. She has traveled to the well at this time because she has been ostracized on account of her questionable marital status. Men and women do not have conversations without another person present. It was dangerous for the woman to be caught speaking with a man alone. While the woman has the bucket at the well, it is Jesus who offers “living

water.” This can also be translated as “flowing water.” Jesus is thus depicted as a fountain of fresh flowing water, while Jacob’s well is a stagnant cistern. The phrase “living water” in John 4:10, explained in John 4:14, also appears in John 7:38.

### Life Application

**Ask:** How comfortable are you with meeting a stranger? How often have you met people who were or who are different from you? Have you invited them to join you in worship? If not, what prevents you from inviting people to worship? **Alternative:** Use the activity to discuss where the gospel is shared and is not shared in the world.

### Summary

**Discuss:** Cultural barriers that prevent youth from sharing the gospel and investigate the barriers that could have hindered the relationship between Jesus and the Samaritan woman. *Remind the youth, women did not speak to men alone, and Jews did not speak to Samaritans. The woman was alone and came at a time when no one would be at the well.* **Instruct:** Participants to reflect on how the local congregation receives new guests and are intentional to make people feel welcome. **Ask:** How often does the congregation have guests who are not like those attending the church? Inquire as to why different people are not visiting the local congregation and what can be done.

### Close

**Ask:** Participants to share one takeaway from today’s lesson. Invite someone to provide the closing prayer.

## Resources

### Handout:

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

Video: Woman at the Well - <https://youtu.be/ordhsDeAt60>

A Woman at the Well - <https://youtu.be/UYP8FzGuNMg?t=61>

Animated Woman at the Well - <https://youtu.be/6Vf3rqnoG5c>

**Review:** TikTok Video of an American Woman Living in Turkey - <https://www.tiktok.com/@faeirynne?lang=en> (she talks about the cultural differences)

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 Teacher's Guide**  
**Junior Lessons**  
**Spring Quarter March-May 2023**  
**Prepared by Rev. Dr. Christal L. Bell**

**The Prodigal Son**

**Lesson 1**

**March 5, 2023**

**Lesson Scripture:** Luke 15:11-32

**Focus Scripture:** Luke 15:11-24

**Key Verse:** "(His father) ran and put his arms around him and kissed him." Luke 15:20

**Word Power!!!**

- **Squandered** – To waste in an unwise way.
- **Dissolute** – An unruly way.
- **Famine** – Lack or shortage of food.

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

1. Review the components of the Bible story.
2. Share about a time they showed forgiveness.
3. Discuss how they would respond if they were the son in the parable.

**Teaching Strategies**

*Answer Key for Questions*

1. How would you feel if you were the younger son in the parable?
  - a. Give the students a safe space to explore their feelings. To

begin the conversation, you may want to re-read the passage so they can remember how the son responded in the Bible passage.

2. What did the father do when he saw his younger son?
  - a. The father was so happy to see his son; he ran out to meet him, embraced him, and threw a big celebration in his honor.
3. Share a time when you showed forgiveness to someone else.
  - a. After a couple of students share their own stories, share a time when you were forgiven as a child.

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

## **A Child Is Greatest in the Kingdom**

### **Lesson 2**

**March 12, 2023**

**Lesson Scripture:** Matthew 18:1-9

**Focus Scripture:** Matthew 18:1-5

**Key Verse:** "Whoever becomes humble like this child is the greatest in the kingdom of heaven." Matthew 18:4

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

- **Kingdom** – Associated with heaven.
- **Greatest** – Above average, best.
- **Welcome** – Friendly, kind greeting towards someone.

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

1. Remember that Jesus took time for children when others did not.
2. Know God can use anyone at any age.
3. Remind students that God cares, sees, and loves them.

## Teaching Strategies

1. Give students time to line up in a row three separate times from:

- oldest to youngest
- youngest to oldest
- shortest to tallest

Ask the students the following questions after they have participated in the activity.

- Where were you in the line?
  - When you were at the back of the line, how did it make you feel?
  - When you were at the beginning of the line, how did your feelings change?
2. Allow time for students to draw during the Bible story as a way to connect to the scripture.
3. Use a poster board to write the words students share regarding question number one below.

## Appendices

### *Answer Key for Questions*

1. Name three ways you can serve others. *Write the answers on the poster board.*
2. If you could change one thing in the world to make it a better place, what would it be? *Give the students space to share.*
3. To be great, you have to be an adult. True or false? *False.*

**Resources:** Space for the students to move around, paper, pencils/crayons, drawing paper, poster board

## Jesus Talks with a Samaritan Woman

**Lesson 3**

**March 19, 2023**

**Lesson Scripture:** John 4:1-42

**Focus Scripture:** John 4:7-26

**Key Verse:** “Come and see.” John 4:29

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

- **Samaritan** – A person from Samaria, a city in ancient Palestine
- **Ancestors** – People (may be related to you) who lived and have now passed away.
- **Proclaim** – To share news with others aloud with excitement.

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

1. Understand that we are all unique and different.
2. Encourage students to treat everyone with kindness.
3. Discuss how they can share hope with someone.

### **Teaching Strategies**

1. Give students ample time to listen and share with each other.
2. Allow students time to make “Jesus Loves You” cards.

### *Answer Key for Questions*

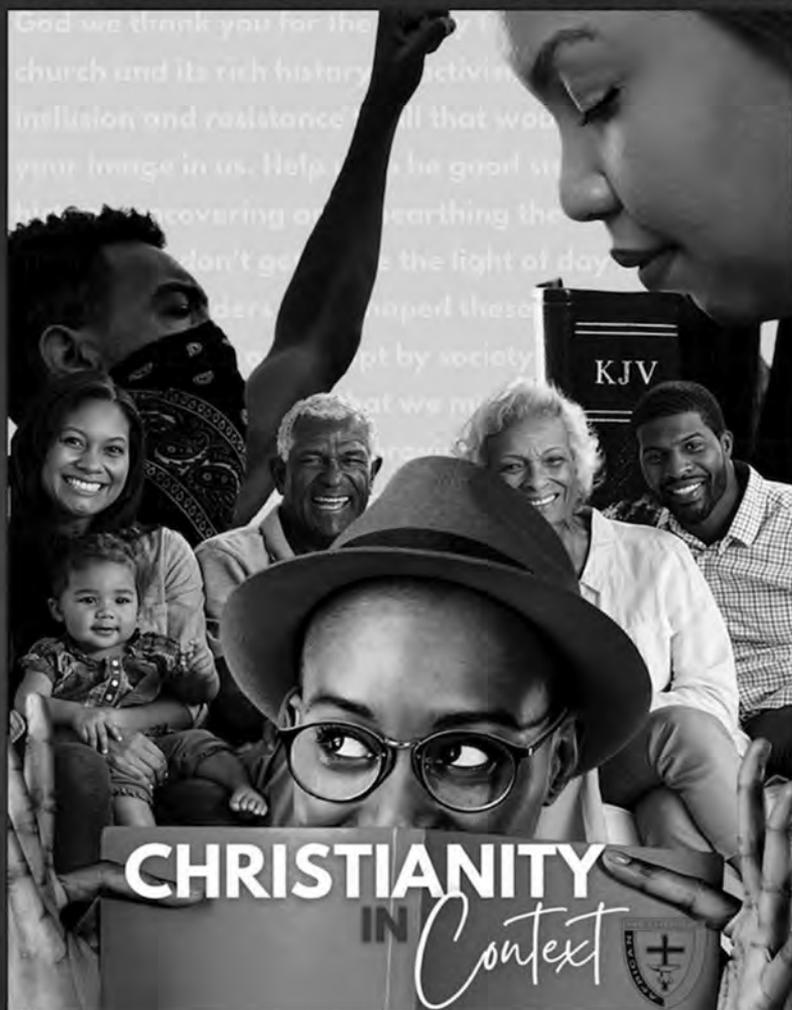
*\*There are no right or wrong answers to the questions below. Allow the students to discuss and share the questions below. If time is running short, ask the questions while they are making their “Jesus Loves You” cards.*

- a. Make a card for someone who needs to know Jesus loves them.

- b. How can you be a good friend to someone who is different than you?
- c. What would you do if you saw someone being bullied at school?

**Resources:** Paper/pencils/crayons, cardstock for cards, stickers/markers to embellish cards

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