

Examining
Our Faith

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 2024

MARCH • APRIL • MAY

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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,	pencils, pens, markers
sheets, recordings	poster boards
Christian videos and DVDs	robes, scarves
crayons	old clothing
digital camera	scissors, glue, paste
digital camcorder	video player
drawing paper	

The Teacher's Guide

Liberating Faith Studies Lessons Spring Quarter: March – April 2024

Prepared by Rev. Lionel Merritt

Sustaining Our Faith

Lesson 1

March 3, 2024

Lesson Scripture: Jude

Focus Scripture: Jude 17-25

Key Verses: Beloved, build yourselves up on your most holy faith; pray in the Holy Spirit; keep yourselves in the love of God; look forward to the mercy of our Lord Jesus Christ that leads to eternal life. Jude 20-21

Key Terms

- **Sanctified** – Specially set apart and dedicated to the service of God.
- **Tenets** – Views, principles, beliefs.
- **Infiltration** – To gain access and push deep into the body (usually with corrupt motives).
- **Eschatological Times** – The end of this world as we know it; dealing with the return of Christ.
- **Unbridled** – Without limits or restrictions.
- **Doctrine** – Core or fundamental belief or governing principle

adopted to shape formal behavior or operations in a body (church).

- **Emotive** – Exciting or stirring up emotions.

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

1. Discern the factors that create tension when Christian values clash with societal values.
2. Deepen our trust in God's promise to restore us when we fall.
3. Build faithful practices that reflect God's restorative work in us.

Teaching Strategies

The strategies below will reinforce the key principles in the lesson.

1. Give some background on the accepted author of Jude, touching on his connection to the birth family of Jesus, and why the influence of certain teachers troubled him. It is all in the text.
2. Examine the connection between Jude 17-18 and 2 Peter 3:2-3. Get the class to discuss the value to us of these repetitive reminders.
3. Provide a few examples of conflicts Christians today may face between their faith values and the faithlessness often exhibited in the nation and the world. Is there a way to deal with these conflicts of view without becoming confrontational?
4. Discuss actions that Christians may take to restore the church to faithful witness.
5. Suggest a hymn study that both calls Christians to faith and celebrates the faithfulness of God in Christ.
6. Study the **Key Verses**, concentrating on the verbs Jude uses

in admonishing readers to live faithfully. Discuss actions participants can take toward practices in faithful living.

Resources: The text raised the issue of conflicts over doctrine in churches. It tarnishes the image of perfection in the early church, which some people painted in their minds. Since contentious issues spring up occasionally, it is crucial that members know how to express their views and opinions.

With this in mind, encourage the class to learn and practice effective techniques of debating. WIKIHOW's "How to Perform Well in a Debate" is a useful and readily available resource on debating. Strong debating skills can take down emotions, enhance objectivity, and thereby prevent negative outcomes with vexing issues. Urge the class to talk about matters that concern them in a manner fitting for Christians.

Testing Our Faith

Lesson 2

March 10, 2024

Lesson Scripture: 2 Corinthians 13:1-11

Focus Scripture: 2 Corinthians 13:5-11

Key Verse: Examine yourselves to see whether you are living in the faith. 2 Corinthians 13:5a

Key Terms

- **Parochial** – Relating to the local (parish) church.
- **Gossiper** – A person given to spreading gossip (rumors).
- **Tenets** – Key principles and beliefs.
- **Salacious** – Exciting or arousing lust or desire.

- **Pious** – Religious and self-righteous.
- **Malignant** – Growing / expanding and deadly (disease).
- **Unwittingly** – Innocently and ignorantly.

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

1. Evaluate our concept of self-examination in the Christian faith.
2. Embrace critical self-reflection in the Christian faith.
3. Practice ongoing self-examination in the Christian faith.

Teaching Strategies

Use the strategies below to reinforce the key points in the lesson.

1. Recall why Paul wrote letters to the young churches, giving particular attention to Paul's earlier association with the church at Corinth. Note that his letters often express a desire to visit a particular church soon. This exercise puts the whole lesson in its right context.
2. In keeping with the tenor of the lesson, ask the class to list ways in which modern believers often fail to follow Christ's teachings. Then discuss how such failures affect our testimony of faith and our total outlook on life.
3. With the **Key Verse** in mind, examine why, as believers, we often fail to pass the test of faithful living. What does it mean to realize that Jesus Christ is in us?
4. Invite participants to list three or more ways in which they feel weak in their faith. Challenge them to find a way to overcome at least one such weakness through the power of Christ.
5. Provide suggestions for ongoing self-examination that

emphasize our opportunities for growing in faith while helping others grow in their faith.

Resources: For this lesson, the only resource we recommend is the Bible text. Keep the lesson focused on the need for, and benefits of, self-examination. Ask participants to research the references in the **Case Study** section and identify the benefits. The class can also give suggestions on how and when is a good time to practice such self-examination.

Defending Our Faith

Lesson 3

March 17, 2024

Lesson Scripture: 1 Peter 3:8-17

Focus Scripture: 1 Peter 3:8-17

Key Verse: It is better to suffer for doing good, if suffering should be God's will, than to suffer for doing evil. 1 Peter 3:17

Key Terms

- **Paradox** – An apparent contradiction; opposing idea in the same thought.
- **Proverbial** – Like what is said in a well-known saying (proverb).
- **Sanctify** – To place in a special (separated) position of worship and adoration.
- **Linchpin (Lynchpin)** – The essential factor on which something works. The heart of an argument or position.
- **Expository** – Designed to explain (or expose) the meanings of scripture.

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

1. Comprehend how Christians are to react to suffering and challenges to their faith.
2. Value the challenge that Peter sets forth as a response to suffering for the faith.
3. Defend the faith when facing suffering for Christ.

Teaching Strategies

1. Get the class to compare the sufferings of Jesus and many of the early Christians (including Peter) with the suffering people undergo from other sources (like politics). How does suffering for Christ differ from the other sufferings?
2. Invite participants to tell the class about the most intense suffering they have experienced or are currently experiencing. Explore with them their strategies for dealing with the pain of their experiences, and how the experience of suffering play a powerful role in testimonies of faith.
3. Suffering can come in various forms: physically, emotionally, and spiritually. Discuss with the class these various forms of suffering and the likely connections between them.
4. Highlight for the class that sometimes people suffer for doing the right thing. Do this by citing examples of people who have suffered for doing right. Contrast their suffering with that of people who have done wrong.
5. Suffering, although distressing, can serve a useful purpose, like promoting spiritual maturity. Encourage participants to use art or writing materials to express how God may have transformed their past sufferings into a blessing, for themselves or for other people.

Resources: The key to any suffering which Christians face is the attitude with which they approach the suffering. Believers must

keep the sovereignty of God in mind during any suffering.

On bible.org (see full link below) is a useful post entitled “The Christian’s Response To Suffering For Christ (1 Peter 4:12-19)” which put this subject in perspective. It is a useful read.

<https://bible.org/seriespage/15-christian-s-response-suffering-christ-1-peter-412-19>

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1.

The Teacher's Guide
Senior Lessons
Spring Quarter: March – May 2024
Prepared by Rev. Faith Waters

Sustaining Our Faith

Lesson 1

March 3, 2024

Lesson Scripture: Jude

Focus Scripture: Jude 17-25

Key Verses: Beloved, build yourselves up on your most holy faith; pray in the Holy Spirit; keep yourselves in the love of God; look forward to the mercy of our Lord Jesus Christ that leads to eternal life. Jude 20-21

Words to Know

- **Apostles** – the chief disciples of Jesus Christ
- **Scoffers** – people who voice ridicule of those who choose to believe God and his Word
- **Devoid** – entirely lacking the indwelling of the Holy Spirit
- **Mercy** – undeserved compassion or forgiveness from God
- **Defiled** – to spoil something
- **Blemish** – a small mark or flaw

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

1. Discern the factors that caused Jude to question his faith.
2. Appreciate the strength God gives to us when we have doubts.
3. Build our faith in God to enable us to stand up for our beliefs when challenged.

Teaching Strategies

1. Read Jude in its entirety before class and do background research.
2. Jude enables believers to discern between false and faithful teachers: anyone whose words and/or lifestyle mimics the surrounding culture and who instigates division within the church should not be accepted as a faith model by believers.
3. The faithful build their lives on the foundation of the Gospel, praying in the spirit, relying on God's love, looking forward to Christ's mercy and eternal life, offering mercy toward others, and rescuing others from the fire. Such living sets apart the faithful from those who are false.
4. Compare and contrast godly versus false teachers. Discuss the impact false teachers have on the church, now and in the future.
5. If time permits, role-play scenarios when the youth are faced with choices and then face the outcomes of their choices.
6. Give examples of demonstrating mercy towards others.

Testing Our Faith

Lesson 2

March 10, 2024

Lesson Scripture: 2 Corinthians 13:1-11

Focus Scripture: 2 Corinthians 13:5-11

Key Verse: Test yourselves. Do you not realize that Jesus Christ is in you? 2 Corinthians 13:5b, c

Words to Know

- **Examine** – to inspect in detail to determine their nature or condition
- **Truth** – agreeing with fact or reality; steadfastness
- **Authority** – the power or right to give orders, make decisions, and enforce obedience
- **Appeal** – to make a serious or urgent request to others
- **Peace** – a state of security and tranquility

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

1. Discuss the difficulties of staying true to Christian beliefs and values.
2. Strive to embody the Christian faith genuinely as a personal goal.
3. Consider and evaluate aspects of their personal life that may not align with Christian values. Take action by praying and repenting.

Teaching Strategies

1. Be sensitive towards those who have a negative self-image due to bullying, abuse, or mental health issues.
2. If the class does not have cell phones, bring masquerading masks and mirrors to complete the activity.

3. Discuss the similarities and differences between the issues of the Corinthian church versus today's church.
4. Give a summary of Paul's authority based on his defense in 2 Corinthians. Discuss the importance of godly leaders who are authentic in their ministries.

Resources: Masks, mirrors

Defending Our Faith

Lesson 3

March 17, 2024

Lesson Scripture: 1 Peter 3:8-17

Focus Scripture: 1 Peter 3:8-17

Key Verse: Who will harm you if you are eager to do what is good?
1 Peter 3:13

Words to Know

- **Humble** – to be meek, not proud
- **Deceit** – the practice of concealing or misrepresenting the truth
- **Righteous** – to act morally and by God's commands
- **Peace** – a state of security and tranquility
- **Intimidate** – to make someone feel frightened to coerce them to do what one wants
- **Sanctify** – to dedicate, make holy
- **Maligned** – to be spoken about in a spitefully critical manner

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

1. Understand how to respond when being persecuted because of their faith.
2. Value righteousness and humility as central to our faith in Christ.
3. Pray for help in defending our faith when suffering for Christ.

Teaching Strategies

1. Go to www.persecution.com to research how Christians are suffering persecution for their faith. Share a world map and point out countries where it is illegal to be a Christian. Read aloud a story of the faithful endurance of a believer despite their persecution.
2. Say to the class, "Let's delve into Peter's background and how he has experienced persecution." Then reveal the details of his life. His story is told in Matthew; Galatians 1:18 and 2:7–14; Acts; and 1 and 2 Peter.
3. Be sensitive towards those who live in chaotic families, households, and communities. They may not see peace at work in anyone's life.
4. Retaliation may be the norm for some youth because they are taught to defend themselves or be considered "soft."
5. The virtues Peter lists in 3:8 and the actions described in 3:10–12 (Psalm 34:12–16) are relational expressions of the *fruit of the Spirit* (Galatians 5:22–23): the mark of a faithful life reflecting God's character both inwardly and outwardly/relationally.
6. Peter alludes to the Abrahamic blessing (3:9; Genesis 12:1–3), reminding believers that they are Abraham's spiritual children, recipients of both his blessing and his calling.

Resources: Posterboard, construction paper, scissors,

magazines, newspapers, glue, black markers or crayons

The Teacher's Guide

Intermediate Lessons

Spring Quarter: March – May 2024

Prepared by Dr. Kabrina Bass

EXAMINING OUR FAITH

UNIT I: Faith-FULL Versus Faith-LESS

TITLE: Examining Our Faith

Unit I, "Faith-FULL Versus Faith-LESS," has five lessons drawn from Jude, Second Corinthians, First Peter, Acts, and Mark that invite learners to turn the challenges of life into opportunities for nurturing a vibrant faith instead of giving up, turning away from God, or rejecting faith. Jude appeals to us to contend for the faith that was once entrusted to the saints. The second letter to the Corinthians warns Christians to examine themselves to make sure they are living in the faith. Peter urges his readers to defend their faith with humility, gentleness, and reverence. Acts encourages the church to be obedient to the faith using Stephen as an example. In Mark, God raised Jesus from the dead and in so doing unlocks the door to Resurrection faith.

Youth/Adult Unit I: Faith-FULL Versus Faith-LESS

Sustaining Our Faith

Lesson 1

March 3, 2024

Lesson Scripture: Jude

Focus Scripture: Jude 17-25

Key Verses: Beloved, build yourselves up on your most holy faith; pray in the Holy Spirit; keep yourselves in the love of God; look forward to the mercy of our Lord Jesus Christ that leads to eternal life. Jude 20-21 (NRSV)

Vocabulary

- **Remember** – to recall information from memory, but without necessarily the implication that persons have actually forgotten
- **Predictions** – to say, speak, utter definite words, and hence implying more than to say or speak
- **Apostles** – those sent, ambassadors
- **Indulging Lust** – desire; craving

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

1. Explore the sources of instability Jude identified and know how God is a source of strength.
2. Identify how personal spiritual growth relies on God's strength and promise.
3. Create a plan to implement actions to bring peace to places of unrest and challenge.

Unifying Principle: A “shortcut to success” may persuade some people to compromise their standards. **How do people remain true to their values in the face of enticing trends?** Jude writes to the community of faith, assuring them of God's promises: to keep us from falling and to make us stand without blemish in God's presence.

Teaching Strategies

Welcome everyone to the new quarter. Inform them that the quarter compares and contrasts the faithful and the faithless. Share the unifying principle of the lesson and ASK participants to reflect *How do people remain true to their values in the face of enticing social trends?* Students don't have to answer now but ask that they consider the question as we study today's lesson.

Introduction

Invite participants to think about advice they've received from people. One question that could be asked is, "What is the best advice your parent, guardian, or relative has ever given you?" Allow participants time to share some of the advice received. Then ask, "Are there times when you are tempted to do something or say something that you feel deep down within you should not do or say? If so, how do you respond in these instances?" Allow those who wish to share to do so. If you have an example, please share. **Discuss** how we are taught values through our faith and advice from others. We are taught to love unconditionally which means we love people who may not necessarily love us. We are also taught not to harm others. **Explain** the lesson from Jude 17-25, a reminder to Jesus' followers to remember the teachings of Jesus Christ. Invite participants to explore today's lesson considering how today, we must remember the teachings of Jesus Christ.

Bible Study

Ask for three readers – invite the first reader to read Jude 17-19; second reader 20-23; and third reader 24-25. After each reader finishes reading the scripture, ask the others what stands out from the readings. Listen attentively. Once the participants have shared, feel free to share what your studies provided for you. **Remind** the first readers that Jude instructs them to remember what the apostles had taught. **Ask:** Who are today's apostles who teach believers of Jesus' teachings? Allow time to respond. Discuss what participants have learned from the teaching of preachers and teachers at church. After the last reader and reflections, invite participants to share.

Life Application

Ask participants to identify ways to determine if something is true. **Discuss** a recent event that included information that was not true, but people were sharing it as if it was the truth. (Example, the Montgomery Boat Brawl in the U.S. – everyone said the person

on the dock was a security guard doing his job, but he was an employee of the boat trying to dock.) Encourage the participants to share some misinformation they've received. **Invite** them to reflect on how misinformation can spread, and others perceive it as the truth.

Explain: It's crucial to demonstrate kindness and seek forgiveness when we've wronged someone. One way to do this is by apologizing and taking responsibility for our actions. **Ask:** How can we provide mercy to someone who has not been kind to us? **Share examples:** We can offer to help the person or be present to listen and support them. Small acts of kindness, such as apologizing or offering a kind word, can go a long way in repairing relationships and showing that we value the other person's feelings.

Summary

Invite participants with mobile phones or other devices to scroll through their feeds and share something they find from someone they follow or something which appears on their "For You" or "Home" page. **Discuss** how the media shapes our ideas about who we should be. Ask which filter is trending on their app. **Ask:** How can we remain true to our values in competition with social trends? **Allow** participants to respond.

Alternative: Have youth brainstorm a list of individuals who stood up for change and what opposition/support emerged for their cause. (The teacher should have their own list to present in case the youth can't identify examples on their own.) MLK – Civil Rights Act; Nadia Murad (Iraq) – Sexual violence awareness; BLM Global – awareness of systemic racism; Marcus Garvey – United Negro Improvement Association (UNIA), black liberation; Nelson Mandela – End of apartheid, creation of the Democratic South Africa; Wangari Maathai (Kenya) – Green Belt Movement, environmental conservation.

Closing Devotion

Ask: Participants to share a one word takeaway from the lesson. **Invite:** Each person to share their one word. Remind them, they can duplicate another person's word. **Ask:** Who would like to lead us in a closing prayer?

Testing Our Faith

Discovering Our Deepest Values

Lesson 2

March 10, 2024

Lesson Scripture: 2 Corinthians 13:1-11

Focus Scripture: 2 Corinthians 13:5-11

Key Verses: Test yourselves. Do you not realize that Jesus Christ is in you? 2 Corinthians 13:5b, c

Vocabulary

- **Examine** – submit another to a test, to learn the true nature or character
- **Test** – to regard something as being worthwhile or appropriate
- **Perfect** – adequacy, completion, improvement
- **Authority** – jurisdiction, control, power, right to judge

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

1. Discuss challenges for living up to Christian faith and principles.
2. Internalize the desire to live as authentic representatives of Christian faith.

3. Engage in self-examination about the aspects of participants' lives that are not consistent with the principles of Christian faith, then pray and repent.

Unifying Principle: Everyone has principles they are challenged to uphold. ***How and where do we find the courage to live authentically, keeping true to our ideals?*** Paul challenges believers to examine themselves as they rely on the power of Christ in keeping the faith imparted to them.

Teaching Strategies

Welcome students. Remind them that the quarter compares and contrasts the faithful and the faithless. Share the unifying principle of the lesson and ASK participants to reflect *How do people remain true to their values in the face of enticing social trends?* Participants don't have to answer now but ask that they consider the question as we study today's lesson.

Introduction

Invite participants to consider a test that they have taken. **Ask:** How did it feel preparing for the test? How did it feel when they finished the test? **Explain:** There are many tests in life, and some are for academic purposes but there are other tests that challenge our conceptions of good and bad. Discuss ways you have experienced your faith being tested. Allow participants to share. **Introduce** the lesson for today. **Explain** how Paul wrote to the church in Corinth about examining themselves and following the teachings of Jesus Christ.

Bible Study

Invite participants to read the scripture quietly. **Ask:** What is God saying through the scripture? Allow participants time to share. **Ask:** What does it mean to be "in the faith"? **Explain** faith in scripture is not about knowing you have faith but about a lifestyle of obedience

(2 Cor. 13:7) born of trusting God fully both for present and for the future. **Invite** a reader to read 2 Cor. 13:8-9. **Explain:** Paul reminds the Corinthians about the contradictory nature of his ministry: his vocation as an apostle requires that he endure hardship for the sake of other believers so that more people can come to Christ. He became weak, so the faith could be strong.

Identify a time when you made a bad choice – how were you able to examine yourself. **Invite** participants to reflect on those times when they were tested.

Life Application

Ask: Has anyone ever planted vegetables or fruits? Allow time for students to share. **Explain** that a farmer must pull up the weeds before they can plant the seeds and get a good crop. Paul reminds believers that they too must identify the “weeds” in their lives that prevent their faith from growing.

Invite participants to think about individuals who mentor their lives and how their advice helped them when confronted with difficult decisions. Invite the participants to share with the person(s) next to them. (Allow 2-3 minutes to share.) **Ask:** What is one thing that you can do this week to strengthen your faith? Allow participants to share.

Alternative: Have participants consider the attributes of Jesus Christ as described in the chart and how they would use those attributes when confronted with making tough decisions. Example: How can I use patience when confronted with a difficult decision?

Summary

Discuss the difference between building a brand-new building from the ground compared to remodeling an old building. A new building allows builders to be creative as there is nothing there and they are creating everything. An old building requires discovering

what is working well and what needs improving. If we are examining ourselves, are we building a brand-new building or are we remodeling something that exists? Explain your thoughts.

Closing Devotion

Ask: Participants to share a one word takeaway from the lesson. **Invite:** Each person to share their one word. Remind them, they can duplicate another person's word. **Ask:** Who would like to lead us in a closing prayer?

Defending Our Faith

Do Not Fear!

Lesson 3

March 17, 2024

Lesson Scripture: 1 Peter 3:8-17

Focus Scripture: 1 Peter 3:8-17

Key Verse: Who will harm you if you are eager to do what is good?
1 Peter 3:13

Vocabulary

- **Finally** – point of time marking the end; result of an event or process
- **Unity of Spirit** – likeminded, of one mind, harmonious, agree among yourselves
- **Love One Another** – formally, loving one's brother
- **Inherit** – gain possession, transfer land or possessions from a parent to a child or descendant

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

1. Understand how Christians are to react to suffering and challenges to their faith.
2. Explain what is right (things we must do) and wrong (things we should never do).
3. Pray and defend the Christian faith, even when suffering with Christ.

Unifying Principle: Adhering to dominant norms is a safe and convenient way to live. ***How do we voice objections to these norms without inviting conflict?*** In 1 Peter, Christians are encouraged to defend their faith through righteous and humble actions even at the risk of suffering.

Teaching Strategies

Welcome participants. Remind them that the quarter compares and contrasts the faithful and the faithless. Share the unifying principle of the lesson and ASK participants to reflect *How do people remain true to their values in the face of enticing social trends?* Students don't have to answer now but ask that they consider the question as we study today's lesson.

Introduction

Invite youth to consider a time when someone did something terrible and caused them harm. **Ask** how they felt about what happened. Allow time for them to share; then **Ask** how they felt about the person who caused the harm. Allow time for them to share. **Discuss** the importance of demonstrating love to others even when they aren't demonstrating the same love toward you.

Introduce the lesson of 1 Peter 3. **Inform** participants that Peter was a faithful follower of Jesus Christ and wrote two letters to the believers. Today, participants are called through Peter's letter to defend their faith. Remind them, as we read the scriptures and

reflect on today's lesson, that we should be intentionally kind to others.

Bible Study

Ask participants to read the scriptures alternating between males and females; or alternate from one side of the room to the next side of the room. After the reading of the scripture **Ask** participants to observe the scripture. Instruct participants to share what stands out most for them through the scriptures.

Explain that while doing the right thing usually draws praise from others (3:13), sometimes the godly thing to do draws criticism or negative consequences (3:14); remembering that it is God who is our absolute priority (3:15; see also Isaiah 8:12-13) helps strengthen our resolve.

Life Application

Discuss times when participants were challenged and had to make a hard choice. Invite them to write down happenings from a typical day.

Invite participants to consider today's lesson and identify at least one main takeaway.

Summary

Explain: There was a time when many people would ask, "WWJD" – What Would Jesus Do? The theme was used to remind believers to consider that if Jesus were in the same position they were in, what would Jesus do? In today's lesson, Peter writes to tell believers what they should do when they encounter evil, suffering, or disappointments. He reminds them to demonstrate love and to do good. **Invite** participants to compare how Jesus would respond and how would they respond.

Closing Devotion

Ask: Participants to share a one word takeaway from the lesson. **Invite:** Each person to share their one word. Remind them, they can duplicate another person's word. **Ask:** Who would like to lead us in a closing prayer.

Appendix

What Would Jesus Do – What Would You Do?

Think about today's situations and how would Jesus respond (WWJD). Consider how you would respond with today's situations (WWYD)?

Someone	Jesus' Response	Your Response
Gossip		
Stealing		
Spreading Misinformation		
Bullying		
Questioning Identity		

Ask: Is there a difference between how Jesus would respond and your responses?

The Teacher's Guide
Junior Lessons
Spring Quarter: March – May 2024

Prepared by Rev. Monica C. Jones, Ph.D.

God Who Keeps Us

Lesson 1

March 3, 2024

Lesson Scripture: Jude

Focus Scripture: Jude 17-25

Key Verses: But you, beloved...keep yourselves in the love of God.
Jude 20-21

Word Power!!!

- **Jude** – The brother of Jesus who wrote one of the shortest letters of the New Testament.

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

1. Be willing (always) to defend their faith.
2. See that respect for other faith traditions should be mutual.
3. Understand Jude's overall message to the church.
4. Understand that God will give them confidence and strength when they need it.
5. Understand the connection between the Bible narrative and the contemporary story.

Teaching Strategies

Emphasis

1. Stress the importance of being prayerful when our faith is challenged.
2. Make the connection between Jude's message of building up ourselves in the faith and Bobbi's story.
3. Stress maintaining courage in the face of conflict and how God is our friend.

Questions

1. How do you think God's love will help you in your everyday life?
2. Is there something that you believe would help if you found yourself in a situation like Bobbi's? Why or why not?

Resources: Bibles or Bible apps should be made available for each class, pens and pencils

Meeting the Test

Lesson 2

March 10, 2024

Lesson Scripture: 2 Corinthians 13:1-11

Focus Scripture: 2 Corinthians 13:5-11

Key Verse: Finally, brothers and sisters, farewell. Be restored; listen to my appeal; agree with one another, live in peace; and the God of love and peace will be with you. 2 Corinthians 13:11

Word Power!!!

- **Examine** – To look at or to study; to think about how something or someone functions.
- **Paul** – An apostle of Jesus Christ who was converted to Christianity and who wrote most of the New Testament letters.

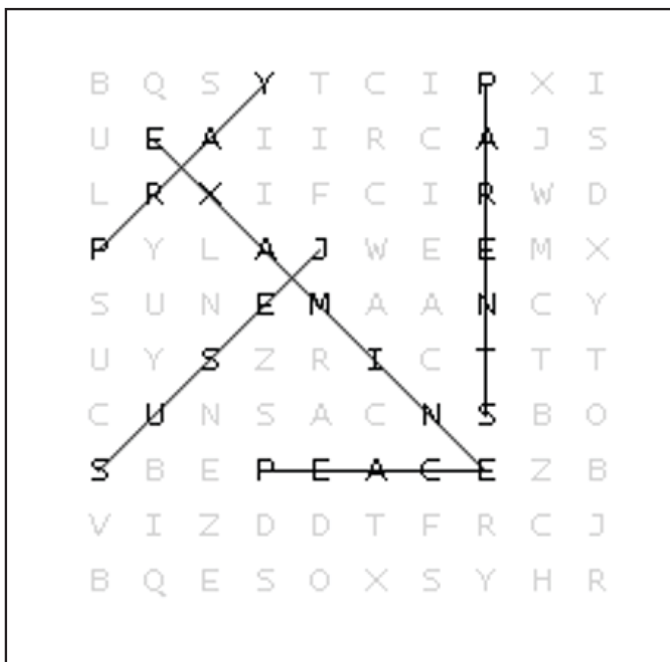
Lesson Goals: By the end of this lesson, students will be able to:

1. Understand the importance of being concerned about others.
2. Visualize what it is like to pray for one another.
3. Understand the importance of living peacefully and avoiding conflict.
4. Comprehend the parallels between Paul's advice to the church and the story of the class preparing for examinations.

Teaching Strategies

Emphasis

1. Encourage interceding for one another through prayer.
2. Compare the story of the elementary school and Paul's suggestions in the letter regarding peace and prayer.



Questions

1. Have you ever been away from school for a long time after studying at home? If so, how did you feel?
2. What is an example of someone not living in peace with another individual of which you can think?
3. What do you think it means to intercede for someone else?

Resources: Pens, pencils

Suffering for Doing Good

Lesson 3

March 17, 2024

Lesson Scripture: 1 Peter 3:8-17

Focus Scripture: 1 Peter 3:8-9,13-17

Key Verse: Have unity of spirit, sympathy, love for one another, a tender heart, and a humble mind. 1 Peter 3:8

Word Power!!!

- **Sympathy** – A feeling of concern and love for someone who is hurting or sad.
- **Humble** – Being kind and modest; not boasting about accomplishments.
- **Peter** – A leading disciple of Jesus Christ who became an apostle and leader of Christian disciples.

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

1. Understand what it means to allow Jesus to resolve problems and issues for them rather than taking revenge on others.

2. Understand the message of Peter to the church regarding unity.
3. Relate to the concept of a Good Samaritan.
4. Identify AME polity in the lesson.

Teaching Strategies

Emphasis

(Note: **Exercise key: 2,2,1**; be sure to discuss learners' choices)

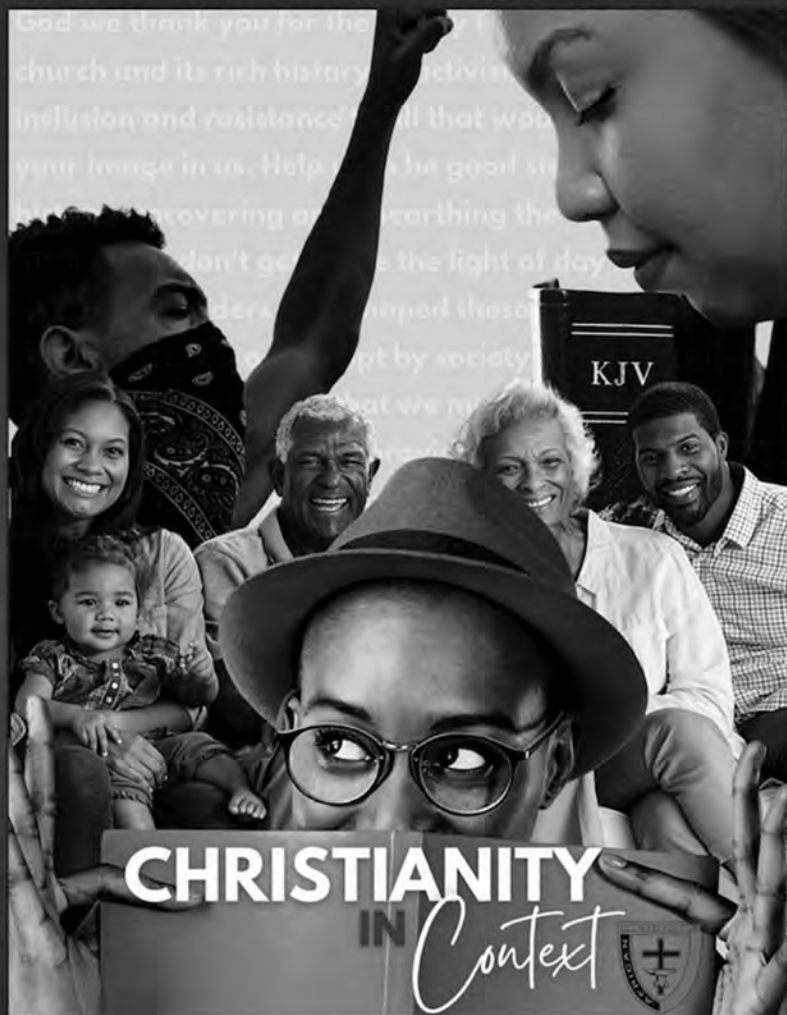
1. Stress the importance of being humble.
2. Compare the lessons Peter teaches with that of avoiding fights and violence.
3. Use everyday examples of weapons and destructive behavior in the schools to clarify living in unity with other people.
4. Familiarize learners with the church's *Doctrine and Discipline* – share during discussion and Introduction to God's Word.

Questions

1. What does it mean to be humble, and what do you think is important about not boasting?
2. How have you felt about seeing other children being victims of violence in schools?
3. How do you think using some of what Peter talks about in his letter would help in stopping fights or other kinds of conflicts?

Resources: Video recording of the song or other device for playing “We Are Family,” paper and writing tools or other supplies for recording lyrics, copy of *The Doctrine and Discipline*

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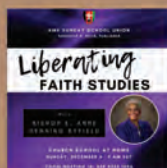
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