

The ANSWER

Teacher's Guide



LESSONS 27-39

GOD'S CURE FOR SIN

THE
Answer

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A Bible study resource for use at home and church.

SEARCH



Lessons 27-39

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Note: At times, the lessons are taught out of sequence to coincide with holidays. See the accompanying datesheet for the current lesson schedule, which is also available online at www.apostolicfaith.org.

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Teacher's Guide

(USPS 591-410)

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Apostolic Faith Church

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

Teacher's Guide is an official publication of the Apostolic Faith Church, and is published quarterly. Periodicals postage is paid at Portland, Oregon.

POSTMASTER: Send address change to

APOSTOLIC FAITH CHURCH

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

The Teacher's Guide has been written as a help for you—the teacher. This guide is a resource of background information, supplementary Scriptures, responses to SEARCH questions, supplemental questions, plus other information that will be helpful.

This guide is for those who teach either junior or senior levels. You may not find it practical to use all the material provided for each lesson. Each one must choose what would be applicable to his or her class. In addition, we hope the suggestions for each lesson will help stimulate your thought processes toward lively discussion within the class.

In order to be prepared for junior-level teaching, it will be necessary to obtain the students' book. This will enable you to relate the text to the story given in The ANSWER.

Included in the material covering each lesson will be space for filling in your opener, additional discussion notes, and your wrap-up. A vital part of your teaching is being prepared before class starts. The students can tell if you have come unprepared.

This guide should be taken to your Round Table and also to class to assist you in your teaching. It is not a substitute for your own research of the lesson, but it is to enhance your study each week. May God bless you as you endeavor to help others SEARCH through the Scriptures to find the ANSWER.



GOD'S CURE FOR SIN

Learning from Experience

CAN A TEACHER use personal experiences in teaching a class? The answer is YES! Jesus' methods are a good example of this type of teaching. He referred to daily happenings and common objects, turning them into learning situations for His audiences. For example, consider His stories about the woman who searched for a lost coin, the shepherd who lost one of his sheep and was so thrilled at finding it that he carried it home, the sower and the seed, and the son who left home and the joy of the father when that son returned. Farming, coins, sheep, sons-things we know about-can help us understand the truths of God's Word in a clear, easily visualized way.

Boys and girls usually do not have large storehouses of experiences on which a teacher can build, because they have not lived very long. Yet a teacher who places value on life and its experiences can assist these young people to learn through the experiences of others.

When using personal experiences in teaching, it is important to think about the value of the experience in terms of what was learned by it. Also consider: How does the experience apply to this particular class of students?

It is important for the students to relate experiences that have taken place in their own lives. However, many times the teacher must draw out the student in order to make the point. Some questions could be: What did you feel? Were others involved? Was the experience good or bad, and why? These are questions that can help the student reflect on every part of the experience.

Try to develop some principles from the experience. Ask: Do you want it to happen again? Could it have been avoided? Were you in control of the situation? What good have you learned from the experience? Were there any negative aspects in it? After reflecting verbally on the experience, attempt to help members of the class relate it to themselves personally, exploring what they could learn from this experience of another person.

It must be understood that this method should only be used as a part of the overall teaching of a class. But it can be an important part, because it gives the teacher an opportunity to get right down to the level of daily living.



Timely tips for teachers

Following these simple suggestions can make all the difference in your teaching.

Tip #1: Be Prepared

Study your Teacher's Guide. During the week, teach your lesson to imaginary students as you go about your tasks. Work on your material as though all depended on you, but pray as though all depended on God.

Tip #2: Be On Time

Do not rush in hurriedly at the last moment. You need a few minutes to be quiet and get into a reverent spirit.

Tip #3: Be Attractive

Students like their teacher to be lovely to look at (even men teachers). Be clean and neat. Don't overdress. Wear a smile, and let your inner radiance shine through.

Tip #4: Be Natural

Don't try to be someone else or something else, but ask the Lord to make you your real self. Be natural!

Tip #5: Be Interesting

Be sure you are vitally interested in the lesson, and your students will catch the same spirit.

Tip #6: Be Patient

This is most important! Remember that your students are learning, and sometimes they need to have lessons repeated.

Tip #7: Be Alert

Be sure you're wide-awake on Sunday mornings. You need to be focused on your students in order to be responsive to their needs and the dynamics of your group as a whole.

Tip #8: Be Personal

Apply the message to the age group you teach. Remember that each student is an individual and likes to be treated as such.

Tip #9: Be Firm

Command the students' respect by the way you conduct your class. Teach them reverence for the house of God.

Tip #10: Be Prompt In Closing

Be on time in making your closing remarks. It will make your students edgy if they see you are running past the allotted time.



Teaching Through Discussion

ONE OF THE KEY PRINCIPLES for successful teaching of Search is the use of discussion questions as a classroom teaching tool. This can be a difficult assignment for teachers who have been accustomed to presenting their material in an expository manner.

Why are we encouraging discussion in class rather than the lecture method? Discussion ensures retention of information. Scientific studies have established that a student will retain a mere 12% of what he hears when only listening. When a visual element is added, such as illustrations, diagrams, or objects, retention increases to 50%. But when a student is actively participating in the learning exercise, instead of passively sitting and watching, he will retain up to 90%.

Just what is discussion?

Considered in the context of a tool for Sunday school teaching, we might define it as "an informal group conversation which is centered on a Bible text and directed toward a meaningful goal." Now let's look closely at several of the key words in this definition.

INFORMAL

This mood is most effective for stimulating a good discussion. It suggests a circle of chairs rather than straight rows. It could mean a table surrounded by chairs. It implies the leader or moderator sits as part of a group, rather than standing in front of the class.

CONVERSATION

Everyone present is encouraged to contribute his ideas. Emphasis is on a give-and-take dialogue rather than a series of sermonettes delivered by each of the participants. The group size should

not be so large as to make it impossible for everyone to have a part.

CENTERED ON A BIBLE TEXT

Our Sunday school classes should focus on effective Bible discussions. As such, each part of the discussion should have Scripture as its foundation. Personal experiences or thoughts should be brought out only as supporting evidence for the Scriptures being considered.

DIRECTED

A successful discussion must have a leader. He has the responsibility of guiding the talk into the right channels, and making sure it stays there. He is the catalyst, guide, and clarifier. He is not an answer man, the last word, or a monopolizer.

A MEANINGFUL GOAL

One danger of the discussion technique of teaching is that the class will be considered successful just because a lot was said. That is not the case. The good class discussion will contribute to the spiritual growth of the individuals participating. The goal or objective of the lesson will have been presented, and then supported and illustrated by the ensuing discussion.

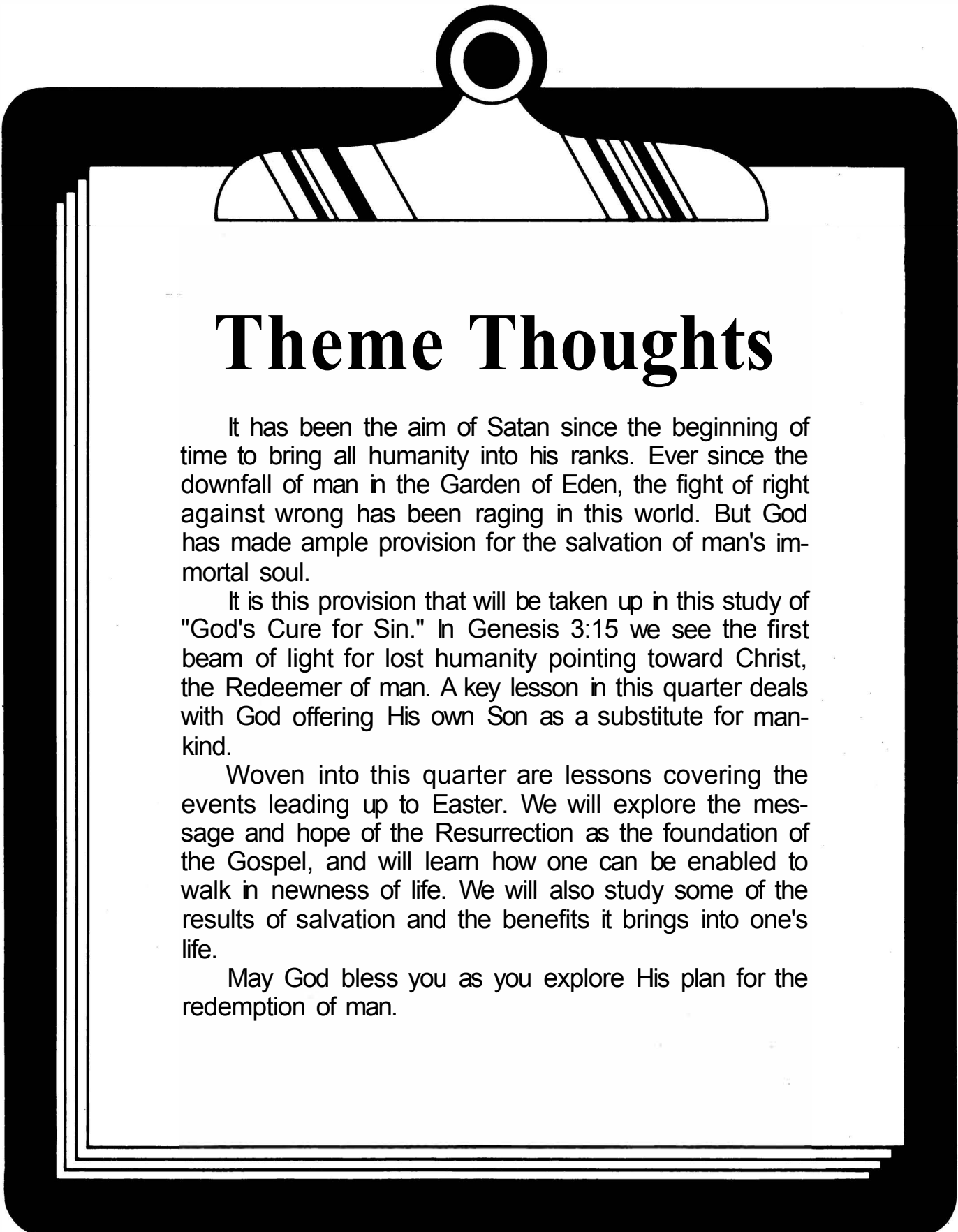
Jesus himself was a master at the use of a discussion question designed to bring wisdom out of common folk. "Whom do men say that I am?" (Mark 8:27); "Whom say ye that I am?" (Mark 8:29); and "Which now of these three ... was neighbour unto him?" (Luke 10:36). The art of questioning is an important and necessary skill which can be learned and improved upon.

Teachers, ask the Lord to help you to develop these techniques and do your best!

14 Ways to Discourage Students

Some adults, especially parents and teachers, seem adept at driving a wedge between teenagers and themselves, even though they sincerely desire to help young people. The following fourteen points are things to consider for teachers of young and old alike. Check your own attitudes and actions with these points. Then make any necessary changes.

- 1** Wipe out incentive. Tell your student that someone tried his idea six years ago. It didn't work then, and it won't work now.
- 2** Depend on a few pupils. Use a few "pets" for every activity. Don't try to develop responsibility in the others.
- 3** Do not commend a student for any contribution or special effort on his part. Take him and his efforts for granted.
- 4** Reprimand your student for his weaknesses. Never bother to pray that he will be strengthened. Just scold him for his faults.
- 5** Expect everyone to conform to your way of thinking. This covers everything. Make no allowances. You are always right!
- 6** Don't try to develop a spirit of unity among your students. Why try to work up something they should have learned a long time ago?
- 7** Do not visit in their homes or show any personal interest in them outside of the class time. Tell them you are too busy to visit or listen to their problems.
- 8** Betray a confidence. One especially effective method is to use a confidence as an illustration in the class setting.
- 9** Set up a spy system. Ask your "pets" to report any questionable things going on among the students. This will foster doubt and distrust.
- 10** Blame your failures as a teacher on your class. Tell them they don't pay attention; they bring up subjects not in the lesson.
- 11** Make Christianity a list of "don'ts." That's easier than to teach that Christianity is a healthy, disciplined freedom, offering opportunity for self-expression and the taking of responsibility.
- 12** Question the work of the church. Express your discontent or doubt about things you do not understand or agree with.
- 13** Stay in a rut. Never alter your methods. Why work so hard to make Sunday school varied and interesting? You've done it this way for ten years and it's worked. Why change now?
- 14** Fail to prepare your student to meet changes in life. Teach Bible facts, but never relate them to everyday life, except for direct commands.



Theme Thoughts

It has been the aim of Satan since the beginning of time to bring all humanity into his ranks. Ever since the downfall of man in the Garden of Eden, the fight of right against wrong has been raging in this world. But God has made ample provision for the salvation of man's immortal soul.

It is this provision that will be taken up in this study of "God's Cure for Sin." In Genesis 3:15 we see the first beam of light for lost humanity pointing toward Christ, the Redeemer of man. A key lesson in this quarter deals with God offering His own Son as a substitute for mankind.

Woven into this quarter are lessons covering the events leading up to Easter. We will explore the message and hope of the Resurrection as the foundation of the Gospel, and will learn how one can be enabled to walk in newness of life. We will also study some of the results of salvation and the benefits it brings into one's life.

May God bless you as you explore His plan for the redemption of man.

TEXT Genesis 22:1-14; Isaiah 53:4-8; Hebrews 2:9,10

SUPPLEMENTAL SCRIPTURE Galatians 3:13,14

OBJECTIVE The students will be able to compare the story of the lamb substituted for Isaac to the offering of God's Son at Calvary.

KEY VERSE FOR ANSWER My son, God will provide himself a lamb for a burnt offering. — Genesis 22:8

KEY VERSE FOR SEARCH Forasmuch as ye know that ye were not redeemed with corruptible things, as silver and gold, from your vain conversation received by tradition from your fathers; But with the precious blood of Christ, as a lamb without blemish and without spot. — 1 Peter 1:18,19

**ANSWER
TITLE:**

On Purpose?

**SEARCH
TITLE:**

Saved by Substitution

REFERENCE INFORMATION

Abraham had departed from his country and kindred; he had separated from his nephew Lot, who was a fellow believer; and he rejected his own plans and hopes as shown in his prayer for Ishmael. So when God tested Abraham, these previous consecrations laid the groundwork for him to also consecrate his son, Isaac.

The offering of Isaac was a picture-prophecy of the death of Christ: a father offering his son, a substitution made.

Thus it was a shadow of the great event to come.

Genesis 22, verse 5 says, "I and the lad will go . . . , and come again." How could Abraham say this knowing he was to sacrifice his son? We can find the answer in Hebrews 11:17-19, where Paul tells us Abraham offered up Isaac "by faith," believing God could also raise him from the dead.

YOUR OPENER

Saved by Substitution

TEXT: Genesis 22:1-14; Isaiah 53:4-8; Hebrews 2:9,10

SUPPLEMENTAL SCRIPTURE: Galatians 3:13,14

KEY VERSE: Forasmuch as ye know that ye were not redeemed with corruptible things, as silver and gold, from your vain conversation received by tradition from your fathers; But with the precious blood of Christ, as of a lamb without blemish and without spot. — 1 Peter 1:18,19

RESPONSES

1. Abraham had waited twenty-five years for the fulfillment of the promise that God would give him a son. Bring out in discussion that Isaac was the son of promise. God had promised through Isaac and the succeeding generation of Abraham's lineage, all the families of the earth should be blessed. Discuss further, the great love that must have lived in the heart of this elderly man, for his dutiful son, the son that he had yearned to have for so many years.

2. Allow opportunity for your students to give their answers, which will probably bring out that both were willing. How could Abraham willingly offer his son as a burnt offering? It could not have been easy! God had given Isaac to him in the first place, and Abraham probably had already dedicated and consecrated his son in his prayers and worship to God. God was Abraham's friend and Abraham proved that no worldly possession would stand between him and this friendship. At least Abraham was giving his son to his greatest Friend. On the other hand, for whom was God willing to offer His Son? He was not offering His Son for friends, although he loves the souls of all mankind, but for His enemies (Romans 5:8-10). God allowed His Son to be offered because He was not willing that any should perish, but that all should come to repentance.

3. Both Isaac and Jesus were submissive to the will of their fathers. We do not know for sure how old Isaac was at this time, but one Jewish historian (Josephus) gives he age as 25, while a Bible commentator (Clarke) says that he was about 33. Discuss with the students that at this approximate age, Isaac would have been in the prime of his youth and could easily have overcome the demands of a father who was 125 - 130 years old, had he had a mind to do so. It seems Isaac had complete confidence with his father's relationship with God, and so was willing to do whatever was requested of him. In like manner, Jesus knew that He was doing His Father's will-giving His life in offering to take away the sins of the world (Galatians 1:4).

It takes no stretch of the imagination to know that Abraham went through the most crucial trial of his life in the offering of his beloved son, in complete surrender. But this trip to Mount Moriah signified far more than just a trial for Abraham. When Isaac was taken to Mount Moriah to be sacrificed, to a point he typified the "Lamb of God" who would be offered for the sins of mankind on the cross of Calvary.

1. What were the circumstances which might have made it particularly hard for Abraham to obey God's command about his son? See Genesis 17:19 and 22:2.

2. What similarity can be noted between God offering His Son and Abraham's offering of his son?

3. What parallel can be drawn between Isaac's response to the situation and Jesus' response? See Isaiah 53:7.

4. As Abraham and his son journeyed toward Mount Moriah, Isaac asked his father: "Behold the

3

ADDITIONAL DISCUSSION NOTES

fire and the wood: but where is the lamb for a burnt offering?" What was Abraham's reply and in what way was it prophetic? See John 1:29.

5. While Isaac is typical of Christ, the comparison between the two stops at a certain point. What is that point? Explain its significance.

6. Why could there be no substitute for Christ? See Acts 4:10-12.

7. Note the similarities in the Scriptures given below.

A. Genesis 17:7 and Luke 1:33

B. Genesis 17:19 and Luke 1:31

C. Genesis 22:2 and John 3:16

D. Genesis 22:8,13 and John 1:29,36

In concluding this lesson, the important fact should be realized that it was Abraham's love for God and his absolute faith in Him that made it possible for Abraham to obey God in this test. It was God's love for Abraham that provided the substitute of a ram to be offered in the place of Isaac. It is the same love of God for all mankind that brought about Jesus' death on Calvary. No substitute could take the place of Jesus. He became our substitute, without which we would have died eternally for our sins. But Jesus died for all. Through His substitution, we can be redeemed and have the gift of everlasting life.

4. Abraham's answer to his son was "God will provide Himself a lamb." His answer was prophetic, because many years later God did, indeed, offer His only Son, "the Lamb of God, which taketh away the sin of the world." Ask a student to read Revelation 13:8, then ask the class what this verse means, leading the discussion to conclude that God ordained from the foundation of the world the means by which He would redeem men from sin. Is God a respecter of person? Have someone read Revelation 5: 9, 10 to show the extent of Christ's salvation.

5. The Voice which spoke out of Heaven spared Abraham's son, and a substitute was provided for Isaac; but the Lamb of God went to Calvary. There was no substitute for Christ. God "spared not his own Son, but delivered him up for us all" (Romans 8:32).

6. There could be no substitute for Christ because He alone was sinless. He gave Himself to atone for our sins. He bore our sins and took our penalty of death. Read Isaiah 59:15, 16, then bring out through discussion that if there could have been any other way to bring about the salvation of mankind, God would have provided it. The Apostle assures us there is salvation only through Jesus, that "there is none other name under heaven given among men, whereby we must be saved."

7. A. God made an everlasting covenant with Abraham and the generations to follow. The angel Gabriel announced to Mary that Christ's Kingdom would be without end, everlasting.

B. Isaac was the son of promise. Jesus was the promised Son of God. They were both given names before they were born.

C. The cost was great! Abraham offered his only son of promise. God offered His only begotten Son, Jesus.

D. The substitute God provided for Abraham was a lamb, a ram caught in a thicket. The substitute God provided for us was the Lamb of God, Jesus Christ.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Sometimes substitutes in our daily experience constitute the replacing of one product with an inferior one. Explain how the reverse is true in Christ's substitution for us.

What do you think is the meaning of the word *substitute*?

Imagine you are Abraham. Consider the love he must have had for his son Isaac. How would you feel at hearing God's command to sacrifice your son?

Discuss the importance of having our ears tuned to God's call. What if Abraham hadn't heard God say, "Abraham!" when He told him to stop and spare his son?

What was the condition of Isaac's heart that he would permit himself to be used as a sacrifice? What do you suppose his thoughts were at the time?

Why did Abraham have reason to believe and trust God to make things come out right in this situation?

How can Abraham's son, Isaac, be compared to God's Son, Jesus?

In both parts of the ANSWER story, the word *substitute* was used. How?

THINGS TO DO

Before going to class, cut a sheet of white poster board into the shape of a large lamb. Divide it into as many puzzle pieces as you have students in your class. On each piece, use a marking pen to write the reference for a Scripture verse that has to do with the lamb offering (see following Scriptures). When your class starts, pass out the puzzle pieces to the students. They must find their verse in the Bible and read it to the class before they can add their piece to the puzzle. The puzzle may be assembled on a table or floor or pinned to a bulletin board.

Lambs for offerings: Exodus 29:39, Leviticus 3:7, Leviticus 4:32, Leviticus 5:6, Numbers 6:12

Lamb of God: Isaiah 53:7, John 1:29, 1 Corinthians 5:7, 1 Peter 1:19, Revelation 7:9, Revelation 15:3, Revelation 21:22

Prepare a set of review questions for your class. For each question you will need a large heart (God's love) or an outline of a sheep (the substitute) or another shape of your choice, made from construction paper. Choose the shape and cut out as many as you will need. Then cut all of them in half identically. On the left-hand half of

each shape, write a review question. Write the answer on the other half. Pin the question half of each shape to a bulletin board (leaving room to add the answer half later). Keep answers separate. Draw your students' attention to the questions. When you have completed your lesson, lay the shapes with the answers face up or face down on a table. If face up, have the students come up one at a time, read a question, find the correct answer on the table, and then pin or tape it in place. If face down, they should draw an answer off the table and then find the proper question that matches it.

To introduce the thought of substitution, bring several items to class which help to illustrate the meaning of the word: margarine for butter, a disposable diaper for a cloth one, etc. Have your class help you list other examples on a chalkboard.

Print the word SACRIFICE down the left side of a large piece of paper. Have the students fill in words of things Christians must be willing to sacrifice. (Each word must begin with one of the letters in the word SACRIFICE.) You could also use the words WILLINGNESS or OBEDIENCE in the same way.

Answers for ANSWER

God Will Provide

Because of the parallel between Isaac and Jesus, God's Son, this story holds an even deeper meaning than that of Abraham's faith and obedience to God. Read the text in Genesis 22:1-14 and fill in the answers to the crossword puzzle. It will help you remember the story.



DOWN

- Isaac's father was going to use this to slay him.
- The name Abraham gave to the place where Isaac was laid on the altar. It means, "The Lord will provide."
- Isaac's father laid him on this to sacrifice him.
- This was caught in the thicket by its horns.
- This offering was to be a _____ offering.
- Isaac carried this to the place of the sacrifice.

ACROSS

- Abraham carried this to the place of the sacrifice.
- Isaac asked his father where this was.
- Father of Isaac.
- Abraham told the two young men to wait while he and Isaac went to do what?

TEXT Exodus 12:1-14

SUPPLEMENTAL SCRIPTURES Joshua 2:1-22; Hebrews 9:13-15

OBJECTIVE The students will be able to relate that just as the blood of the lamb applied to the doorposts of the houses protected the Children of Israel from physical death, so the Blood of Jesus applied to our hearts protects us from spiritual death.

KEY VERSE FOR ANSWER When I see the blood, I will pass over you. — Exodus 12:13

KEY VERSE FOR SEARCH Through faith he kept the passover, and the sprinkling of blood, lest he that destroyed the firstborn should touch them. — Hebrews 11:28

ANSWER TITLE: **A Need for Protection**

SEARCH TITLE: **A Promise of Protection**

REFERENCE INFORMATION

The Passover was the first of three annual festivals of the Israelites, celebrated in the month of Nisan (March-April). The feast was instituted by God to commemorate the deliverance of the Israelites from Egyptian bondage, making them free people owing allegiance to no one but God. On the tenth day of the month, the head of each family was to select from the flock either a lamb or a kid, male of the first year, without blemish. On the fourteenth day, he was to kill the lamb while the sun was setting, and using a sprig of hyssop dipped in a basin of the lamb's blood, sprinkle the lintel and two sideposts of the door of the house. The lamb was to be thoroughly roasted whole, not to be boiled or have any bones broken. It was to be eaten with unleavened bread (bread which does not rise) and bitter herbs, and it would seem

that it was to be eaten standing. All of the edible parts of the lamb were to be eaten, and any parts which could not be eaten were to be burned in the morning.

Hyssop is a bushy herb of the mint family, having thick hairy leaves, and is native to Egypt and Palestine. It was mixed with vinegar to relieve pain.

There is some doubt as to who the Pharaoh was at the time of the Exodus. However, since the firstborn of all the Egyptians, including the Pharaoh's son, died during the passover, Amenhotep II and Merneptah are two Pharaohs who are considered the likely possibilities. Neither of their successors were their firstborn. So, whichever the Pharaoh, the Biblical story is confirmed.

YOUR OPENER

A Promise of Protection

TEXT: Exodus 12:1-14

SUPPLEMENTAL SCRIPTURES: Joshua 2:1-22; Hebrews 9:13-15

KEY VERSE: Through faith he kept the passover, and the sprinkling of blood, lest he that destroyed the firstborn should touch them. — Hebrews 11:28

RESPONSES

1. Moses and Aaron gave the instructions. Discuss with the class the fact that God has always had spiritual leaders and advisers that He chooses for instructing and admonishing the flock of God.
2. A lamb without blemish was a perfect lamb. The Israelites were instructed to sacrifice such a lamb in order that they might be delivered from the plague of death, and ultimately from the land of Egypt. The students should know that the Old Testament sacrifices pointed toward the sacrifice of Jesus on Mt. Calvary. Jesus was the perfect Lamb—without blemish, without sin—and fulfilled God's requirement.
3. The blood of the lamb was to be applied to the lintel and side posts of the door so that all those within the house would be protected. The students should know that in a spiritual sense they must have the Blood of Jesus applied to their hearts. Ask your students how this can be accomplished so that they, too, can be protected from judgment to come.
4. Both were a sin offering, a sacrifice, male, without blemish, gentle, innocent, slain without any bones being broken, and brought about a deliverance from judgment when their blood was applied.

The forefathers of the Children of Israel had offered sacrifices from the beginning of sacred history. When bringing judgment on the people of Egypt, God once more revealed to the Israelites the importance of the blood of sacrifices when applied as He required. Today we must have the Blood of Jesus applied to our hearts if we expect to escape the consequences of sin.

1. Who gave the instructions to God's people for preparing the Passover lamb? What can we conclude regarding God's plan for spiritual authority? See Ephesians 4:11-13.
2. Why were the Israelites instructed to sacrifice a lamb without blemish? What special significance does this portray? See Hebrews 9:12-14 and 1 Peter 1:18,19.
3. What was to be done with the blood of the lamb?
4. List some of the ways in which the Passover lamb was a type of Christ.

ADDITIONAL DISCUSSION NOTES

5. Why was it necessary for the Israelites to eat this first Passover feast in haste?

6. What was the final judgment God sent upon the Egyptians, and why? See Exodus 11:1,5.

7. The Israelites had to take some action to escape God's judgment. What action must people take today if they expect to escape the judgment of God on this world? See Romans 3:23; Acts 17:30; John 3:16 and 8:31.

8. The Israelites were instructed to keep the Passover as a memorial forever. At Jesus' last Pass-over supper, He instituted something which Christians today do in remembrance of their Passover Lamb. What is it called and what does it commemorate? See 1 Corinthians 5:7 and 11:23-26.

9. Why is it so important to answer yes immediately to the call of God to one's heart? See Genesis 6:3; Matthew 24:44 and James 4:14.

5. It was necessary for the Israelites to eat in haste because they were to leave Egypt that very night. The class should understand that they, too, should respond quickly to the call of God as they have no assurance of tomorrow. The Lord may come before another sunrise.

6. The final judgment was the death of the first-born of man and beast of the land of Egypt. The students should realize that God had dealt with the Egyptians in nine plagues of increasing severity, yet they had not released the Israelites or made any effort to repent. In our country most people have heard of the coming of the Lord and of judgment to come, but how few seem to be making the necessary preparation.

7. The students should understand that all have sinned (Romans 3:23) and need to call on God in repentance (Acts 17:30). They must believe that God will have mercy and save them (John 3:16). Then, they must continue to follow the Lord (John 8:31).

8. It is called the ordinance of Communion. It commemorates the broken Body and the shed Blood of our Passover Lamb, Jesus Christ, the Lamb of God.

9. Encourage class discussion. God's Spirit will not always strive with man (Genesis 6:3). The Lord will come in an hour that they think not (Matthew 24:44). They do not know when their time will come to die (Psalm 31:15; James 4:14). Also discuss the many blessings that are theirs if they follow the Lord. See Matthew 11:28; 19:29; John 14:2,3; 2 Corinthians 5:17 and Galatians 5:22,23.

YOUR WRAP-UP

What does “a lamb without blemish” mean? How did that lamb represent Jesus?

Why is Jesus referred to as a “lamb”?

Was it the blood of the lamb or the obedience which brought protection?

What is the meaning of the Scripture, “without shedding of blood there is no remission” (Hebrews 9:2)?

Does there ever come a time when God's Spirit no longer strives with men and judgment falls? What does Genesis 6:3 and 2 Chronicles 36:16 tell us about this?

What judgment is soon to be visited upon this world?
How can we escape it?

Why do you think the Israelites were to observe the Passover every year?

Why did they use unleavened bread?

In what way does “eating the whole lamb” apply to us today?

In the ANSWER story, John didn't want to wear a red jacket. Why did his father want him to wear it?

Give each student a paper sign which gives instructions for protection or a warning. For example: Stop, Railroad Crossing, Beware of Dog, Poison, Fasten Seat Belts, Restricted Area. Ask your students what the signs have in common. Let each one describe a situation where his sign might be seen, and possible consequences if the sign is ignored. Then hold up a Bible and explain that it contains our “warning sign,” and the importance of heeding that warning.

Needed: paper heart for each student, pencils, matches, sealing wax. Inside his paper heart, have each student write his name and the date he was saved. Let the students use sealing wax to seal the hearts as an illustration of the application of Christ's Blood to the spiritual heart. Make the point that only the individual can separate himself from God's salvation, or break the seal.

Put one or two packages of yeast, warm water, and sugar in a thermos. (The thermos is to keep the water warm.) When these are combined and start to “work,” they represent leavened bread—impure and spreading like sin. When yeast, or other leavening is not used as an ingredient in bread-making the bread is unleavened. Purchase or make some unleavened bread for students to taste.

Have your students pretend that they are Hebrew children eating their final meal before leaving Egypt. Have them write or tell “I was there” stories, describing what it was like. To guide them, use such questions as, What happened? What were you wearing? What did you eat? How did you feel? Why was the meal so important?

Using notebook paper or cardboard, draw a house with doorposts and lintels. Use a bush (for hyssop) and paint the door frame red (red food coloring mixed with a small amount of water). Show pictures of the cross and Jesus to students. Tell them that in the next few lessons we will learn how these play an important part in people's lives.

Promise of Protection

The verse in the box is from Exodus 12:13. Find the verse in your Bible and fill in the blank spaces. Then find the words you filled in in the cloud below. Color only the shapes that contain those words.

"When _____ the _____, I will _____."

A cloud-shaped word search puzzle. The words are arranged in a cloud shape. The words are: she, of, smite, be, by, Lord, eat, when, will, of, pub, eat, bread, shoes, door, soul, lion, God, to, lamb, of, flesh, a, up, a, herbs, a, be, a, my, nox, not, a, 3, 8, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

TEXT Matthew 26:17-30; 1 Corinthians 11:23-34

SUPPLEMENTAL SCRIPTURES Mark 14:22-25; Luke 22:17-20

OBJECTIVE The students will be able to explain the meaning of the Lord's Supper and tell why it is important.

KEY VERSE FOR ANSWER For this is my blood of the new testament, which is shed for many for the remission of sins. — Matthew 26:28

KEY VERSE FOR SEARCH For as often as ye eat this bread, and drink this cup, ye do shew the Lord's death till he come. — 1 Corinthians 11:26

RESOURCE MATERIAL Tract No. 49 — The Atoning Blood
Tract No. 69 — Ordinances

The Lord's Supper

REFERENCE INFORMATION

As you study the different accounts of the Lord's Supper, you will find that it was instituted at the close of the Passover Supper, but was not a normal part of that observance. Jesus established this as a sacred ordinance for all His followers to observe. Each time a Christian eats of "the bread" (which represents Christ's Body) and drinks from "the cup" (representative of His shed Blood) he is obeying Jesus' instructions when He said, "this do in remembrance of me."

For fourteen centuries the Passover had been pointing forward to the coming of the Paschal Lamb. Jesus ate the Passover, then established in its place His own

supper. The next day, Jesus himself was slain as the Paschal Lamb, making it unnecessary from that day on for anyone to have to sacrifice or to celebrate the original Passover—the perfect "Lamb" had been slain. Jesus died on the cross the same day in which paschal lambs were being slain in the Temple.

The Passover had served its purpose, and now we have a new memorial supper which is to be kept in loving remembrance of Jesus till He comes again. As the Passover pointed back to deliverance out of Egypt and forward to His coming; so the new memorial points back to His death and forward to His coming in glory.

YOUR OPENER

The Lord's Supper

TEXT: Matthew 26:17-30; 1 Corinthians 11:23-34

SUPPLEMENTAL SCRIPTURE: Mark 14:22-25

KEY VERSE: For as often as ye eat this bread, and drink this cup, ye do shew the Lord's death till he come. — 1 Corinthians 11:26

RESOURCE MATERIAL: Tract No. 49 — The Atoning Blood, Tract No. 69 — Ordinances

RESPONSES

1. The Children of Israel were to take a lamb from the flock on the tenth day of the month and keep it separate until the fourteenth day, when they were to kill it in the evening and eat it roasted with fire. They were to place the blood over their doors. This pointed to the Lamb of God, Jesus Christ, who would take away our sins. Ask your students what benefit staying "under the blood" brought at the time of the establishing of the Passover. Liken that to the necessity for Christians today to keep the Blood of Christ over their lives.

2. It points back to the death of Jesus on the cross. It also points forward to the time when the believers will drink the fruit of the vine new with Christ in His Father's Kingdom (Matthew 26:29). Discuss with your students what a memorial is: something that serves to help people remember some person or event. Perhaps your students can cite some examples of memorials to famous people or events. Help them see that this service is a memorial to Christ and His death, a Person-age and event worthy of far greater acclaim and honor than any earthly figure or event.

3. Jesus established the ordinance of the Lord's Supper for the benefit of His followers. He knew that Christians everywhere would need this memorial as a reminder of the price Jesus paid for man's redemption, and of the eternal hope brought through salvation.

God has instructed the Jews to keep the Passover once a year as a memorial of their exodus from Egypt and bondage. Just prior to His crucifixion, Jesus and His disciples were celebrating this feast. At the close of the Passover Supper, Jesus instituted what we know today as the Lord's Supper. Though there is no saving grace in the ordinance itself, it depicts the total work of Christ in man's behalf. The Lord's Supper symbolizes the death of Jesus for our sins, and our death to sin through Him. It reminds us that Jesus' death is the means of our righteousness, the union between Jesus and us, and our expectant hope in Christ until He comes.

1. Explain what the Passover was and to what it pointed. See Exodus 12:3-14,22.

2. To what does the observance of the Lord's Supper point?

3. Why did Jesus institute this ordinance? See 1 Corinthians 11:24-26.

ADDITIONAL DISCUSSION NOTES

4. What did they partake of at the first Lord's Supper? What did these represent?

5. Who was present at the first Lord's Supper? Knowing this, explain who is to partake of the Lord's Supper today.

6. Define what is meant by the word *unworthily* in 1 Corinthians 11:27. Then explain what it means for a man to examine himself (verse 28).

7. Referring to 1 Corinthians 11:29, explain what you think it means to discern the Lord's body.

8. Tell of an instance of blessing in your life, or another's, received while you were participating in this ordinance.

4. At the first Lord's Supper, Jesus gave His disciples unleavened bread and the "fruit of the vine." The bread represented His Body to be broken for mankind, the juice represented His Blood to be shed for the salvation of everyone who would believe on Him. Ask your students what emblems we use when we observe the Lord's Supper. Bring out that the emblems are merely symbolic and not to be represented at any time as being the actual Body and Blood of Christ. This does not detract from their sacred character in the least. They still symbolize the death of Jesus Christ, and through Him the hope of the resurrection.

5. The disciples, the men who were Jesus' most trusted followers and closest to Him, were there with Him at the first Lord's Supper. As your students discuss who should partake of the Lord's Supper in our day, they should see the parallel—the born-again believer is both a trusted follower and one who is close to Christ.

6. Your students will likely bring out that one must be sure he is saved and living according to God's Word before partaking of the Lord's Supper, otherwise he does so unworthily. Those who partake receive the symbolic emblems in commemoration of the time when God's mercy imparted Christ's righteousness to them. In responding to the second question, the class should conclude that examining oneself means to "search one's heart." Ask your students why it is necessary for the Christian to examine himself. How is this done? Bring out that reading the Bible and praying is what helps a person to see if anything has entered into the heart that shouldn't be there. If you wish, ask your students, "What if prayer brings to mind that there is something between you and a brother?" See Matthew 5:23,24.

7. *Discern* means “to understand, perceive, recognize.” Your students’ definitions should bring out that for a person to partake of the emblems, he must strive to understand with all spiritual and physical capabilities, the full meaning of the offering Christ made for us on Calvary. In doing so, he is discerning the Lord’s body. It brings one into closer contact with Jesus. And if that person is diseased or sick, he has the right to believe that Jesus’ Blood will make him entirely whole.

8. Use the students' responses to wrap up this lesson by focusing on the blessings that come when one obeys the Lord in this commemoration of His death.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Do you think that the disciples fully understood the meaning of the Lord's Supper? Are there some commands in the Bible we don't fully understand? What should we do about them?

Have you ever taken part in the observance of the Lord's Supper? How did you feel? How do you think the disciples felt?

We are told we should not partake of the Lord's Supper "unworthily." What does that mean?

What do the unleavened bread and grape juice represent?

Why is it necessary to remember the Body and Blood of Christ?

What is the next supper we will have which will be with the Lord?

THINGS TO DO

Give each student a sheet of paper with a blank word-square (see example in Answer Quarter Review). Ask them to open to their text and in it find words that will fill in the square.

From cardboard or heavy craft paper, make a large circle with a spinner in the center. Section off the circle into 16 to 20 sections. In each space write a question regarding the Lord's Supper, its importance, why we do it, when or how often, etc. Let the students take turns spinning for a question, reading the questions out loud, and answering. If the spinner lands on a question already answered, the student may add some other thought on the same subject or spin again until all the questions have been answered.

Bring to class some letters or greeting cards. Postcards from someone who is on vacation or traveling would be especially good. Ask the students if they know what is usually the last thing that is said when someone is going away, or moving to another area. "Don't forget me . . . don't forget to write." Why is that? It's because all of us like to be remembered. So does Jesus! When He knew He would soon be leaving His disciples He wanted them to be sure to remember Him. He wouldn't be where they could send letters and cards, but they could do something that would prove to Him that they remembered His

love and the sacrifice of His life that they might have eternal life. So Jesus instituted the Lord's Supper and knows that as we participate we are doing it in remembrance of Him.

Make and duplicate a fifteen-by-fifteen inch grid sheet for each student in your class. Make a list of about twenty words that are related to the Lord's Supper. Give each student a grid sheet and pencil. Tell them they will be making a hidden-word puzzle. Call out one word at a time and write it on the chalkboard. Ask the students to fill in each word on their grid as you call it out. It may be written vertically, horizontally, diagonally, forward, or backward, anywhere on the grid. When they have filled in all the words, tell them to fill in the extra spaces with any other letters they choose. Then, have the students exchange grid sheets and try to circle all the words on that hidden-word puzzle that are listed on the chalkboard.

Answers for ANSWER

It's Important!

Communion is an important part of a Christian's life. Fill in the blank spaces below with the words from the list so you can see what it's all about.

1. Today when we observe Communion we use UNLEAVENED BREAD and GRAPE JUICE.

2. To be worthy of the Communion emblems we must be saved from SIN and have PURE HEARTS.

3. We also must have LOVE in our hearts for everyone.

LIST

UNLEAVENED BREAD

LOVE

PURE HEARTS

SIN

GRAPE JUICE

Unscramble the boxed letters above and write them in the correct order to find another name for Communion.

L O R D ' S

S U P P E R



TEXT John 19:1-30

SUPPLEMENTAL SCRIPTURES Isaiah 53:1-12; Matthew 27:27-56

OBJECTIVE The students will be able to list the sufferings that Christ endured prior to and during His crucifixion. They will also be able to explain why He died for us.

KEY VERSE FOR ANSWER Behold the Lamb of God, which taketh away the sin of the world. — John 1:29

KEY VERSE FOR SEARCH For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life. — John 3:16

**ANSWER
TITLE:** **To Bear His Cross**
**SEARCH
TITLE:** **He Died for Us**

REFERENCE INFORMATION

Pilate was the Roman governor of Judea, 26-37 A.D., and he assumed office about the same time that Jesus began His public ministry. His official residence was at Caesarea and he came to Jerusalem at least times to keep law and order. He was a merciless man, known for his brutality. But he did not want to crucify Jesus. He appealed to the Jewish rulers, then Herod, then the rulers again, and finally the multitude. It would seem that Pilate had Jesus scourged in hope that the multitude would have pity on Him and say that was enough punishment. It was not until Pilate realized that if he did not crucify Jesus it might cost him his position as governor of Judea that he consented. Halley's Handbook says that Pilate committed suicide and that his wife later became a Christian.

Scourging was done with a whip which was made of leather thongs weighted with pieces of lead or sharp metal.

Golgotha, the place where Jesus was crucified, is a hill just outside the north wall of Jerusalem near the Damascus gate. It is about thirty feet high and is like a rock ledge. It is also called the Place of a Skull.

Crucifixion was a Roman punishment. It was a punishment for slaves, foreigners, criminals, and persons who were not Roman citizens. Death usually followed in four to six days; but not so with Jesus, as He died in about six hours.

YOUR OPENER

He Died for Us

TEXT: John 19:1-30

SUPPLEMENTAL SCRIPTURES: Isaiah 53:1-12; Matthew 27:27-56

KEY VERSE: For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life. — John 3:16

RESPONSES

1. These answers from John 19 should help students consider some of the sufferings Jesus endured.

Isaiah 53:3 — Rejection by Jews (verses 14,15)
Isaiah 53:7 — Opened not His mouth (verse 9)
Psalm 22:18 — Lots cast for vesture (verse 24)
Psalm 69:21 — Given gall and vinegar (verse 29)
Psalm 34:20 — No bones broken (verse 33)
Zechariah 12:10 — Side pierced (verse 34)
You may wish to follow up this thought with other Old Testament Scriptures regarding Christ's sufferings which were fulfilled in the New Testament. (Forsaken by God: Psalm 22:1 and Matthew 27:46; Nails: Psalm 22:16 and John 20:27; etc.)

2. He was scourged and a crown of thorns was placed on his head (John 19:1,2), he was smitten with the palms of their hands (Mark 14:65), smitten on the head with a reed (Mark 15:19), spat upon, struck in the face and buffeted (Matthew 26:67). He gave His back to the smiters and His cheeks to them that plucked off the hair (Isaiah 50:6). After these preliminary cruelties, with His body lacerated from the scourging, Jesus was compelled to bear His cross (John 19:17) and was crucified. While secured to the cross with nails driven through His hands and feet, He was offered vinegar to drink (John 19:29). Encourage the students to describe the tortures as they are mentioned, that they might have a mental picture of what took place. Focus on the fact that it was Christ's love that caused Him to go through all of this for mankind.

3. He suffered agony (Luke 22:44), was betrayed by a friend (Mark 14:43,44), falsely accused (Mark 14:55-57), denied by a close friend (Mark 14:71), humiliated and mocked (John 19:1-5), rejected by His own (John 1:11), and forsaken by God (Mark 15:34). Allow students to give their description of how Jesus felt through these events and any others they can name.

The Roman punishment of crucifixion has been considered one of the most cruel forms of death. It was a penalty for slaves, criminals, and persons who were not Roman citizens. Jesus "... made himself of no reputation, and took upon him the form of a servant, and ... he humbled himself, and became obedient unto death, even the death of the cross" (Philippians 2:7,8).

1. In our text one can find the fulfillment of many Old Testament prophecies regarding Jesus' suffering. Following each Scripture below list the prophecy and the verse or verses in John 19 where it is fulfilled.

Isaiah 53:3

Isaiah 53:7

Psalm 22:18

Psalm 69:21

Psalm 34:20

Zechariah 12:10

2. Jesus suffered greatly during his last 24 hours on earth. In what ways was He physically abused? List as many as you can find. In addition to the text, use Isaiah 50:6; Matthew 26:67; Mark 14:65; 15:19.

3. In what ways did Jesus mentally or emotionally suffer in those last hours? To supplement the text, see Mark 14:43,44,55-57,71; 15:34; Luke 22:44 and John 1:11.

ADDITIONAL DISCUSSION NOTES

4. Why do you think it was necessary for Jesus to suffer so?

5. In what ways have Christians suffered physically through the centuries because of their love for Jesus? How does this compare to Christ's suffering?

6. In what ways do Christians face mental or emotional suffering?

7. At one point Jesus cried, "My God, my God, why hast thou forsaken me?" (Mark 15:34). Had God forsaken Jesus? Explain.

8. By His death, Jesus made certain provisions for us. The following Scriptures give some of these provisions. List them here.

Titus 2:14

1 Peter 2:24

Hebrews 13:12

4. Allow time for your students to discuss this question. Their answers may vary, but the conclusion should be that Jesus' suffering and death were necessary in order for divine justice to be satisfied. Further development of the lesson will bring out other reasons why it was needful for Jesus to suffer prior to His death.

5. Allow students to relate specific examples with which they are familiar. Some of these may include imprisonment, loss of life, torture, separation from family, deprivation of necessities of life, loss of home and financial resources. How did the martyrs stand under torture? Could the students stand if they were facing such trials? Point out that Christ's sufferings were inflicted by man. Refer to Scriptures that declare God's blessing upon those who suffer for Christ.

6. Compare this response to that of question 3. Christians may suffer from betrayal, false accusations, denials, humiliations, and mockings, but Jesus suffered so that we might have victory in those times. We can know that Jesus understands our sufferings (Hebrews 4:14-16). Point out that it is the Christian's duty to seek God's help, for He is able to supply it.

7. As your students discuss this, they should realize that God was not rejecting Christ, but the sins of man that Christ was bearing. However, Jesus felt that His Father had turned away from Him. Could there be greater suffering than this? Did this mean God loved Him any less? The students should understand that the curse of man's individual sins was upon Jesus as He hung upon the Cross. The sense of God's wrath against man for sin seemed to be impressed upon Jesus at this moment. Does God look upon sin in a man with any less degree of displeasure today?

8. Titus 2:14 tells us that He provided for man's redemption.

1 Peter 2:24 indicates that He provided for man's justification and healing.

Hebrews 13:12 shows that He provided for man's sanctification.

The students should understand what these provisions are and who they are provided for. Jesus never intended these provisions to be optional, but rather that everyone be partaker of these blessings, seeing they were purchased by His own precious Blood.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Did Jesus have to die? Why did He willingly die?

What did Jesus mean when He said, "It is finished"?

How do you feel toward someone who treats you mean or speaks unkindly to you? How was Christ treated? What does His example teach us? Did Jesus hold a grudge against His tormentors?

What do you think were the reactions of the spectators, priests, and Romans to the supernatural events that occurred at Christ's death?

Why do you think Pilate allowed Jesus to be tortured and put to death, even though he said, "I find no fault in him"?

What could some of our "crosses" be that we may have to bear?

Explain some of the prophecies and fulfillments:

Psalm 22:16 — John 20:27 Nails

Psalm 69:21 — John 19:29 Gall

Psalm 22:18 — John 19:24 Lots cast

What did the death of Christ mean to . . .

His friends?

His enemies?

the Roman soldiers?

Jesus himself?

you?

THINGS TO DO

Give each student a piece of paper, a pencil, and a time limit. See who can list the most qualities that Jesus exemplified by His death on the cross.

Have each student select a personality to portray during Easter week: a disciple, Mary Magdalene, a centurion, a high priest, or just an ordinary person living in Jerusalem. Have them keep a journal for that week, writing a few sentences each day describing what they've seen, heard, and their reactions. On Easter or the Sunday after, read the journals aloud.

Appoint someone to play the part of the centurion. Interview him, or have him explain his change of feelings.

Bring to class and show your students some spikes, a crown of thorns, a wooden cross.

Compare Old Testament prophecies with the New Testament. Have students look up these Old Testament Scriptures and compare them with this lesson.

Isaiah 53:3 His rejection by Jews John 19:14,15

Psalm 69:21 Given gall and vinegar John 19:29

Zechariah 12:10 His side to be pierced John 19:34

Psalm 34:20 Not a bone to be broken John 19:33

Answers for ANSWER

Jesus' Last Steps

Read Matthew 26 and 27 to learn some things that happened to Jesus in His last days. The objects along the path are mentioned in the Scriptures. On the lines below, name each item and tell why it was important. References from the Scripture are given to help you.

1. (Matthew 26:6-13) ointment
2. (Matthew 26:14-16) 30 pieces of silver
3. (Matthew 26:17) Bread from Lord's Supper
4. (Matthew 26:30) They sang a hymn
5. (Matthew 26:36-46) Prayer in the Garden
6. (Matthew 26:47-50) Judas' Betrayal Kiss
7. (Matthew 26:51-54) Peter cut off servant's ear
8. (Matthew 26:69-74) Cock crowed after Peter's denial
9. (Matthew 27:24) Pilate washed his hands
10. (Matthew 27:26) Jesus scourged
11. (Matthew 27:29) Crown of thorns
12. (Matthew 27:35-37) Nailed to cross

TEXT John 20:1-18

SUPPLEMENTAL SCRIPTURES Matthew 28:1-15; Mark 16:1-11; Luke 24:1-9

OBJECTIVE The students will be able to describe what took place the day of the Resurrection, and will also be able to explain the significance of this event as it pertains to the Christians today.

KEY VERSE FOR ANSWER He is not here: for he is risen, as he said. — Matthew 28:6

KEY VERSE FOR SEARCH But now is Christ risen from the dead, and become the firstfruits of them that slept. — 1 Corinthians 15:20

**ANSWER
TITLE:** **A Promise Kept**

**SEARCH
TITLE:** **He Lives**

REFERENCE INFORMATION

One of God's ministers of an earlier day said of the prophecies concerning the death and burial of Christ: "A keen-sighted man may forecast tendencies, and go far to anticipate events on a large scale, but only God can see trifles." Only God could have looked down through centuries of time and forecast so exactly the detailed happenings of the death of Christ.

One of these detailed predictions was spoken of by the Prophet Isaiah: "And he made his grave with the wicked, and with the rich in his death;" (Isaiah 53:9). Jesus did make His grave with the wicked in the sense that He was crucified as a malefactor between two thieves. These three men entered into death the same day, and their graves received their bodies.

The persecutors of Jesus had made it hazardous for His followers. Nevertheless, in this perilous hour, Joseph of Arimathaea stepped forward and asked Pilate for the body of Jesus. He was granted permission, and Christ was buried in the tomb of the rich; for Joseph was rich, and had a tomb already prepared, as was the custom. Thus God proved the infallibility of His Word.

Caves were sometimes used as sepulchers. They were often whitewashed so they could be seen easily and not desecrated, and also for cleanliness and beauty.

The Resurrection of Jesus has been established as a historical fact by the testimony of the disciples who witnessed His crucifixion and then afterwards met their risen Lord. This fact is further verified by the Apostle Paul, who writes that above 500 brethren at once saw Jesus before He ascended into Heaven, and that he himself also saw the Lord as "one born out of due time" after Jesus' ascension. See 1 Corinthians 15:5-8.

In the Jewish method of recording time, any fraction of a 24-hour day was referred to and counted as a whole day, or a "day and a night." Jesus was crucified at 9 o'clock Friday morning and died about 3 o'clock that afternoon. The Jewish day ended at sundown, but these few remaining hours are referred to as a whole day. Jesus arose early Sunday morning, and this portion of the day was also counted as a whole day. Jesus, therefore, was dead for what the Jews call "three days and three nights."

YOUR OPENER

He Lives

TEXT: John 20:1-18

SUPPLEMENTAL SCRIPTURES: Matthew 28:1-15; Mark 16:1-11; Luke 24:1-9

KEY VERSE: But now is Christ risen from the dead, and become the firstfruits of them that slept.
— 1 Corinthians 15:20

Jesus had been crucified, had died, and had been buried in a garden tomb. The hopes of His followers had been shattered. Then on the third day, when the women went to the sepulchre to anoint His body with spices, they found the tomb was empty. An angel in white announced the glorious news, “He is not here: for he is risen, as he said” (Matthew 28:6).

1. Was it necessary for the stone to be rolled away from the tomb in order for Jesus to come forth? Explain, using John 20:19 as a reference. If not, then why did the angel come down from Heaven to roll back the stone?

2. Using Matthew 27:66 and 28:2,4, describe how the visible effects of the Resurrection showed that Jesus was victor over the efforts of the chief priests, the Roman government, and nature.

3. What particular point of the Easter story does Mark 15:43-46 and John 19:31-34 establish? How does John 20:20 prove that He rose from the dead?

RESPONSES

1. Jesus rose from the grave with a glorified Body which was not subject to the laws of nature. The stone was rolled away from the door to show the world that He was no longer in the tomb. Discuss with your students the various appearances of Christ after His resurrection. He could appear and disappear without apparent effort. He entered the room where the disciples had shut the door for fear of the Jews. He could withhold His identity at will, or comfort His disciples by revealing His identity.

2. Jesus was victor over the efforts of the chief priests in that the stone they had placed was rolled away; over the Roman government in that the seal was broken and the Roman guards became as dead men; and over nature in the physical phenomenon of the earthquake. Discuss with your class what effect one might expect these evidences of Christ's resurrection to have had on the people of that day. Was everyone who heard the news convinced of the authenticity of Christ's claim to be the Divine Son of God? In actuality, many of that day rejected the evidence and merely claimed that Christ's disciples had stolen His body away. Compare this to the reaction of people today when they witness the miraculous power of God to save a soul or heal a diseased body.

3. The texts in Mark and John establish that Christ was officially declared dead by the Romans and laid in a tomb. Three days later, by Jewish time, He was seen alive, with the nail prints and pierced side as evidence removing any doubt that it was indeed Jesus. It had been foretold that His wounds would be visible in His glorified body (Zechariah 12:10 and 13:6). A further proof is recorded when Paul relates that He was seen by more than five hundred brethren at one time (1 Corinthians 15:5-8).

ADDITIONAL DISCUSSION NOTES

4. What is the great importance of the Resurrection of Christ to the Christian and the Church today?

5. To whom did Jesus first personally appear after His resurrection? Who else saw Him alive that first day? See Mark 16:12; Luke 24:13-18,34 and John 20:19.

6. Using the following Scriptures, what were the different reactions of those who were told of His resurrection?

- Matthew 28:8
- Matthew 28:9; John 20:16
- Matthew 28:11-15
- Mark 16:11; Luke 24:11; John 20:25
- Luke 24:12
- Luke 24:22,23
- John 20:8

7. What had Jesus done to prepare His disciples for the shock of His death and resurrection? See Matthew 16:21; Mark 9:9,10 and Luke 9:21,22; 24:6-8,44.

8. In considering the events of the first Easter, what do we have today that helps us to believe that Jesus is alive? See John 20:31. What might we conclude with regard to our responsibility to believe?

4. The Resurrection of Christ is the Christian's hope of eternal life. 1 Corinthians 15:2-23 and 1 Thessalonians 4:16,17 will amplify this thought. Since Christ was victor over death, He has opened the way for each one who died believing in Him, to be resurrected at His Second Coming. Broaden your discussion by bringing out that Christ is also one's hope of salvation (Romans 10:9). Believing in His resurrection is absolutely necessary if one is to be saved. He is the hope for a changed incorruptible body. The bodies of the redeemed will be like Jesus' body was after His resurrection, when He appeared to His followers (1 Corinthians 15:51-54 and Philippians 3:20,21).

5. Jesus appeared first to Mary Magdalene (Mark 16:9) who thought He was the gardener. Allow your students to share their thoughts about this meeting and Mary's love for her Master, considering what He had delivered her from (Luke 8:2). He then appeared to the two disciples on the road to Emmaus. He also appeared to Peter, and then at evening to ten of the Apostles as they were assembled behind closed doors.

6. Matthew 28:8 — fear and great joy
Matthew 28:9; John 20:16 — worship
Matthew 28:11-15 — tried to cover it up
Mark 16:11; Luke 24:11; John 20:25 — unbelief
Luke 24:12 — wonderment
Luke 24:22,23 — astonishment
John 20:8 — belief
After your students have given their answers, discuss what their reactions might have been if they had been there.

7. He had told them ahead of time exactly what would happen to Him, and the reason for it, explaining that it was necessary in order for the Scriptures to be fulfilled. Scriptures must also be fulfilled concerning the Second Coming of Christ. Discuss with your students how the disciples, having been told of His death and resurrection, still seemed to not fully understand what was to take place. Is it possible that some will experience the same confusion when Christ comes again? We have been told through Scripture of the events that will surround this momentous occurrence. How can we best strengthen our faith and prepare ourselves to be in complete readiness for that day?

8. Your students should bring out that Christians today have all the events of Christ's death, burial, and resurrection explained by the Word of God. If we had lived at that time, we may well have had the same reactions as the disciples did. Although Jesus was aware of their feelings, He still reproved those who doubted or were slow to believe (Mark 16:14; Luke 24:25,26; John 20:27-29). Our responsibility is to accept the veracity of this account.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Tell in your own words what *resurrection* means.

Why was the Resurrection such a victory?

How can we have a hope of being resurrected?

Why do you suppose Mary thought Jesus was the gardener?

The Pharisees put up barriers to keep Jesus in the tomb, but He had the power to remove those barriers. How are the people today like the Pharisees of those days?

What impresses you most about the Resurrection?

How do we know it was very early in the morning that Mary came to the tomb? Can you tell of some time when you were anxious about something that was going to happen, and woke up while it was still dark?

In verse 2 of the text, who do you think the disciple was, “whom Jesus loved”?

THINGS TO DO

Bring pictures of what the Holy Land looks like today, showing Jerusalem, Golgotha, a sepulcher, etc.

Make a tomb from a shoe box, discarding the lid. Cut an irregular hole in the bottom of the box. Color two pieces of tissue paper with brown tempera paint or felt pen. (Your coloring job will look more realistic if it is splotchy.) Crinkle the dry brown paper so it's wrinkled. Fit one piece loosely around half the box, tucking edges into the tomb's opening and around the inside of the box. Paste or tape paper inside the shoe box. Fit the other piece of tissue over the other half of the box. (Your paste or tape job will be on inside of box so does not need to be tidy.) Make a movable rock (crush a small brown bag) to seal tomb's opening. Tie a piece of nylon string around a stone and put the stone inside the bag. Make a small hole near the bag's bottom and thread the transparent string through the hole so it can be stretched out on the

table in front of the tomb. When you want to move the rock pull the string to reveal an angel inside the tomb. You can make the angel out of chenille wire.

Give each student a sheet of paper with a heading designed to look like the masthead of a newspaper (for example: Jerusalem Herald). Ask the students to write headlines (or, if time permits, a short article) describing the events of the Resurrection. If they prefer, they could draw an illustration to use as a “photograph” of some aspect of the story, such as the empty tomb, some of the disciples, or the Roman guards.

Answers for ANSWER

He is Risen!

Our Redeemer is Jesus Christ. He arose on Easter and lives today to redeem all who will come to Him. The verses listed below tell more about Him. Find the correct words and fill in the empty boxes.



1. A word in our key verse. Matthew 28:6
2. Jesus said He would give us this kind of life. John 17:3
3. Jesus had this kind of power. 2 Peter 1:3
4. The Lord's name is this. Psalm 8:1
5. Jesus is this to us. 1 Peter 2:21
6. God's _____ is great. Psalm 103:11
7. God's love sent us this kind of life. John 3:16
8. God sent this to His people. Psalm 111:9



TEXT Luke 13:1-5; Isaiah 1:18; 55:6,7

SUPPLEMENTAL SCRIPTURES Isaiah 53:6; Romans 8:1-16

OBJECTIVE The students will be able to explain what repentance is and the necessity of it in order to be saved.

KEY VERSE FOR ANSWER Marvel not that I said unto thee, Ye must be born again. — John 3:7

KEY VERSE FOR SEARCH Let the wicked forsake his way, and the unrighteous man his thoughts: and let him return unto the LORD, and he will have mercy upon him; and to our God, for he will abundantly pardon. — Isaiah 55:7

ANSWER
TITLE: **Repent and Be Saved**
SEARCH
TITLE: **How Can I Be Saved?**

REFERENCE INFORMATION

Isaiah lived under four of Judah's kings. During the reign of Hezekiah, when the worship of God was restored, there occurred a sweeping revival in the kingdom, and the people of the nation were turned toward God. This was near the end of Isaiah's life and, no doubt, was the result of the lifetime ministry by this godly man. Isaiah, through the Holy Spirit's inspiration, has given us many insights into God's sublime and wonderful plan concerning the coming of Christ, the dispersion and the restoration of the nation of Israel, and the coming millennial age.

From the time of the first sin and the knowledge of God's judgment, repentance and a sin offering were necessary for restoration to God's fellowship. Repentance was the theme of John the Baptist's preaching as well as that of Christ's. To repent is to turn from one's sins. When one repents he has a sorrow and a regret for his past; he has a desire to change for the better; he asks forgiveness and is willing to make right those things in his life which are against God and his fellowman.

YOUR OPENER

How Can I Be Saved?

TEXT: Luke 13:1-5; Isaiah 1:18; 55:6,7

SUPPLEMENTAL SCRIPTURES: Isaiah 53:6; Romans 8:1-16

KEY VERSE: Let the wicked forsake his way, and the unrighteous man his thoughts: and let him return unto the LORD, and he will have mercy upon him; and to our God, for he will abundantly pardon. — Isaiah 55:7

The Bible tells us that “All have sinned, and come short of the glory of God.” No one can go to Heaven who has not been cleansed from his sins. But before one can receive salvation and forgiveness, he must first repent of those sins he has committed.

1. What does *repent* mean?
2. What is necessary before a person can repent?
3. Why might the statement, “I believe on the Lord Jesus Christ,” be insufficient to bring about salvation?
4. Which words in the following verses indicate that repentance takes action?
Isaiah 1:18
Ezekiel 18:31
Hosea 14:2
Joel 2:12

ADDITIONAL DISCUSSION NOTES

RESPONSES

1. According to Webster’s dictionary the word *repent* means, “to feel so contrite over one’s sins so as to change or decide to change one’s ways; be penitent.” An individual may feel distressed or regret receiving the consequences of misconduct but that is not enough—he must change. Repentance is a word of action and power. When one repents unto salvation, it is literally a yielding of the will to God, and feeling sorry that he has grieved Him. This will be accompanied by a desire to never do so again. It also implies a continuation of this attitude throughout one’s Christian experience.
2. Your students may refer to the key verse and answer that it is necessary for the wicked man to forsake his way. This is true. But before this can take place, he must recognize that his way is wrong in God’s sight. They probably will further say that after forsaking his way, the sinful man must return to the Lord. Discussion should center around the fact that it is the Spirit of God that causes these things to happen in a person’s life.
3. Discuss the fact that the Bible states that the devils believe and tremble, but they are not saved. A person may have a belief that Jesus truly is the Son of God, and yet still not be repentant. Ask your students why true faith cannot be separated from a willingness to obey God’s Word, concluding that we cannot truly believe God without obeying Him, and we cannot obey Him without believing Him.

5. What are the eternal consequences of the statement of Jesus, “Except ye repent, ye shall all likewise perish”?

6. Many people attempt to justify the fact that they have sins which are unrepented of by saying their sins are not serious enough to require repentance. Why is this false?

7. How much does it cost a person to receive salvation?

8. How can you know you are saved?

4. Isaiah 1:18 — come, reason

Ezekiel 18:31 — cast away

Hosea 14:2 — turn to the LORD

Joel 2:12 — fasting, weeping, mourning

As your students discuss the words they have found, help them bring out that one does not come to God without exerting some effort. A person will never drift into salvation. Ask your students if this action is always apparent. They should reach the conclusion that often repentance is accompanied by visible signs (tears, restitutions, etc.) but even if physical action is not observable, there will be an inward action—a turning to God and a complete rejection of all things evil or sinful.

5. The student should be aware that a choice must be made. One must either be sorry for his sins and gain Heaven for his eternal home, or show a rebellious self-sufficient attitude which will eventually damn him to eternal Hell and separation from God forever.

6. This question should help your students understand that there is no way for man to justify sin. All sin separates from God. A knowledge of sin in one’s life brings condemnation. There is only one door to removal of that condemnation—that door is repentance.

7. There is no monetary price on salvation. The cost was paid by Jesus on Calvary. However, when a person becomes a Christian he gives his all to Christ—he gives his life. Have your students discuss the fact that a saved person will live a different kind of life. The grace of God that brings salvation teaches us to deny ungodliness and worldly lusts. It further teaches us to live soberly, righteously, and godly in this present world. Some people fail to pay this price, feeling it is too high. How sad this is, for they are dealing with eternal life.

8. When we repent of our sins and are willing to forsake them, God is faithful and just to forgive us. His Spirit will then bear witness that we are the children of God. Conclude your lesson by having your students discuss Romans 3:23, showing the need for all to repent and to seek salvation.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What is repentance? Give some synonyms. What are some of the evidences of repentance?

Can you get saved without repenting? Why is only acceptance of Christ not enough?

Does just saying "I'm sorry" reflect real repentance? What else must be done?

Discuss the seriousness and finality of Christ's words, "Except ye repent, ye shall all likewise perish."

What is the opposite of a repentant spirit?

In verse 1 of our text, Pilate is mentioned. Who was he and what do you know about him?

Do you believe that all suffering is the result of sinning or wrongdoing? Why or why not?

Isaiah 55:6 says, "Seek ye the LORD while he may be found." Do you suppose there is a time when He might not be found? Explain.

In the ANSWER story, what things illustrate that Rick was truly sorry for the wrong things he had done?

THINGS TO DO

Explain that Rick, in the ANSWER story, took several steps to reach salvation. From construction paper, cut out four large footprints and label them, "Feels condemnation" (realizes he has done wrong), "Is sorry," "Asks forgiveness," "Believes and receives salvation." Have students arrange these in the right order. Explain why the order must be that way.

Invite someone to your class who testifies of a radical change in his life. Let him tell his story to your students.

Display the famous picture of Jesus knocking at the door which has no handle. Explain that when Jesus knocks at the door of someone's heart, only that person can open the door. Be sure they know that Jesus is knocking at the door of every heart. If possible, take students to a door

that will open only from inside and let them try opening it from the outside.

Using a set of Legos or other construction set, put together a house, car, or some other shape. Let the students look it over carefully, Then dismantle it and have them help you make a totally different shape. Liken this to how Jesus takes each of us and, when we repent and believe, makes us into something brand-new.

Bring two cups to class—one clean and one dirty. Explain that Heaven is for the pure in heart and that our "cup" must go through a cleansing process to be acceptable to God.

Answers for ANSWER

What Must I Do?

Many people today want to know what they must do to be saved. What would you tell them? See how well you can do by finishing the dialogue in the speech balloons below. Use the Scriptures given.

What must I do to be saved?

Can't I just do good things?

What will I receive if I repent?

Why will God give me this gift?

How can I thank Him?

Repent and be converted.
Acts 3:19

It is a gift of God, not works.
Ephesians 2:8,9

Eternal life!
Romans 6:23

He loves you!
John 3:16

Keep His commandments.
John 14:15

TEXT John 3:1-19; Romans 8:1

SUPPLEMENTAL SCRIPTURES 1 Samuel 10:9; Romans 3:23; 1 John 3:9; 5:4,5

OBJECTIVE The students will be capable of describing the results that take place in a person’s life when one is saved.

KEY VERSE Therefore if any man be in Christ, he is a new creature: old things are passed away; behold, all things are become new. — 2 Corinthians 5:17

RESOURCE MATERIAL Tract No. 30 — The New Birth

Brand-New

REFERENCE INFORMATION

The Pharisees were a group of Jewish religious leaders in New Testament times who were trained in the Old Testament laws, but made many strict rules of their own. Pharisees were the most influential sect of the Jews. They wore distinguishing garments and were zealous in following tradition and the Law. *Pharisee* means “the separated one.” They were very much against Jesus, and he denounced them in the bitterest language. See Matthew 15:7,8; 23:5,13-15,23 and Mark 7:6.

The highest Jewish council of the day, the Sanhedrin, began after the Babylonian captivity, and resembled our supreme court. The council consisted of seventy-one men: Pharisees, Sadducees, priests, and scribes. It was

headed by the high priest with authority over religious and civil matters. It finally became extinct about A.D. 425.

Rabbi was a title of respect applied to Hebrew doctors and teachers.

The Pharisees of Jesus’ day made a great pretense of keeping the Law of Moses. Actually they were bound by the traditions of the elders who put their own interpretation on the Mosaic Law. Jesus said, “But in vain they do worship me, teaching for doctrines the commandments of men” (Matthew 15:9). Nicodemus must have realized there was more to serving God than just keeping those traditions.

YOUR OPENER

RESPONSES

1. Nicodemus was a Pharisee and a ruler of the Jews. The Bible does not tell why he came to Jesus by night. Was it because of Nicodemus' busy daytime schedule, or Jesus' activities that kept the two apart? It was more apt to have been the former, for Jesus always had time to receive those who came to Him. Being a member of the Sanhedrin and ruler of the Jews, was Nicodemus afraid of the opinions of his peers if they had knowledge of the meeting? In any case, his coming to Jesus by night marks every reference to Nicodemus in the Bible. Add to the discussion the thought that the important thing about Nicodemus was that he did come to Jesus as an honest inquirer.

2. Students may reply that curiosity, a hunger for something real, or a need for a miracle in their own lives would attract people. Jesus had earlier left Capernaum, and with His disciples had proceeded to Jerusalem to observe the Passover. While in Jerusalem it seems that Jesus performed a number of miracles, extraordinary events manifesting a supernatural work of God (John 2:23). The Jewish people were looking forward to the coming Messiah, and the working of miracles convinced many that Jesus was indeed that Messiah. For example, Nicodemus heard and believed that "no man can do these miracles that thou doest, except God be with him."

3. Individuals in the class will respond with different paraphrases, but the essence of Christ's statement is that it is necessary to have a spiritual rebirth in order to enter Heaven. Discuss with the class that Heaven will include only twice-born people. Why is this true? Rehearse with class participation that ever since Adam and Eve's transgression, people have been born in sin (Psalm 51:5). The natural carnal man is prone to sin; in fact, he cannot avoid sinning, until a spiritual rebirth in Christ Jesus takes place.

4. Jesus said that there is no exception. No doubt Nicodemus was a good person. As a Pharisee he was committed to keeping the Law of Moses in scrupulous detail, but was it possible for the Law to take away sin (Hebrews 10:4)? The Law and all its ordinances was a temporary expedient, pointing toward the perfect atonement of Jesus Christ. Discuss with your class that being good in our own strength is not sufficient. In dealing with an unconverted heart the Holy Spirit will always uncover sin—if not open sin, then covered sins such as anger, malice, hatred, jealousy, and envy. Jesus made the necessity of the new birth very plain.

Brand-New

TEXT: John 3:1-19; Romans 8:1

SUPPLEMENTAL SCRIPTURES: 1 Samuel 10:9; Romans 3:23; 1 John 3:9; 5:4,5

KEY VERSE: Therefore if any man be in Christ, he is a new creature: old things are passed away; behold, all things are become new. — 2 Corinthians 5:17

RESOURCE MATERIAL: Tract No. 30 — The New Birth

Because of the original sin of Adam and Eve, we are unable (without Christ) to live without sinning against God and against our fellowman. The Bible says, "The heart is deceitful above all things, and desperately wicked" (Jeremiah 17:9). "All have sinned, and come short of the glory of God" (Romans 3:23). However, the Bible has outlined certain steps that a person may take in order to have his sins forgiven. If we follow these steps carefully, acknowledging Christ as the Son of God with power to forgive and keep us from sin, honestly inviting Him to be Lord of our lives, a miracle happens. We become a brand-new person in Christ Jesus, as expressed in our key verse.

- 1. What kind of person was Nicodemus? Why did he come to Jesus by night?
- 2. Why would the working of miracles attract a person to Christ?
- 3. Explain in your own words what Jesus told Nicodemus.
- 4. Why is there no exception to the necessity for the new birth? What about "good" people?

ADDITIONAL DISCUSSION NOTES

5. Once a person is born again, how is it possible for him to live each day without sinning against God? See 1 John 3:9; 5:4,5,18.

6. Jesus healed a man at the pool of Bethesda and gave him a special command. What was this command (John 5:14)? What explicit directions did Jesus give to the woman taken in adultery, whom He forgave (John 8:11)? What significance must be placed upon these instructions?

7. List the works of the flesh, of which a Christian will not be guilty (Galatians 5:19-21). Which part of the key verse applies to these things?

8. When "old" things pass away, what are some of the "new" things that come into our lives?

9. Review John 3:16; Romans 5:1; 8:1 and 12:2, and list some additional results of being born again.

5. When a man is born again his sins are forgiven and gone, and God gives grace to live a life without sin. Ask your students if any sin will enter Heaven. If not, why not? A person's sins have to be forgiven before he can go to Heaven. Jesus' death on Calvary has made this possible. There are those who profess to know Christ, yet they say that the best of men in this life will sin in thought, word, and deed every day. Why would they say this? It is true of the natural man, but note again the key verse for this lesson. When the new birth in Christ is received, a miraculous change takes place in the heart: "Old things are passed away; behold, all things are become new." It would be tragic indeed if Christ had given His life on that cruel cross only to leave men with just their own human ability to serve Him. Thank God, He gives more grace. See Titus 2:11,12.

6. The command was "sin no more, lest a worse thing come unto thee." Jesus said to the woman, "go, and sin no more." The significance of these instructions is that Jesus expects those who follow Him to live without sinning in this present life. For an interesting aside, have the students recount some testimonies of people who have been born again and have gone forward in life to "sin no more."

7. The works of the flesh are: adultery, fornication, uncleanness, lasciviousness, idolatry, witchcraft, hatred, variance, emulations, wrath, strife, seditions, heresies, envyings, murders, drunkenness, revellings, and such like. Discuss with your class that the works of the flesh are the "old things" that pass away from the Christian's life.

8. Your students' answers to this question should provide a thrilling account of the joys and blessings of salvation. You might wish to set up a circle response with your students, asking each of them to contribute one thought about the change that occurs at the new birth. See 1 Peter 1:3-9 as an additional text.

9. John 3:16 — everlasting life. Romans 5:1 — peace. Romans 8:1 — freedom from condemnation. Romans 12:2 — transformation. Not only does God, through Christ, forgive us for past sins but through Him we are given power to go and sin no more. Sinful desires are replaced by a deep desire to please God. As the Apostle explains in Romans 8, we no longer live as servants to the flesh, but instead are controlled by the Spirit of God. The works of the flesh are replaced by the fruit of the Spirit. What a change! Close the lesson, reinforcing the thought that our Christian victory over sin remains as long as we daily yield ourselves to God and righteousness and trust in Christ to do His work in our lives (Romans 6:17-23).

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Do you think there are people who resemble the Pharisees today? Describe some characteristics that would be the same.

In your own words, how would you have explained to Nicodemus what it means to be born again?

What did Jesus mean by His reference to Moses' lifting up the serpent in the wilderness?

Describe the metamorphosis of a butterfly. Liken that to the changes that take place when one is converted. What happens to our "old self"?

How can we have the hope of the Resurrection?

How old must one be before he can be saved? How old were you when you first learned you must be saved?

What well-known and often-quoted verse is in this lesson? Can you say it by heart?

What is the meaning of the word *condemnation*? How does one get rid of feeling condemned?

The ANSWER story tells about a monarch. What kind of monarch? Make a comparison between that monarch and a person who has been born again.

THINGS TO DO

Obtain pictures of a caterpillar and butterfly (or, better yet, real ones) to show the total change from one creature to another.

A couple of days ahead, put a carnation stem in red colored water. Take an undyed carnation to class plus the dyed flower to demonstrate how the life-giving Blood of Jesus flows through us when we are born again.

Early in the week, sprout some alfalfa seeds. (You could use corn, beans, etc., but they would take longer.) Take sprouted seeds and unsprouted seeds to class to show

how the unsprouted look dead, but when soaked in water they sprout (come to life). Compare this to how we can be born anew through the Blood of Jesus, which gives us life.

Use a hand fan to demonstrate the wind. (You can feel it, but can't see it.)

Take an old and a new item (old and new shoe, old and new toy, etc.) and see which the students think is best. Just so, our new self in Christ will be much better than our old self.

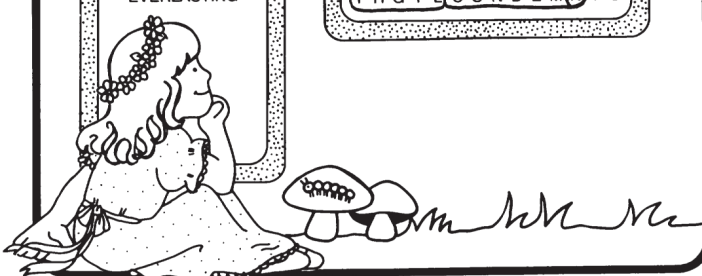
Answers for ANSWER

Born Again!

New life is given to all who choose to follow Jesus and live for Him. The words below are from the Bible text. Find them in the wordfind.

GOD
JEW
LIFE
FLESH
JESUS
LIGHT
RABBI
RULER
SAVED
WORLD
HEAVEN
MARVEL
SPIRIT
BELIEVE
CONDEMN
KINGDOM
TEACHER
TESTIFY
WITNESS
DARKNESS
MIRACLES
BORN AGAIN
NICODEMUS
EVERLASTING

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



TEXT Luke 19:1-10

SUPPLEMENTAL SCRIPTURES Leviticus 6:2-7; Numbers 5:6-8

OBJECTIVE The students will be able to explain what restitution is and its importance in maintaining a Christian life.

KEY VERSE FOR ANSWER If I have taken any thing from any man by false accusation, I restore him fourfold. — Luke 19:8

KEY VERSE FOR SEARCH If the wicked restore the pledge, give again that he had robbed, walk in the statutes of life, without committing iniquity; he shall surely live, he shall not die. — Ezekiel 33:15

RESOURCE MATERIAL Tract No. 68 — Restitution

**ANSWER
TITLE:**

Postmark: Jericho

**SEARCH
TITLE:**

Squared Away With Others

REFERENCE INFORMATION

Jericho, the scene of today's lesson, is considered to be the oldest city in the world, situated by the Jordan River at the site of a ford which controlled the ancient trade routes from the East. The presence of springs of water and the resulting numbers of trees make Jericho a green oasis in the middle of this dry area of Jordan.

The sycamore tree, such as the ones which lined the streets of Jericho, was a type of fig tree. It had many strong, wide-spreading branches, so it was easy for a person to climb. The sycamore bore fruit several times a year, but people rarely ate it because it was not as tasty as ordinary figs.

Zacchaeus was a chief among the publicans, tax collectors, for the Roman government. Such men were usually Romans, but Zacchaeus, a Jew, probably represented the Jews in Jericho. As chief, he would have been the

one who sold the privilege of collecting taxes to the highest bidders. These men, in turn, could then add as much of a commission as they could collect. Zacchaeus, no doubt, started his "career" as one of these tax collectors, and was not held in any regard by the Jews.

As a class, the tax collectors were despised by their fellow Jews, because of their oppression and extortion of illegal taxes to enrich themselves. They were generally classified as "sinners." Zacchaeus, as well as all those about Jesus, must have been surprised that Jesus would choose to go to the house of such a person. Jericho was a city of priests, yet Jesus chose to abide with a publican.

Whether or not Zacchaeus knew the old Law requiring restitution (Exodus 22:1-5), he showed the true fruit of conversion when he promised to make right his wrongdoing.

YOUR OPENER

Squared Away With Others

TEXT: Luke 19:1-10

SUPPLEMENTAL SCRIPTURES: Leviticus 6:2-7; Numbers 5:6-8

KEY VERSE: If the wicked restore the pledge, give again that he had robbed, walk in the statutes of life, without committing iniquity; he shall surely live, he shall not die. — Ezekiel 33:15

RESOURCE MATERIAL: Tract No. 68 — Restitution

There are few, indeed, who are called from a sinful life who do not have restitutions to make. Some would tell us that when we are saved, God forgives our past and we can forget it. However, Scripture reveals that if we have in any way wronged our fellowman, God expects us to make this right. His Spirit will surely bring to mind the things for which we need to make amends. Restitution covers not only repayment of what may have been taken of monetary value, but also making right such things as lying, cheating, backbiting, and hatred.

1. Why do you think the Spirit of God inspired Luke to include the story of Zacchaeus? Surely there were many more dramatic incidents that could have been recorded.

2. Zacchaeus was a chief among the publicans (tax collectors) for the Roman government. Such men were usually Romans, but Zacchaeus, who was a Jew, probably represented the Jews in Jericho. As chief, he would have been the one who sold the privilege of collecting taxes to the highest bidders. In turn, these men could add as much of a commission as they could collect. Zacchaeus no doubt started his career as one of these tax collectors, and was not held in any regard by the Jews. Which verse in our text establishes the fact that Zacchaeus' poor reputation was known by those in Jericho?

3. What was required of a person bringing a trespass offering under the Mosaic Law? See Leviticus 6:2-7.

ADDITIONAL DISCUSSION NOTES

RESPONSES

1. Help your students to conclude that while no one knows exactly why this particular story was written, it is one of the best illustrations of restitution to be found in the Bible. No doubt Luke had been impressed by the Holy Spirit with the importance of this teaching or he would not have included the story in his writings.

2. In verse 7, Zacchaeus is referred to as a "sinner." As a class of people, the tax collectors were despised, and generally considered sinners. Zacchaeus, as well as all those about Jesus, must have been surprised that Jesus would choose to visit the house of such a person. Jericho was a city of priests, yet Jesus chose to visit a publican. He would be a guest in Zacchaeus' home.

3. The students should understand that under the Law, God required a man to make restitution for any wrong done to his fellowman before bringing a trespass offering. When this was done, the priest would offer the sacrifice and the Lord would forgive the man for the things he had done wrong. Ask your class why they think it was necessary for the restitution to be made preliminary to the bringing of a trespass offering. Your students will likely conclude that it proved the sincerity of the repentance and the desire to be forgiven.

4. Restitution obviously played an important part in obtaining forgiveness under the Mosaic Law.

What part does it have in obtaining forgiveness in our time?

5. Explain in your own words the meaning of the key verse.

6. What evidence do we have that Zacchaeus, in his heart, met the required conditions spoken of in the key verse?

7. Why is it as important to make a small restitution as it is a large one?

8. What happens if we refuse to make a restitution?

9. What are some of the benefits that might be received as a result of making a restitution?

4. As your students discuss their answers to this question, the point should be made that God will hear the cry of an honest heart and will save one wherever and whenever he repents and believes. Unlike the priests in Moses' time, God can see the innermost heart and does not need a visible sign of true inward repentance. Thus, one can be forgiven before he makes restitution for the wrong he has done. But the one who seeks forgiveness will have to have it in his heart, as Zacchaeus did, to make things right with his fellowman.

5. The students should understand that God's standard of righteousness has always been high. Restitution was required in Ezekiel's time, along with walking in the statutes of life. In other words, we must, as much as lies within our power, restore and compensate for any injury or loss we have caused. We must then continue to walk according to God's Word without committing iniquity, that we may ensure our hope of eternal life.

6. The class should learn that it was more than idle curiosity which prompted Zacchaeus to climb a tree to see Jesus. The Lord knows the thoughts and intents of the heart and He knew right where Zacchaeus was and called him by name. Our text states that Zacchaeus came down in haste, received the Lord joyfully and immediately promised to make restitution, the act required to meet the conditions stated in the key verse. And Jesus said, "This day is salvation come to this house."

7. All sin separates from God, whether it is a "little" sin or a big one. We will have to be squared away with our fellowman, whenever possible, if we expect to make Heaven our home.

8. The students should know that if they refuse to make a restitution, they are refusing to do what God requires of them. In addition, they are disqualifying themselves from receiving continued blessings from God. And, most importantly, instead of their sins being judged beforehand, they will follow them to the Judgment (1 Timothy 5:24).

9. Have your students discuss some of the benefits they have noted. Some may mention the excellent opportunity afforded to witness to the saving grace of God when they make a restitution. Other benefits mentioned might include: a clear conscience, repairing breaches in personal relationships, joy and peace in the heart. Encourage your students to give examples from their own experience or knowledge of making a restitution. For additional resources, read the following Apostolic Faith tracts: No. 48 — "My Search for Salvation," No. 51 — "Prayed Out, Stayed Out," and No. 64 — "Pardoned!"

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What is restitution?

Jesus knew Zacchaeus' heart and where he was. How does this story show that Jesus knows our thoughts and intents?

We read that Zacchaeus was the chief among the publicans. What was a publican?

Why do you suppose Zacchaeus told Jesus he would give to the poor and restore fourfold the money he had actually stolen? Is it necessary to repay fourfold as Zacchaeus did?

Is there a difference between big wrongs and little wrongs when it comes time for making restitution?

Besides things stolen, what other kinds of restitutions might God show us we should make?

Do Christians ever do things that might require making restitution?

How does one go about making restitution?

What will happen if we refuse to make restitution?

THINGS TO DO

Invite someone to come to your class to tell of a restitution he made, and the results or effects of that.

Discuss, or list some synonyms for, the word *restitution* (repay, restore, give back, make right, apologize for, etc.). It may very well be a "foreign" word to some of your students.

Wear a sign on your dress or lapel which reads, "I'm Square." Use this as an opener for your lesson to explain what it means to be *squared away*, and tie it in with the conversion of Zacchaeus. You might wish to conclude your lesson with a portion of your own testimony and the importance of living a life that proves you are square with God and man.

Take to class a T-shirt on which you have written the word CHRISTIAN. Above the word, have an arrow that points up. (Use colored adhesive letters, or cut letters from dark tape, or iron-on letters.) Ask students their opinions

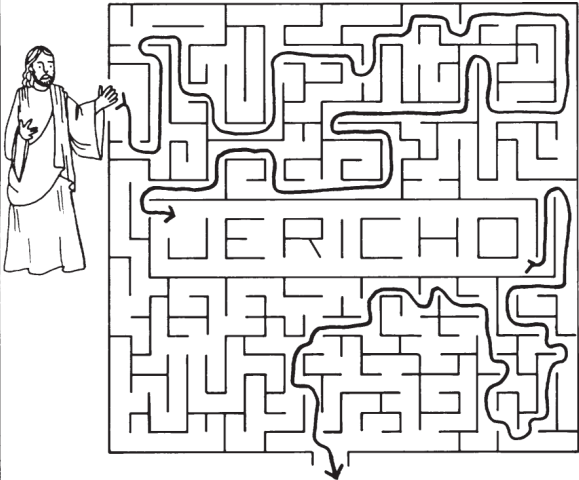
about wearing such a shirt. If they did, all who saw them would suppose that they were followers of Christ, and expect them to show it by their actions. One of the first things that shows up in a person's actions when they become a Christian is the desire to do right and make amends (or restitution) for any previous wrongdoing. These outward changes in behavior indicate the reality of the inward change. Discuss with your class things that Christians do or don't do, letting the students make the suggestions. Give an opportunity for your students to share changes that Christ made in their lives when they became Christians: something they had to take back, or apologize for, or a lie they had to straighten out, etc.

Several tracts, such as No. 48 — My Search for Salvation (Reverend Loyce C. Carver), and No. 64 — Pardoned! (Bruce Archer), deal with restitution and could be dramatized.

Answers for ANSWER

Make It Right

Restitution is an important part of a Christian's life. Zacchaeus realized this and set about putting his life in order. In the maze below help Jesus find Zacchaeus. Then, find all the words on the list in the word-find.



LOST
SAVE
JESUS
JERICHO
RESTORE
FOURFOLD
JOYFULLY
SYCAMORE
PUBLICANS
SALVATION
ZACCHAEUS

EROMACYSGE
SEW GKUBADS
NRBHEOZGU
AOVSMYVKE
CTUOWEHA
ISKBRUCTUH
LEAPDI IWC
BROVOLROGC
UEZSEYENVA
PGTKBQJMKZ

TEXT Galatians 5:22-26

SUPPLEMENTAL SCRIPTURES Psalm 1:1-6; 1 Corinthians 13; 2 Peter 1:4-8

OBJECTIVE The students will be able to list the fruit of the spirit and explain the benefits of this in one's life. They will also realize the importance of the fruit of the Spirit in a person's life as a testimony to others.

KEY VERSE FOR ANSWER As we have therefore opportunity, let us do good unto all men. — Galatians 6:10

KEY VERSE FOR SEARCH If we live in the Spirit, let us also walk in the Spirit. — Galatians 5:25

**ANSWER
TITLE:** **Something Special to Share**

**SEARCH
TITLE:** **The Fruit of the Spirit**

REFERENCE INFORMATION

The Book of Galatians was written probably sometime between 50 and 60 A.D., by the Apostle Paul to the churches in Galatia, a district of Asia Minor.

In Galatians, Paul shows that no rites or ceremonies of the Jewish Law, nor any of their own works, could avail in the justification of a sinner, but that faith in Christ is the only means of salvation. The fruit of the Spirit becomes evident in our lives after we are saved, and grows as we continue to live, or walk, in the Spirit.

The Galatians were a branch of the Gauls, originally from north of the Black Sea, who migrated westward and finally settled in Asia Minor. This area was called Galatia, and most of the people were Gentiles. Some of the Jewish teachers insisted that Gentiles could not

be Christians without keeping the Law of Moses. Paul wrote that circumcision was a necessary part of Jewish law, but was not a part of the Gospel of Christ and had nothing to do with salvation.

The Apostle tells us there is no law against any of the virtues that make up the fruit of the Spirit. Christians are not under the Law, but under grace; for the fruit of the Spirit plainly shows that such people are led by the Spirit. Paul informs us that those who are Christ's have crucified the flesh with its affections and lusts. They are now sincerely endeavoring to die unto sin, as He had died for it. It is not enough that we cease to do evil, but we must learn to do well. Our Christianity obliges us not only to oppose the works of the flesh, but to bring forth the fruit of the Spirit too.

YOUR OPENER

The Fruit of the Spirit

TEXT: Galatians 5:22-26

SUPPLEMENTAL SCRIPTURES: Psalm 1:1-6; 1 Corinthians 13; 2 Peter 1:4-8

KEY VERSE: If we live in the Spirit, let us also walk in the Spirit. — Galatians 5:25

In his letter to the Galatians, Paul shows that since the time of Christ's death no rites or ceremonies of the Jewish Law or any of man's own works can avail in the justification of a sinner. Jesus Christ is our only means of salvation (Acts 4:10-12). The fruit of the Spirit becomes evident in our lives when we are saved, and grows as we continue to live and walk in the Spirit.

1. Why do you think the nine virtues listed in our lesson are referred to as "the fruit" and not "the fruits"?
2. Explain why the flesh must be crucified if we are to be fruit-bearing Christians.
3. What do the nine virtues of the Spirit have in common?
4. List the fruit of the Spirit. Then name some benefits that Christians enjoy from having each of these virtues in their lives.

RESPONSES

1. Responses may vary, but your students should conclude that these nine virtues together make up the fruit of the Spirit. You might wish to compare this to a prism dividing light into its spectrum of colors. Each color is distinct and yet together they make light. The students should also realize that all of these nine virtues will be in evidence if the fruit is truly of the Spirit.
2. Discussion of this question should bring out the thought that the flesh cannot produce spiritual fruit. The flesh is only able to produce undesirable results. Through its efforts, the works of the flesh will never allow anyone to inherit the Kingdom of God. Additional Scriptures to include in this discussion: Romans 6:20-22; 8:8-13; Galatians 6:8.
3. The discussion should center around the fact that there is no law against any of these virtues exemplified in a person who is walking in the Spirit. Propose the question: Is there any law against being loving, joyful, peaceful, etc.? All of these emanate from the same root.
4. Love, joy, peace, longsuffering, gentleness, goodness, faith, meekness, temperance. Looking at each one specifically, discuss some of the benefits that are derived from having these virtues. What kind of existence would one have without love? Studies of children who are given physical necessities but no love show extensive emotional impairment. What does joy bring into a life? Consider how depression can lead to mental illness or even suicide. Proceed through the list. In conclusion, your students should see that a person bearing the fruit of the Spirit can enjoy a life of victory, not having guilt or condemnation.

ADDITIONAL DISCUSSION NOTES

5. Why can a Christian still feel peace when things go wrong?

6. Describe an incident in which the fruit of the Spirit really proved to be a benefit to the one who exhibited a specific virtue.

7. How can the fruit of a tree be used to determine the worth of the tree that is bearing it? See Matthew 7:16-18.

8. Self-image is an important concept in our society. Distinguish between self-improvement and the fruit of the Spirit.

9. How can you be sure you have the fruit of the Spirit in your life?

5. Your students' answers should help bring an understanding that this fruit is not seasonal. It is not a mere surface emotion, but a deep-seated peace, founded in the knowledge of sins forgiven, and strengthened by a constant walking in the Spirit.

6. Allow your students time to discuss in detail some particular incident; for example, when someone gave a soft answer that turned away wrath. When the fruit of the Spirit is in evidence, it shines forth as a witness to the world even more eloquently than words.

7. The students should understand that the fruit of the Spirit is the result of being a born-again Christian. The fruit is the testimony of the person's life and actions, and is sufficient to judge the worth of the "tree." If the tree is holy the fruit will be holy. If the tree is unholy the fruit will be unholy.

8. Help your students realize that no matter how much the self is refined or cultivated it is still self. Charm, knowledge, or skill can all be void of the fruit of the Spirit. The fruit of the Spirit is God-given and develops with God's help. Discussion could also bring out the point that while a person may be well-thought-of by his peers in worldly circles, if he does not have the fruit of the Spirit in his life, in God's sight he is nothing.

9. The students must understand that the fruit of the Spirit only becomes evident after one is truly saved—transformed by God's grace from one who has been walking after the flesh into one who is walking in the Spirit. As Jesus said in John 15:5, "He that abideth in me, and I in him, the same bringeth forth much fruit."

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Describe a personal incident in which the fruit of the Spirit really proved to be a benefit to you.

A fruit tree with delicious-looking fruit causes people to desire to have some. The fruit is also a means of identifying the type of tree. Parallel this to a life evidencing the fruit of the Spirit.

How do we know good deeds are required of us in order to make Heaven our home?

Why do you think the term *fruit* of the Spirit is used rather than *fruits*?

What is the fruit of the Spirit? How could you tell a friend what the *fruit of the Spirit* means?

Why is the fruit of the Spirit important in our lives today?

Is the fruit of the Spirit in our lives capable of growth? How?

In addition to the fruit of the Spirit in our lives, what are some of the other benefits we have because we are Christians?

How can a Christian still feel the joy of the Lord when things go wrong?

In the ANSWER story, Cindy's grandmother suggested that Galatians 5:22 might help solve a problem at school for Cindy. Relate that verse to solving problems. What was Cindy's problem and its solution?

THINGS TO DO

Type out some short situations (two or three sentences long) which illustrate each fruit of the Spirit. Have your students match them up with the "fruit" that each situation exemplifies.

To teach the fruit of the Spirit, make a paper tree with fruit on it. Cut a tree's foliage out of green paper, nine apples out of red paper, and a brown trunk. Back the apples with something to make them stick to the tree. Label the apples: love, peace, faith, meekness, joy, temperance, goodness, gentleness, and longsuffering. Give each stu-

dent an apple and when he has explained what the word means, let him place his apple on the tree. If you don't want a movable tree, draw one on a posterboard as you present the lesson. Or, you could also use a gumdrop tree for this.

Material needed: can opener, a can of vegetables, and a can of fruit the same size. Carefully switch labels and illustrate that people cannot tell if we are Christians by our label—only by our fruit.

Give each child a small basket (or one made from construction paper). From colored paper, cut out some shapes of fruit, and on each one write the name of one fruit of the Spirit. Have enough for each child to earn a complete set. As they recite the fruits to you, give them one fruit for their basket for each fruit of the Spirit mentioned.

Answers for ANSWER

Christian Values

The fruit of the Spirit is a valuable part of your Christian life. Each letter below has been given a certain value. Find the total for each Christian characteristic.

Example: F R U I T = 6 + 18 + 21 + 9 + 20 = 74¢

LOVE = 12 + 15 + 22 + 5 = 54¢

JOY = 10 + 15 + 25 = 50¢

PEACE = 16 + 5 + 1 + 3 + 5 = 30¢

LONG-SUFFERING = 12 + 15 + 14 + 7 + 19 + 21 + 6 + 6 + 5 + 18 + 9 + 14 + 7 = 153¢

GENTLENESS = 7 + 5 + 14 + 20 + 12 + 5 + 14 + 5 + 19 + 19 = 120¢

GOODNESS = 7 + 15 + 15 + 4 + 14 + 5 + 19 + 19 = 98¢

MEEKNESS = 13 + 5 + 5 + 11 + 14 + 5 + 19 + 19 = 91¢

TEMPERANCE = 20 + 5 + 13 + 16 + 5 + 18 + 11 + 14 + 3 + 5 = 100¢

FAITH = 6 + 1 + 9 + 20 + 8 = 44¢

TEXT Romans 12:1,2; 1 Thessalonians 5:15-22; 1 John 2:15-17

SUPPLEMENTAL SCRIPTURES Matthew 22:37-40; 2 Corinthians 6:17,18; Ephesians 4:1-3

OBJECTIVE The students will be able to differentiate between loving the world and controlling the things of the world in their lives.

KEY VERSE FOR ANSWER Have no fellowship with the unfruitful works of darkness. — Ephesians 5:11

KEY VERSE FOR SEARCH If ye were of the world, the world would love his own: but because ye are not of the world, but I have chosen you out of the world, therefore the world hateth you. — John 15:19

**ANSWER
TITLE:** Then What?

**SEARCH
TITLE:** Christian Maintenance

REFERENCE INFORMATION

Paul the Apostle, who wrote the Epistle to the Romans, was a man who had been educated “at the feet of Gamaliel” (Acts 22:3). He had great potential in the world, being a young leader, extremely zealous, intelligent, and ambitious. Some feel he would have had a great career as a lawyer or a leader in the Sanhedrin. But he met Christ on the road to Damascus. Later, in his letter to the Philippians, he said, “But what things were gain to me, those I counted loss for Christ. Yea doubtless, and I count all things but loss for the excellency of the knowledge of Christ Jesus my Lord: for whom I have suffered the loss of all things, and do count them but dung, that I may win Christ” (Philippians 3:7,8). Paul preached tire-

lessly, founded many churches on three different missionary journeys, suffered greatly through persecution and privation, and finally died a martyr to the faith at the hands of Nero, the Roman emperor. But through Christ he won his crown!

Romans 12:1 says to “present your bodies a living sacrifice.” The phrase, “present your bodies,” is a metaphor taken from the bringing of sacrifices. The person picked out the choicest of his flock and presented it as an atonement for his sin. The “living sacrifice” is in contrast to the dead sacrifices offered under the Law, that we might live for God.

YOUR OPENER

Christian Maintenance

TEXT: Romans 12:1,2; 1 Thessalonians 5:15-22; 1 John 2:15-17

SUPPLEMENTAL SCRIPTURES: Matthew 22:37-40; 2 Corinthians 6:17,18; Ephesians 4:1-3

KEY VERSE: If ye were of the world, the world would love his own: but because ye are not of the world, but I have chosen you out of the world, therefore the world hateth you. — John 15:19

RESPONSES

1. Many of the sacrifices that were given under the Law were presented to the priest at the Temple as living sacrifices. It was the priest's duty to kill the animal and make the sacrifice. God still looks for "living" sacrifices today—people whose whole aim in life is to serve God and do His will. Christians are not put to death as a sacrifice but, rather, they live a sacrificial life, consecrated to God for His use. As we present our lives to God we become dead to the world. "Whosoever will save his life shall lose it: and whosoever will lose his life for my sake shall find it" (Matthew 16:25).

2. Your class should define the phrase as meaning, "something of highest spiritual purity." No sin is acceptable to God. Point out that Jesus died to save man from his sins and make him acceptable to God. Also, emphasize that to be acceptable to God there has to be a total commitment of everything that one has or is. That leaves very little that can be given to worldly pursuits.

3. Worldly pursuits will take over completely in the life of the one who does not exercise spiritual control with God's help. This spiritual control is a "reasonable service." Discuss with your class that when one considers the price paid for man's salvation, is anything given to the Lord more than reasonable service? "When ye shall have done all those things which are commanded you, say, We are unprofitable servants: we have done that which was our duty to do" (Luke 17:10).

4. In many instances, people who are conformed to the world think, look, and act differently than Christians. Ask your class to pinpoint some of these differences, focusing on the thought that as Christians we want to please God in all our ways. Additional references to substantiate the thought of being separate from the world: 2 Corinthians 6:14-17; Ephesians 5:11; 2 Timothy 2:4.

5. Open your discussion of this question by talking about what the word *renew* means. Why is a renewal of one's mind necessary? Is it important to us as Christians? Referring to the question and the Scripture given should bring out the importance of thinking the right kinds of thoughts. The students should see that they must take control of their minds by not letting their minds dwell on worldly things.

We exercised the power of choice when we sought forgiveness for sins, and were born into the family of God. The same choice must be maintained daily if we are to remain "sons of God, without rebuke, in the midst of a crooked and perverse nation, among whom ye shine as lights in the world" (Philippians 2:15). That choice was—and remains—the choice to love the things of God in place of loving the things of the world by an ever closer companionship with Jesus Christ. John 3:31 says, "He that cometh from above is above all: he that is of the earth is earthly, and speaketh of the earth: he that cometh from heaven is above all."

1. What is meant by "present your bodies a living sacrifice"?
2. What is meant by "holy, acceptable unto God"?
3. Why should the control of worldly pursuits be considered as a "reasonable service"?
4. What is meant by "be not conformed to this world"?
5. How do Christians renew their minds? See Philippians 4:8.

ADDITIONAL DISCUSSION NOTES

6. As Christians, we want to bring our lives under the control of Christ. From Romans 12:2, what are three things we could ask ourselves about our plans as criteria for establishing whether God is really in control of our lives and plans?

7. As we continue the thought of Christian maintenance, how does the phrase, "See that none render evil for evil unto any man," apply?

8. Why can the Christian give thanks in everything (Romans 8:28)? Explain why this is important in the light of maintaining our Christian testimony.

9. What does it mean to "abstain from all appearance of evil"?

10. Explain why a person cannot love the things of the world and love God at the same time. See Matthew 6:24.

11. Explain 1 John 2:17 in your own words.

6. The very basic questions would be: Is it a good plan? Would it be acceptable with God? The most important question would be: Is this the perfect will of God for my life? Bring out through class discussion that it is a blessing to us as well as those around us if we submit to the perfect will of God (Psalm 40:8).

7. Zero in on the fact that the Christian has control so that when someone does an evil deed to him he does not repay in kind. Discussion of the question with your students should bring out that one who desires to maintain his Christian testimony will be aware of the opportunities to witness which result when one follows this command. The students may be able to give some examples of this. Other biblical admonitions concerning this are found in Proverbs 20:22, Matthew 5:39, and 1 Peter 3:9.

8. The Christian knows that since his life is in God's control and not controlled by the world, God will only let happen what is best. The Christian can give thanks because it is the will of God for him. Class discussion should bring out that this is important because it is a direct command of God. They may also mention that it is important because when others see a thankful attitude, and the results that God performs because of thankfulness, they may be persuaded that one's faith is of real value.

9. Your students' definitions will probably bring out that it is to cease or refrain voluntarily from anything that may even look as though it is sinful. The Apostle Paul wanted God to control the things in his life so that he would not do anything that might offend a brother. Ask your students why this command is so vital to one's Christian witness, bringing out that while they often may not have the opportunity to give a verbal testimony, their actions and the lives they live speak clearly to those around them. They certainly would not want an "appearance of evil" to taint their testimony.

10. The love of one of these will grow stronger as the love for the other grows weaker. Class discussion should bring out that if a Christian truly has a desire to deepen and strengthen his relationship with Christ, to grow in His grace and knowledge, then he will avoid doing anything that would lessen the love he feels for God. He must keep Christ first in his life.

11. Use this as your wrap-up. Let the students present their ideas and then point out that everything in the world will pass away, even the things that have a high value placed upon them. Only the things that are done for God will last throughout eternity.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What is meant by the word *world* in 1 John 2:15? Can a person love the things of the world and have the love of God at the same time? Why or why not?

Imagine a world in which the fruit of the Spirit isn't evidenced by anyone. What would it be like? Consider government, trade, traffic, school, families, etc.

Guarding our spiritual benefits may be likened to a priority listing. How can a person maintain a Christian standard and witness if things of lower priority begin to take precedence over concern for spiritual health?

What does a sinner do to guard himself against salvation? What can we do to strengthen our guard against sin?

What kind of sacrifice is acceptable to God? Explain the meaning of *reasonable service*.

What benefits come to those who do God's will, and what will their future be?

How old do you have to be to be saved?

What are the things that you do at school and home which show others that you are a Christian?

THINGS TO DO

Draw a picture of the "broad way" and the "narrow way," things you'll find along the two ways, and where each will lead you.

Have a team review when your lesson is finished. Divide your class into teams and let them ask each other questions about the lesson. Let each team have a few minutes together to come up with questions to stump the other team. For a different twist, let the students try to stump you!

Needed: a sheet of posterboard, marking pen, wrapped candy. On the top half of the sheet of posterboard, prepare a word-find puzzle. Use words that are from this lesson's Bible text (brethren, holy, service, good, rejoice,

love, pray, Jesus, thanks, prove, etc.). Use as many words as you have students or use two or three words per student. Just make sure each student has the same amount. Words may be written forward, backward, vertically, horizontally, or diagonally. On the bottom half of the sheet, list the words you have chosen to include in the puzzle. Tape a piece of wrapped candy or small prize next to each word. Let the students take turns finding a word of their choice. After they find and circle the word, they may take the prize or candy next to it. If you have used more than one word per student, let them each find one word, then after everyone has had a turn they can start on the next round. This can be a pre-session classroom game or used during a review of the lesson.

Answer for ANSWER

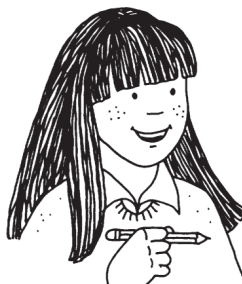
On Guard

Unscramble the words below and write them in the acrostic puzzle. As you decipher each word, read the reference verse (they are all from 1 Thessalonians 5) to see what things you should do to maintain your Christian life. When you finish, there will be a special word in the vertical stack of boxes. Write the word on the line below.

APRY					<u>P</u>	<u>R</u>	<u>A</u>	<u>Y</u>	(verse 17)		
TRISIP		<u>S</u>	<u>P</u>	<u>I</u>	<u>R</u>	<u>I</u>	<u>T</u>		(verse 19)		
DOGO			<u>G</u>	<u>O</u>	<u>O</u>	<u>D</u>			(verse 15)		
KANTSH					<u>T</u>	<u>H</u>	<u>A</u>	<u>N</u>	<u>K</u>	<u>S</u>	(verse 18)
VOREP		<u>P</u>	<u>R</u>	<u>O</u>	<u>V</u>	<u>E</u>					(verse 21)
CEOJER	<u>R</u>	<u>E</u>	<u>J</u>	<u>O</u>	<u>I</u>	<u>C</u>	<u>E</u>				(verse 16)
SATBAIN		<u>A</u>	<u>B</u>	<u>S</u>	<u>T</u>	<u>A</u>	<u>I</u>	<u>N</u>			(verse 22)

Maintain and PROTECT your walk with God.

Read through the complete Bible text for this lesson and write down any other things you can do to keep your life in order.



TEXT Matthew 15:21-28

SUPPLEMENTAL SCRIPTURES Joshua 24:14,15; Proverbs 22:6; 2 Timothy 1:1-5

OBJECTIVE The students will be able to explain why parental concern for a child, both physically and spiritually, is so important. They will further relate that often the physical help will come through a spiritual means.

KEY VERSE FOR ANSWER Great is thy faith: be it unto thee even as thou wilt. — Matthew 15:28

KEY VERSE FOR SEARCH Thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. — Deuteronomy 6:7

ANSWER
TITLE: **Someone Special**

SEARCH
TITLE: **A Mother's Love**

REFERENCE INFORMATION

Mothers have never received more honor than under the Christian ethic. Christ's own care for His mother at the cross (John 19:26,27) set an example for us. A comparison of societies in Old Testament times shows that even then the Jews accorded a higher place to mothers than did many contemporaries. Proverbs 31 speaks of the "virtuous woman" in beautiful praise. The Book of Ruth gives us one of the most outstanding examples in the Bible of "a woman that feareth the Lord," showing how God rewarded her virtue with a God-ordained marriage which resulted in her becoming the great-grandmother of David, and an ancestor of Jesus Christ.

Deuteronomy 6:6,7 places the responsibility for educating the children about God directly upon the parents. Moses gave them God's command, "And these words,

which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." Those mothers who have been faithful to their children in teaching them the Bible from a very early age are often rewarded when the child seeks and finds salvation before he has had to experience the bitter sting of outbroken sin.

"The woman was a Greek, a Syrophenician by nation" (Mark 7:26). Canaan was also called Syrophenicia, lying between Syria and Phoenicia—modern Lebanon. It was an area in the coastal region about 50 miles north of Capernaum. Halley's Handbook says this is the area where Elijah was sent to a widow woman (1 Kings 17:9).

YOUR OPENER

A Mother's Love

TEXT: Matthew 15:21-28

SUPPLEMENTAL SCRIPTURES: Joshua 24:14,15; Proverbs 22:6; 2 Timothy 1:1-5

KEY VERSE: Thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. — Deuteronomy 6:7

RESPONSES

1. She was a Greek (a Gentile), a Syrophenician woman of Canaan who lived in the area, which is the present country of Lebanon. Jesus explained that He was sent only to the Jews, the house of Israel.
2. Your students' answers will no doubt bring out that this woman had great faith mixed with persistence. Jesus commended her for that (verse 28). Hebrews 11:6 tells us that God rewards those who diligently seek Him. Ask your students what would indicate the great love this mother had for her daughter. They should see that she wouldn't accept less than complete healing for her daughter, even though Jesus seemingly rejected her three times.
3. He was testing her faith, and then He rewarded her. Discuss with the students that at times their prayers may not be answered because they do not persevere. Being ignored and insulted was undoubtedly hard for her to accept, but because of her great love for her daughter she wouldn't take no for an answer. God wants us to have the same spirit.

The love of a godly mother for her children is one of the greatest loves a human can experience. A young child looks to his mother for care, comfort, security, and love. As that child grows older, he honors her integrity, example, and resourcefulness. A godly mother is prayerful, self-sacrificing, and dedicated to her family. The Bible speaks of her as a virtuous woman.

1. What was the nationality of the woman who came to Jesus (Mark 7:26)? What was His statement (in our text) concerning this?
2. What spiritual virtues did the woman exhibit in coming to Jesus for physical healing for her daughter?
3. Why do you feel Jesus acted as He did toward the woman? How might you have reacted if Jesus had shown such a seemingly unconcerned attitude toward your need?

ADDITIONAL DISCUSSION NOTES

4. We have many beautiful accounts in the Bible which depict a mother's love. How do you think these mothers felt in a time of emotional stress?

Moses' mother, as she put her son into the basket in the river — Exodus 2:3

Hannah, as she left her son with Eli — 1 Samuel 1:24-28

Mary, as she watched Jesus hang on the cross — John 19:25

5. Christ is our example. What kind of concern and care did He show toward His mother? See Luke 2:51 and John 19:26,27.

6. Tell of some ways our mothers show their love for us without words. How can we reciprocate?

7. What is the highest spiritual responsibility a mother and father have toward their children? See Deuteronomy 6:5-7.

8. Read 2 Kings 4:1-7. In what manner does this account show us how a mother's love for her sons brought physical help through spiritual means?

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YOUR WRAP-UP

4. As you discuss each of these incidents with your students, the conclusion will likely be that it is not possible for anyone but a mother to experience the emotions they had. Their love for their sons was great. They undoubtedly all prayed for God's will to be done. These are all very touching accounts to share with your students.

5. As a child, He was obedient and subject to both His mother and father. On the cross, despite His own pain, He was concerned for His mother and made arrangements for her care. In Matthew 15:3-8, Jesus brought out the importance of honoring our fathers and mothers, calling it a transgression if we fail to do so.

6. This is a good time for the students to share their thoughts and feelings about their own mothers. Your students will mention the affection, care, and love a mother gives and the personal deprivation she goes through for her children. If she is a Christian mother there will be many prayers to God for her children of which they may not even be aware. By honoring and obeying her in return, they will give her a deep feeling of contentment and fulfillment. The greatest joy they could give their mother would be to commit their lives to God and experience true salvation.

7. The text in Deuteronomy stresses the need for each child to be taught the importance of loving God wholeheartedly. Broaden your discussion of this question with your students by asking them to bring out other spiritual responsibilities of parents. Their list may include such thoughts as: to teach them God's Word, to enforce their spiritual and moral standards, to be a Christian example before them, to show them Christian love.

8. Discussion of this question should bring out how this mother, when faced with the threat of her two sons becoming bondsmen, turned to the man of God for help. She then acted in faith and obedience to his words, and had the empty vessels brought into her house as he had commanded. A miracle took place, and there was oil enough to fill all the vessels. The debt was paid, and there was money left for the widow and her sons to live on. Ask your students to describe the feelings of that mother when she realized that God had provided in such a miraculous way and spared her sons. How did the sons feel? They had witnessed their mother's faith and obedience and had seen the hand of God work in their behalf. Relate this example to children of our day who see God work through the faith and obedience of their parents.

SUPPLEMENTAL QUESTIONS

When you have children, how are you going to try to raise them? What will be the most important things you will try to teach them?

Tell of some ways mothers show their love without words.

What do you think was the reason Jesus did not answer the woman of Canaan? Would you have left if you had been ignored, or would you have persisted in your quest? What kind of mother-love would you say this woman had?

What does *honor* mean?

How do you think these Bible mothers felt?

Mary, as she watched Jesus hang on the cross

Hannah, as she gave her son to Eli

Moses' mother, as she put her son into the basket in the river

How can you improve your relationship with your mother, your father?

In the ANSWER story, what is suggested as being the best way to honor our parents?

THINGS TO DO

Divide the class into two teams with captains. Give them a set time (5 to 10 minutes), and have each team use their Bibles to create a list of the names of mothers mentioned in the Bible. Opposite the names have each team note whether the mother was good or bad. When you call time, review the results. The team with the most correct information wins.

Invite to your class someone who testifies about a Christian mother's influence. After a short testimony, let the students question the guest.

In succession, ask each of your students to supply a word for something our mothers do for us, beginning with consecutive letters of the alphabet. (Advise, Bake, Clean, etc.)

Ask students to bring magazine articles or newspaper clippings about concerned parents and unconcerned parents. Attach a list of character qualities (or lack of them) demonstrated by the parents in each case. Select

one example, from each list for open class discussion. Examine the "might have been," "had there been" aspects of each case, with regard to the physical and spiritual benefit of the child or young person in question.

Make a list of several mother/child pairs from the Bible (Hannah/Samuel, Jochebed/Moses, Sarah/Isaac, Elisabeth/John, Mary/Jesus, etc.). At the top and halfway down a sheet of paper, print the headings, "I LOVE YOU, MOTHER, BECAUSE . . ." Make a copy for each student in your class. Write the list of names together on a chalkboard. Give each student a sheet of paper and let him choose a pair of names. (The same pair of names may be used by more than one student.) Ask the students to write under the top heading what they think Moses, for example, would write if he were to finish that sentence. Then have the students finish the second heading to their own mother.

Answers for ANSWER

Special Mothers

Mothers show their love in so many special ways. Below is a list of names of mothers from the Bible. Fit them into the crossword boxes. For a personal touch (after the puzzle is filled in) find a place on the puzzle where your mother's name will fit — add boxes and write it in.



EVE	EUNICE
ADAH	HANNAH
AGAR	MAACAH
LEAH	RACHEL
MARY	ABIGAIL
SARAH	REBEKAH
TAMAR	ELISABETH

TEXT Revelation 21:1-7, 21-27

SUPPLEMENTAL SCRIPTURES Revelation 3:5; 20:12-15; 22:19

OBJECTIVE The students will be able to explain the importance of the Book of Life, and will know how to be sure that their name is written in it.

KEY VERSE FOR ANSWER Rejoice, because your names are written in heaven. — Luke 10:20

KEY VERSE FOR SEARCH And whosoever was not found written in the book of life was cast into the lake of fire. — Revelation 20:15

RESOURCE MATERIAL Tract No. 30 — The New Birth

ANSWER
TITLE: **Will My Name Be Called?**

SEARCH
TITLE: **Is My Name There?**

REFERENCE INFORMATION

The Book of Revelation was written by the Apostle John, from the Island of Patmos where John was exiled or banished for “the word of God, and for the testimony of Jesus Christ.” It is believed that John’s banishment took place A.D. 81-96. Patmos was the site of a penal colony where political prisoners were condemned to hard labor in the mines.

The word *revelation* is of Latin derivation and means “unveiling.” This Book is the Revelation of Jesus Christ, as seen in visions given to John. It covers Christ’s second coming, and what this will mean to this earth, especially to the children of God who await His return. The writings were addressed to seven churches of the Roman province of Asia, which occupied the western third of what is now Turkey. There were other churches in Asia at that

time, but these seem to have been selected because they were representative of various types of need and Christian experience. The purpose of the writing was to declare the things which were to come to pass so that the churches might correct certain conditions that existed in their midst before it was too late. The Book concludes with an exhortation to readiness for the return of Christ.

John’s vision covers the end time and reaches right into eternity, revealing “a new heaven and a new earth,” where God the Father will be over all. See 1 Corinthians 15:24, 27, and 28.

Revelation is a fuller explanation of Christ’s discourse on things to come (Matthew 24, Mark 13, Luke 21) and the Old Testament prophecies of Ezekiel and Daniel.

YOUR OPENER

Is My Name There?

TEXT: Revelation 21:1-7, 21-27

SUPPLEMENTAL SCRIPTURES: Revelation 3:5; 20:12-15; 22:19

KEY VERSE: And whosoever was not found written in the book of life was cast into the lake of fire.
— Revelation 20:15

RESOURCE MATERIAL: Tract No. 30 — The New Birth

Tears, death, sorrow, crying, and pain will soon be a thing of the past for some, “for the former things are passed away . . . Behold, I make all things new.” The new will be a glorious state of blessedness reserved for those who have had their names written in the Book of Life.

1. What type of people will not enter into the City described in our text? Be specific, supporting your answer with Scripture.

2. Explain what the Book of Life contains (Revelation 3:5). Of what importance is the Book of Life?

3. Read Revelation 21:3,4. Who are the people in these verses?

4. The Book of Life is not the only book John saw (Revelation 20:12). What do you think is found in the other books?

RESPONSES

1. Revelation 21:27 places the sinfulness of man into three categories. The first is defilement (any corruption of the purity or perfection of something). Next is abomination (anything hateful or abhorrent). Third is lying (making an untrue statement with intent to deceive). Allow your students to define these terms. Don't all sins fit into one or more of these categories? Ask your students to look at Galatians 5:19-21 and Revelation 21:8. How do the specific sins mentioned in these verses fit into the above categories?

2. The students should understand that the Book of Life contains the roll of the saved. Who are the saved? Refer to your discussion of the first question, pointing out what they have been saved from. Stress that the only way to get one's name in the Book of Life is to be saved from sin. Your discussion should bring out that the Book of Life is of vital importance because unless one's name is found in that Book he will not enter Heaven.

3. These are they whose names are written in the Book of Life, for verse 3 declares they shall be His people. What does it take to be counted among the people of God? Discuss the importance of Christian virtues such as willingness, consecration, and obedience. Point out that everyone in the Book of Life has these virtues, and the blessings in verse 4 are part of their inheritance.

4. Allow time for students to discuss their thoughts, concluding that the secrets of men are to be judged (Romans 2:16), that men shall have to give an account of every idle word in the day of judgment (Matthew 12:36), and that they will be judged according to their works (Revelation 20:12,13). See also Luke 12:2,3. Perhaps it is these sorts of things that are written in the other

ADDITIONAL DISCUSSION NOTES

5. Why is the Book of Life sometimes called “The Lamb’s Book”?

6. What is the alternative to the Book of Life?

7. Once your name is written down, can it ever be removed? See Exodus 32:33.

8. What can a person do to ensure that his name will remain in the Book of Life?

9. Read Revelation 22:18,19. What does it mean to you?

10. From the text, list some of the things you can look forward to if you keep your name in the Lamb’s Book of Life.

books.

5. Point out to the students that without the Lamb, there would be no Book of Life. The lessons this quarter have dealt with God’s cure for sin. Jesus, the cure, provided the means whereby our names could be written in Heaven. He did His part. What must we do? How can we know our names are in God’s Book of Life?

6. The only alternative is found in Revelation 20:15 — to be “cast into the lake of fire.” Ask your students who determines one’s eternal destiny. How? Stress that they determine by their actions their own destiny. Each person’s name in the Book of Life is his reservation for Heaven.

7. See Ezekiel 18:4. Each student should realize his actions will determine whether or not his name is in the Book of Life. But, it can be removed—sin is the condition that will cause a name to be blotted out. What is sin? Your students should be able to define it as a transgression of God’s law. Stress that God knows the intentions of the heart and He judges motivations and deeds righteously and with perfect wisdom.

8. Let students discuss their answers. Ask your group to explain what role the following play: living a victorious life, being an overcomer, serious study of God’s Word, prayer, being faithful in the Lord’s service, and personal witnessing.

9. Can a person expect his name to be in the Lamb’s Book of Life if he hasn’t accepted the entire Word that provides for eternal life? These verses declare the importance of embracing the Revelation as it is written. We also know that all of God’s Word must not be added to or subtracted from (Deuteronomy 4:2; Proverbs 30:6). To delete from the Bible is to have one’s name deleted from the Book of Life. Knowing this, how important are specific Bible doctrines such as justification, restitution, entire sanctification, foot washing, no divorce and remarriage, and others? Can anyone afford to blot out Bible doctrines? Can anyone afford to have his name blotted out?

10. After listing some of the many blessings of eternity with God, the students should realize the importance of being sure their names are in the Book of Life. Wrap up your lesson by leading your students to conclude that it will be worth any trial or sacrifice.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What is the Book of Life? Why is it sometimes called the Lamb's Book of Life? Why is it important to have our names in the Book of Life?

What kinds of things are written in the other books?

How can a person have his name written in the Lamb's Book of Life? How will he know when it happens?

What must a person do to keep his name there?

When will the Book be opened and the names read?

In verse 1 of our text, who does "I" refer to? Can you find a reference confirming this?

What are the qualifications for entering the Holy City?

How would you spend this day if you knew Jesus was coming at 8 o'clock tonight?

In the ANSWER story, what kept Randy's name off the list of award winners in the science competition?

THINGS TO DO

Read a list of Bible characters, good and bad. Give each student a sheet of paper folded in half, like a book, and labeled "Lamb's Book." Let them record in their books the names of those who probably have their names in God's book. Tell them they are to write the names of those they personally know who they expect to see in Heaven. Did they include their own name? Remind them that God has a timetable, but He has given each one time enough to make sure his own name is in the Book. If they fail in this most important decision of all their life, they will have eternity to regret it.

Type three or four columns of names to completely fill a sheet of typing paper. Use first and last names of people you know, people you don't know, fictitious names, and all the students in your class. Scatter your students' names throughout the list. Don't put the names in alphabetical order. This will make it more of a challenge to find a name. When your students arrive in class, give each of

them a copy of the list. Ask them to check the list to see if their names are on it. As each student finds his name he should circle it. Ask them what they would have done if their names were not there. What excitement there will be if their names are in the Book of Life!

Bring to class a Band-Aid, a pair of glasses, a handkerchief, a cane, and a black dress. Tell why each of these things won't be needed in Heaven.

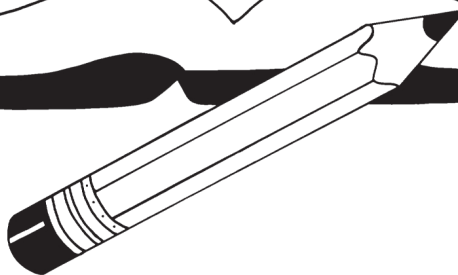
Read these four verses to your students: Revelation 21:1,4,25, and 22:3. Have them stop you each time you come to a part where John told of things which will no longer exist after Jesus' return. There are seven in all.

Answers for ANSWER

Add My Name!

Listed below are just a few of the many names that are in the Lamb's Book of Life. Unscramble them and write them on the lines provided. How about your name?

HONJ	<u>John</u>	ACSIA	<u>Isaac</u>
RYAM	<u>Mary</u>	SOEMS	<u>Moses</u>
LAUP	<u>Paul</u>	RAHSA	<u>Sarah</u>
TRUH	<u>Ruth</u>	HUSOAJ	<u>Joshua</u>
NANA	<u>Anna</u>	NAILED	<u>Daniel</u>
IDAVD	<u>David</u>	NAHANH	<u>Hannah</u>
TREEP	<u>Peter</u>	BRAAMAH	<u>Abraham</u>
BOACJ	<u>Jacob</u>		



TEXT Review Quarter Texts

OBJECTIVE The students, when reviewing this quarter, will be able to list the main point of each lesson and its personal application.

KEY VERSE Student's choice from this quarter

Quarter Review

REFERENCE INFORMATION

The lessons in this quarter magnify Christ and His work of redemption in our lives. In the Old Testament, the need for the shedding of blood pointed to the Lamb of God, whose Blood was shed for our redemption. It also avails for our safety, as long as we keep under the Blood. We can see a type of God's offering His Son at Calvary when we read the account of Abraham's offering of his son. God provided Abraham with a ram to be used as a substitute for Isaac.

Since God's plan was for the redemption of man, the benefits of that plan aren't fully realized until we have been born again. The evidence of that work will be the turning away from all that would displease God, and making right the past. The love of the world will be gone and the fruit of the Spirit will take its place. It is only by God's grace, manifested through Christ's work of redemption, that any of this is possible. It is the only way by which man can be forgiven.

YOUR OPENER

Quarter Review

TEXT: Review Quarter Texts

KEY VERSE: Student's choice from this quarter

RESPONSES

1. Help the class understand that although other lessons such as obedience, willingness, and faith, can be derived from the text, our focus is on the statement made by Abraham, "My son, God will provide himself a lamb . . ." God did, indeed, provide a substitute animal for Isaac. Just so, mankind was under the sentence of death (Romans 6:23) and God himself provided a Lamb, Jesus, as a substitute.

2. Although the blood was applied to the doorway as prescribed, the Children of Israel were also required to remain in the house to escape the judgment of God. It is not enough for us to just make a start by having the Blood of Jesus applied to our heart. We must also remain under the Blood and continue in the Word (John 8:31) to escape the coming judgment.

3. The Feast of the Passover looked back to the deliverance of the Children of Israel from bondage. It also pointed ahead to the sacrifice of Jesus on Calvary. The ordinance of the Lord's Supper reminds us of the broken Body and Blood of Jesus which was shed for our sins.

4. The class should realize that Jesus suffered much even before the actual crucifixion. In the Garden, He prayed in agony, His disciples forsook Him, Peter denied Him, false witnesses accused Him, He was smitten by an officer of the high priest, spat upon, struck in the face, and buffeted. Herod and his soldiers mocked Him. Pilate released Barabbas, a murderer, at the Jews' request and left Jesus to be scourged, mocked, crowned with thorns, and then crucified. Jesus even felt forsaken by God. All this was done to pay the penalty for our sins! How can the love of God be measured?

5. Your students should understand that the angel didn't roll away the stone simply to let Jesus out, but to show the world the empty tomb. The seal of the greatest earthly authority was broken and the soldiers were powerless to stop it. The Apostle Paul says, "If Christ be not raised, your faith is vain; ye are yet in your sins" (1 Corinthians 15:17). So our hope of eternal life depends on the fact that Christ is risen.

In this quarter, we studied God's remedy for sin. It began with the story of how God provided a lamb as a substitute for Abraham's son Isaac. That pointed to the Lamb of God who was our substitute on Mt. Calvary. We learned of the protection afforded by the Blood of the Lamb, what must be done to be under this protection, and what we must do to maintain it. We also learned of some of the blessings that are ours if we follow the Lord, and where our names are recorded when we give our hearts and lives to God.

1. What great truth is portrayed in the story of Abraham's taking Isaac to Mt. Moriah for a sacrifice?

2. What did God require the Children of Israel to do to protect their firstborn from death during one of the plagues in Egypt? What must man do today to escape the coming judgment?

3. Explain the difference between the Feast of the Passover and the Lord's Supper.

4. Make a list of the many things Jesus suffered for our sake, and explain why He willingly went through them.

5. Tell in your own words what happened on the Resurrection morning and what that means to us.

ADDITIONAL DISCUSSION NOTES

6. What does it mean to *repent* and why is it so important?

7. Jesus told Nicodemus that he must be born again. Explain in your own words what that means and how it affects one's life.

8. What does *restitution* mean, and why is it important?

9. How many virtues does Paul list which make up the fruit of the Spirit? Which do you think would be unnecessary?

10. Explain what you think it means to "Love not the world, neither the things that are in the world."

11. How did the Syrophenician woman show how much she cared for her daughter?

12. Will everyone's name be found in the Lamb's Book of Life? What must a person do to have his name written there?

6. Be sure your students understand that true repentance is more than just being sorry they were caught doing wrong. It is a deep feeling of remorse that they did wrong in the first place, accompanied by a determination to forsake their sinful ways. Jesus said to the people of His day that they must repent or they would perish. He was speaking of eternal separation from God and not just the death of the mortal body.

7. After your students have had a chance to respond with their answers, discuss with them that to be born again is more than just a phrase used in religious circles. It makes a radical change in the life, and the person who is born again lives a sinless life (1 John 3:6,9). The Apostle Paul says we are new creatures and all things become new (2 Corinthians 5:17).

8. *Restitution* means, "to pay back; restore; to make amends, reparation; to make things right with one's fellowman." To have the blessing of the Lord on one's life, it is imperative to be squared away with others. Your class may also bring out that it is a witness to others who may not know anything about salvation, that the grace of God has wrought a work in the heart of the one who made the restitution.

9. Discuss with the class the importance of having all nine of the virtues mentioned to have perfect fruit. We do not need to do all the works of the flesh to be lost, but we must have the entire fruit of the Spirit if we expect to make Heaven our home.

10. Your students should understand that a Christian is in the world, but not of the world. Whether or not we are permitted to have much of this world's goods, we should not let anything hinder our walk with the Lord. Another consideration: While some worldly amusements may not be harmful, if they are done excessively they can be a spiritual detriment. A good way to check on the validity of any activity is to ask the question, "Would I want Jesus to come and find me doing this?" See 1 Corinthians 10:31.

11. The students should realize that the woman could very well have been offended by the remark that Jesus made. She took it humbly and continued her plea for her daughter's healing. The Lord rewarded her importunity and faith when He healed her daughter. Today, many children can recall when they were healed because of their parents' prayers and are thankful for a Christian heritage and guidance.

12. The students should be aware that only the names of the righteous will be in the Lamb's Book of Life. Their names are written there when they repent and are born again. They can be sure it will be there if they live a sinless life until they are called out of this world. If they fail to walk with the Lord, their name will be blotted out of the Book. See Exodus 32:33 and Revelation 22:19.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Have you ever ordered a product and received in its place a substitute of equal or greater value? Explain why God gave us Christ, the greatest Substitute for our sins.

What was the purpose of blood being applied to the doorposts of the house at the time of Israel's departure from Egypt? To what later event was this related?

What is the meaning of the Lord's Supper, and why is it important?

Why did Christ have to die in order for man to be redeemed?

What is the significance of the Resurrection to the Church?

Would it be all right not to make restitution if the person or company involved did not know you were guilty of an offense? Why or why not?

Why do you suppose the fruit of the Spirit is referred to in the singular instead of the plural?

What are some of the not-too-obvious things that might appear in a person's life which could indicate a love of the world in the heart of that person? Do we need to be on guard against this even as Christians?

THINGS TO DO

Type out all the key verses for this quarter, and underline the main words in each verse. Write each of these words on a separate 3x5 card and clip each set of words together. Shuffle the words of one verse and lay them out face down on a table. Divide your group into two teams. Have one player from each team come to the front and announce how many words they will need to "Name That Verse." For example, they may say, "I can name that verse in two words." They then pick two cards off the table. If they can recite the verse from those two words they get 20 points for their team. If not, they may continue drawing cards, one at a time, until they can recite it or give up, but they lose 5 points for each additional card they must draw. Alternate the members from each team, and keep score. Highest score, of course, wins.

The key verse for this lesson is the students' choice. Let them do a writing exercise to familiarize themselves with Scriptures. Give each student a sheet of paper, two pencils, and a rubber band. Ask them to use the rubber

band to hold the two pencils together with the points side by side. Have them use their double pencil to write their favorite key verse several times.

If you've been having your students read Scripture from the Bible text, you have probably encountered some poor readers (or even some nonreaders) who are embarrassed. In such cases avoid using the one-at-a-time method. Asking a volunteer to read is a better idea in this case. Try a variety of different methods to keep them interested in this important part of the study of God's Word.

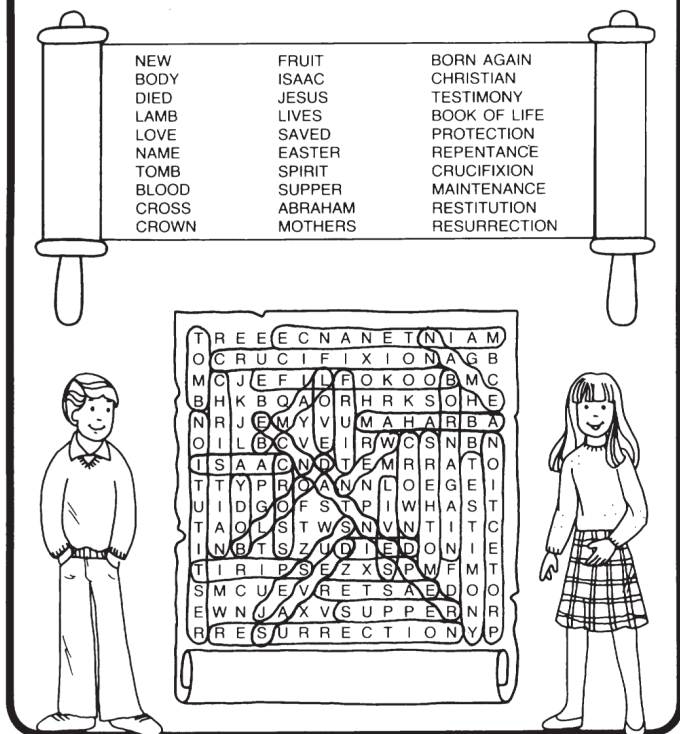
1. Unison reading: All students read together.
2. Responsive reading: The teacher or a student reads one verse and the other students respond with the next verse.
3. Silent reading: Ask a question, then have the students read a verse or two to find the answer. Ask another question, have them read the next verse or so to discover that answer, and so on.

Answers for ANSWER

Looking Back

All the words listed below are from the lessons studied this quarter. Find them in the wordfind and circle each one.

NEW	FRUIT	BORN AGAIN
BODY	ISAAC	CHRISTIAN
DIED	JESUS	TESTIMONY
LAMB	LIVES	BOOK OF LIFE
LOVE	SAVED	PROTECTION
NAME	EASTER	REPENTANCE
TOMB	SPIRIT	CRUCIFIXION
BLOOD	SUPPER	MAINTENANCE
CROSS	ABRAHAM	RESTITUTION
CROWN	MOTHERS	RESURRECTION



Answers for Quarter Review Activities in *The Answer*

The following verses are about some of our lessons this quarter. Fill in the blanks to complete each phrase.

When I see the blood, I will pass over you. (Exodus 12:13)

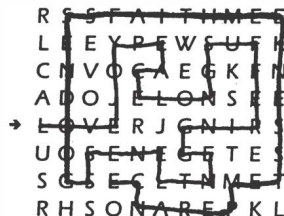
Except ye repent, ye shall all likewise perish. (Luke 13:5)

Except a man be born again, he cannot see the kingdom of heaven. (John 3:3)

This day is sabbath. Come to this house. (Luke 19:9)

Abstain from all evil. (1 Thessalonians 5:22)

Starting at the small arrow, trace your way through the letters, spelling out the names of the fruit of the Spirit in the order that they are given in Galatians 5:22,23.



To find the answers to the statements listed below, fill in the empty spaces with the missing vowels.

1. His son's name was Isaac. A B A H A M

2. He climbed a sycamore tree to see Jesus.

Z I C H I E S

3. Jesus told Nicodemus that he must be born I L G I L N.

4. Two of these were at the sepulchre.

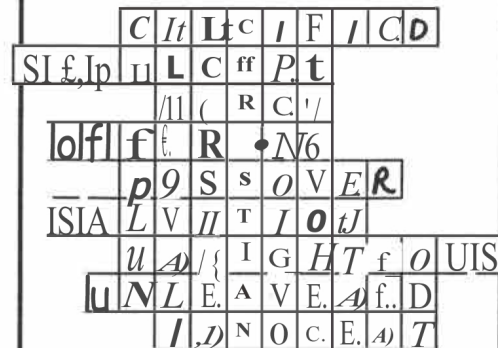
M A R I A M

5. Our names should be written in the

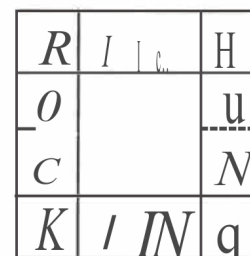
B O O K O F L L F E

Each of the Scriptures below has a key word from one of this quarter's lessons. Look up each Scripture, then complete the acrostic with the word that matches the statement.

- How Christ died (John 19:18)
- Where Christ was buried (John 19:42)
- A woman asked Jesus for _____ (Matthew 15:22)
- God provided a ram for a burnt _____ (Genesis 22:13)
- The disciples asked Jesus where they should prepare to eat the _____ (Matthew 26:17)
- Zacchaeus experienced this (Luke 19:9)
- These need to be saved (Isaiah 55:7)
- Type of bread used (Matthew 26:7)
- Pilate said he was _____ of the blood (Matthew 27:24)



- Jesus was crucified on the cross.
- The sign on the cross said, KING of the Jews.
- Joseph, a Jew man, buried Jesus' body in his own tomb.
- A huge stone or stone, was rolled in front of the tomb.



Answers for Extra Activity Pages in *The Answer*

Activity Page 41

Memory Fun

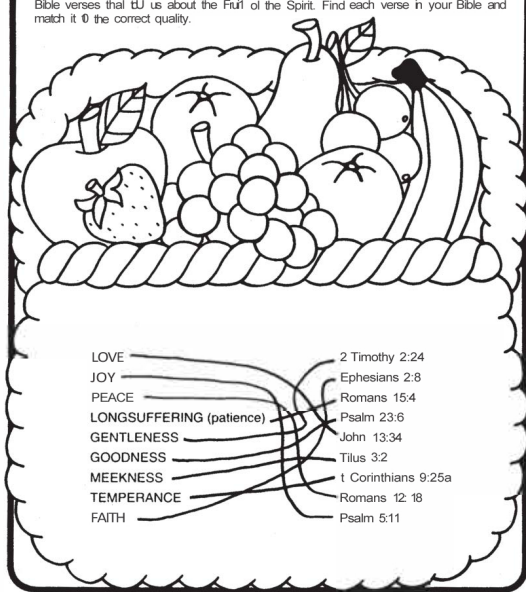
Write four of your favorite key verses in the boxes below

[illegible]

Activity Page 42

Spiritual Fruit

The nine Scriptures, or verses, listed in the right hand column in the basket below are Bible verses that tell us about the Fruit of the Spirit. Find each verse in your Bible and match it to the correct quality.

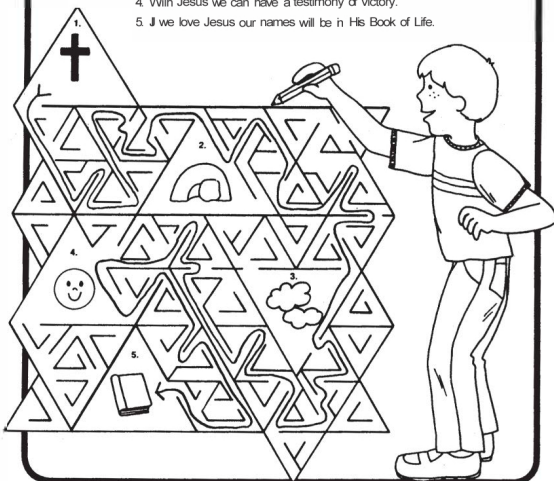


Activity Page 43

Jesus' Love

The maze below contains a condensed view of Jesus' love for us. As you reach each numbered picture, match it to the correct statement.

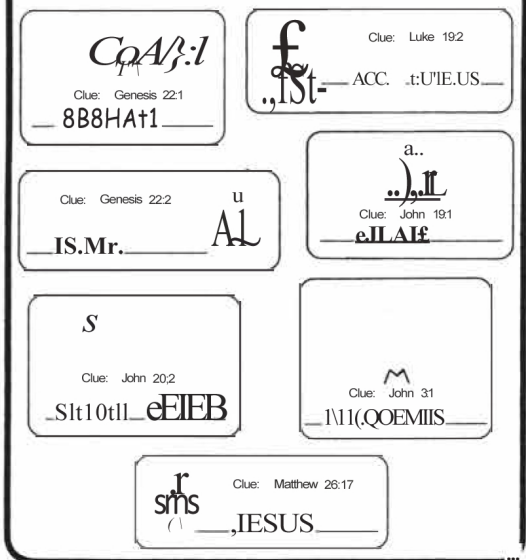
1. Jesus died to save us from our sins.
2. Because Jesus arose we have a hope of new life.
3. Jesus is the only way to Heaven.
4. With Jesus we can have a testimony of victory.
5. If we love Jesus our names will be in His Book of Life.



Activity Page 44

Who Am I?

Hidden in the pictures below are the names of some people from this quarter's lessons. How many of them can you unscramble? The Bible reference with each picture will give you a clue.



Teacher's Name _____

A Bible study resource guide for teachers

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Portland, Oregon 97206-7660, U.S.A.

www.apostolicfaith.org

printed in U.S.A.