

# Teacher's Guide

The  
**ANSWER**



**LESSONS 118-130**

GETTING ALONG WITH OTHERS

**THE  
Answer**

[www.apostolicfaith.org](http://www.apostolicfaith.org)

A Bible study resource for use at home and church.

## SEARCH



Lessons 118-130

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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](http://www.apostolicfaith.org).*

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## Teacher's Guide

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Lessons 118-130

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*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.*

# Getting



# Along

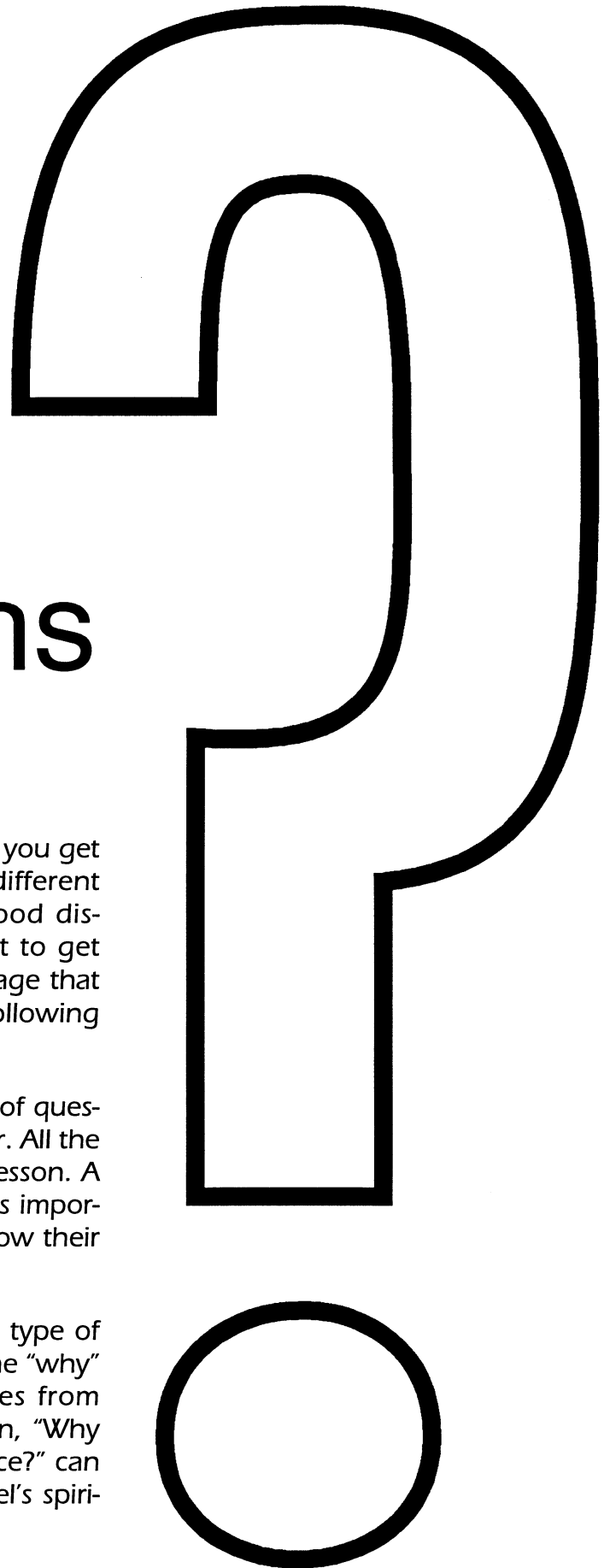
*with others*

# Asking Good Questions

How are you at asking questions? Do you get just Yes or No answers? There are different types of questions, and to get a good discussion going in class you will want to get your students to thinking. To encourage that process, ask questions at all of the following levels.

**1. RECALL QUESTIONS:** This type of question is the easiest to ask and to answer. All the student does is recall facts from the lesson. A question such as, "Who killed Abel?" is important in order to see if the students know their lesson, but it is easy to overuse.

**2. INFERENCE QUESTIONS:** This type of question helps the students explore the "why" of situations and to make inferences from what they have learned. The question, "Why did Abel offer a more excellent sacrifice?" can lead the class into a discussion of Abel's spiritual standing.





**3. EVALUATIVE QUESTIONS:** An evaluative question helps students to evaluate a situation and impose his or her values into it. "Whose example should we follow, Cain's or Abel's, and why?" This question encourages the students to evaluate what they have learned. It also helps the teacher to evaluate the students' understanding.

**4. APPLICATION QUESTIONS:** Applying what they have learned to daily life is the most important part of a lesson. If this has not been accomplished, the students have gained nothing they can use. The question, "How can we be like Abel?" removes the lesson from history and makes it relevant to their daily lives.

Your questions could make the difference between a child's learning an important lesson and just sitting there. Test your understanding of the different levels of questioning by categorizing these questions in the space provided.

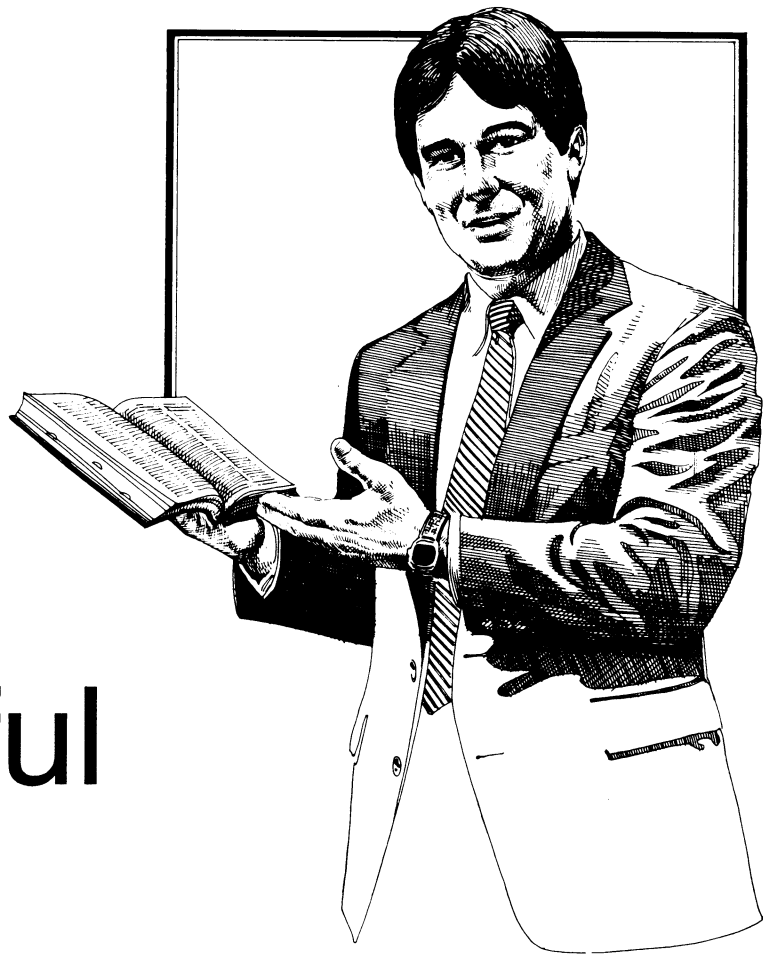
R-Recall, I-Inference, E-Evaluative, and A-Application

1. \_\_\_\_\_ How did the Children of Israel cross the Red Sea?
2. \_\_\_\_\_ How can Jonah be an example for us today?
3. \_\_\_\_\_ Why did the five wise virgins remember to bring oil and the five foolish did not?
4. \_\_\_\_\_ Do you think Moses did the right thing by taking a stand for God? Why?
5. \_\_\_\_\_ Who were the parents of John the Baptist?
6. \_\_\_\_\_ How can we show our love for Jesus through our actions?
7. \_\_\_\_\_ Why did Peter deny Jesus three times?
8. \_\_\_\_\_ Do you think Judas did the right thing by hanging himself? Why?

ANSWERS: 1-R, 2-A, 3-I, 4-E, 5-R, 6-A, 7-I, 8-E

IDEA: Try making up your own questions for your next lesson and sharing them at Round Table!

# Keep Those Meetings Meaningful



The teachers came to learn. They brought along pads of paper to take notes, sharpened pencils, and a real desire to find out how to become more effective Sunday school teachers.

But they went away with a few random notes and a perplexed, somewhat dissatisfied feeling. What went wrong?

One of the first considerations in planning a meaningful and productive workshop for Sunday school teachers is to avoid some of the mistakes made in dull and nonproductive meetings. What are they? Some classic examples:

- The meeting opens with a free-for-all discussion without having a particular goal or subject content under consideration.
- The same topics, speakers, and program format are used again and again.
- The speaker lectures . . . and lectures . . . and lectures . . . and lectures . . .

There are some positive ways to have exciting, profitable workshops in which everyone present goes away feeling uplifted, inspired, and renewed. Here are some suggestions:

- Have a purpose for your meeting. Have a main objective and carefully structure your presentation to bring out that objective.
- Keep necessary business details short and to the point.
- Be prepared with a program which has been thought through and carefully organized.
- Keep the program moving.

- Use a variety of presentation methods. As well as talks and guest lecturers, try panel discussions, demonstrations, role-playing (correct versus incorrect methods), and brainstorming.
- Include prayer as part of your evening.
- Arrive on time and start the meeting at the appointed hour.
- "Sell" the program ahead of time. Make them want to come to the workshop, rather than forcing them to attend.
- Suit the occasion with the appropriate dignity, reverence, or good humor.
- Don't talk too much—listen also. Allow some time for discussion and/or questions.

The keys to holding a successful workshop are the coordinator and the moderator. While many of the teachers may work together in making the total presentation, the coordinator must be responsible to see that the objective is clearly met and that all parts of the workshop presentation fit smoothly. The moderator—who may or may not be the same person as the coordinator—must radiate enthusiasm as he leads the meeting. While teachers cannot copy enthusiasm, they can catch it! An exciting workshop requires an excited leader.

Pastors and department heads: Plan for, pray for, train for, and hold an exciting teacher's workshop!

# Some Straight Answers to Questions About Responses

## **Should I read the response to my class if they don't come up with the answer?**

No. Responses are not designed to be read in class. They are a guide or help for you, as a teacher, and not intended to be read verbatim.

## **Do I have to use the responses?**

No. Responses are given as a suggestion only. They have been designed to build toward the objective or main point of the lesson. But there may be other appropriate ways to reach that objective for your particular class.

## **Should I use all of the responses? Sometimes I just don't have enough time to develop each question fully.**

When you prepare your lesson, look over all the questions and decide which ones are the most important to meet the needs of your individual students. On the other questions, you may want to use just the answer part of the response.

## **What do you mean by "The answer part of the response"?**

Most of the responses have two parts. The first part gives the answer to the question in SEARCH. The second part is a suggestion for further development in class. By suggesting a possibility for further discussion, this part of the response often reveals why the original question was asked.

## **Many times the responses say, "Help your students understand. . . " or "Discuss with your class . . ." How do I do this?**

This is where good planning comes in. In studying the point to be made, a creative teacher will come up with a question/thought that will start the discussion based on the understanding of his students. Consider the following question and response.

SEARCH question: Which verse of our text answers the question, Who is the Light of the world? Explain what this means.

Teacher's Guide response: John 8:12. Knowing who their source of Light is, discuss with your students why it is important to follow Him and how this is accomplished. Jesus, in explaining His statement, assured us that one does no longer have to walk in darkness or be ignorant of the ways of salvation, but following Him would cause one to walk in the Light of His way.

A teacher could simply ask, "Why is it important to follow Him? How is this accomplished?" in order to initiate the discussion. But there are some other options which might fit the needs of your class better.

For instance, with an adult Christian class you might ask: "What are some of the benefits you have found by walking in the Light? Could you give personal examples from your own experience?"

With a class of non-Christians, you might try: "Why do we use a physical light? What does it do for us? What are the disadvantages of doing without it?" Then you could use their answers to show how Christians rely on Christ as an "illumination" of how they should behave, the course of action they should take, etc.

With a young class: "Have you ever tried walking in the dark through an unfamiliar room full of furniture? What happened? So, why is light important?" Compare this to their need for spiritual Light.

With a class of students unfamiliar with our culture: Show a candle. Briefly explain how they provide illumination. Ask students if they have met anyone since they came to this country who has made a special effort to explain something or assist them in some way. Compare that help to illumination, showing how that help "lit up" or illuminated their understanding. Then show a picture of Jesus, the Light of the world, explaining that He is the One who illuminates or makes clear how Christians should live.

## **After several opinions have been offered as we are discussing a question, how do I move on to the next question?**

Rather than just collecting opinions and then going on to the next question, sum up what has been said or state some conclusion to the question with which you have been working. Otherwise your class will have an unsettled feeling, perhaps wondering which answer was right or the one with which you agreed. It is the responsibility of the teacher/moderator to be sure each question arrives at a conclusion.

## **Does the last response have to be my wrap-up to the lesson?**

Not necessarily. The class session should be concluded in the way that most clearly reinforces the direction you have guided the discussion in. Ideally, if you asked your students what the lesson was about at the end of class time, they should be able to come up with a statement very close to the objective as stated in the Teacher's Guide.



# Theme Thoughts

Underlying all the basic teachings of Christ are significant principles essential to the Christian in establishing successful relationships with those around him. When one of these principles is violated or ignored, there is a breakdown in the relationship. On the other hand, the Scriptures attach significant benefits and rewards to the one who accepts the guidelines given by God and makes them the foundation of his dealings with others.

In this quarter we focus on these guidelines, establishing through Scripture the Christian's responsibilities to those with whom he comes into contact. We begin the series of lessons by examining the Christian's relationship with Jesus Christ, pointing out that if one is wholly following the Lord, he will be enlightened as to how his relationships with others can be in conformity with Christ's teachings.

Subsequent lessons consider the relationships between the Christian and the ministry, between brothers and sisters in Christ, between the Christian and the spiritually weak, his neighbor, etc. The Christmas lesson concerns the relationship of God to man—how God's love was shown when He sent Jesus to earth. One lesson deals with the Christian versus Satan, helping the student realize that with God's help he can build a defense against the devil and resist his attempts to overthrow him.

It is essential to measure our lives by Scripture, for "All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness: that the man of God may be perfect, thoroughly furnished unto all good works" (II Timothy 3:16,17). When our relationships with others are established entirely on the precepts of God's Word, our lives will be valuable instruments in God's plan to reveal to the world the power of His love to mankind.



## Lesson 118

**TEXT** Matthew 4:18-22; 11:28-30; 16:24-27

**SUPPLEMENTAL SCRIPTURE** Mark 10:17-21

**OBJECTIVE** The students will be able to explain that if they wholly follow Jesus, placing Him first in their lives, He will enlighten them as to how their relationship with those around them can be in conformity with His teachings.

**KEY VERSE FOR ANSWER** He that followeth me shall not walk in darkness, but shall have the light of life. — John 8:12

**KEY VERSE FOR SEARCH** Then said Jesus unto his disciples, If any man will come after me, let him deny himself, and take up his cross, and follow me. — Matthew 16:24

**ANSWER  
TITLE:**

# A Look at the Problem

**SEARCH  
TITLE:**

# Follow Me

## REFERENCE INFORMATION

After John the Baptist's arrest, Jesus traveled north making the lakeside town of Capernaum His headquarters. Here He called Peter and his brother, Andrew (Matthew 4:19), then James and John (Matthew 4:21), and began His public ministry.

**Lake of Gennesaret:** (Sea of Galilee) In most ancient records, its name appears to have been derived from the town of Cinneroth on its western shore. It was afterward called the Sea of Galilee, and finally in honor of the Emperor Tiberius, it was named Lake of Tiberias. The Sea of Galilee is about thirteen miles in length, and in its broadest part is six miles in breadth. Through the center

of this lake, from north to south, runs the River Jordan, which, coming down from its sources near the slopes of Mt. Hermon, passes onward to the Dead Sea.

**Simon, Called Peter:** A Hebrew and Greek name, according to the custom of that day. The Greek name, Petros, was given to Peter by our Lord in reference to his hardy nature and boldness. Peter was probably between thirty and forty years of age at the date of his call. He and his brother, Andrew, together with their partners James and John (the sons of Zebedee) were formerly disciples of John the Baptist when the call came (John 1:35-42).

## YOUR OPENER

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# Follow Me

**TEXT:** Matthew 4:18-22; 11:28-30; 16:24-27

**SUPPLEMENTAL SCRIPTURE:** Mark 10:17-21

**KEY VERSE:** Then said Jesus unto his disciples, If any man will come after me, let him deny himself, and take up his cross, and follow me. — Matthew 16:24

Surrender to Christ brings a blessed relationship with the holiest, wisest, most powerful Being that is, was, or ever will be. This relationship affects all other associations we have, whether they are with the saved or unsaved. If we place Christ first in our lives, He will show us how our associations with those around us can be in conformity with His teachings.

## RESPONSES

1. Discussion of this question with your class will no doubt bring out the importance of conviction, repentance, and believing unto salvation. Other thoughts that might be mentioned are the importance of prayer, of having faith, or of being obedient.

2. Discuss with your students the advantages of being yoked together with Christ. Bring out that He leads, instructs, points the way, carries the heavy end of the load, and shares every difficulty and problem with us. (If we are yoked to Satan he will lead, guide, even drag us to destruction.) Using the account of the demoniac given in Mark 5, have the students contrast the effects of the yoke of Satan to the release and rest that Christ gives. Ask your students to offer some other Biblical examples which illustrate this Scripture.

3. Discussion of this question with your class should bring out that among the definitions given for the word *follow* are: "to come after or accompany; to take as a model; to act in accordance with; to accept the authority of; to support or advocate the ideas and opinions of; to watch or listen to closely." Using these definitions, talk about just what Christ was asking of these men—it was more than just the physical act of walking in His footsteps. Reinforce the thought that to follow Christ means the same today.

1. In the first portion of our text, Jesus called Peter and Andrew. In Matthew 11:28-30 the call was extended to become a universal invitation. Explain the steps necessary to enter into a relationship with Christ.

2. Christ's yoke is easy and light compared to the load of sin. Too often people have the idea that a yoke is heavy, and they don't get much farther than that thought. In reality, yoking shares the load and the effort. A weaker, less experienced animal is yoked to a strong, lead animal. In essence, the lead animal pulls the heavier load or carries the most weight. With this thought in mind, what are the advantages of having Jesus' yoke upon you?

3. When Jesus met Peter and Andrew, He used these words to call them, "Follow me, and I will make you fishers of men." How would you explain the word *follow*? Using your definition, what do you think Jesus was really asking of these men?

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## ADDITIONAL DISCUSSION NOTES

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4. What was the reaction of these men? Give an example of one with an opposite reaction.
5. How did this relationship with Christ affect other people with whom they came into contact? See Acts 4:13. How do people today recognize a follower of Christ?
6. When Jesus spoke of taking up the cross, He was not referring to a symbol on a chain around the neck, a shiny pin on the lapel, or the smooth and varnished emblem at the front of the church. He was not speaking of a rough instrument of torture and death, but an evidence of self-denial and sacrifice. With this thought in mind, what can we determine regarding this command of Christ in relation to our lives? What advantage can there be for one in denying himself and taking up his cross?
7. Explain Matthew 16:26 in your own words.
8. Galatians 5:22,23 describes some of the characteristics we will evidence if we have a close relationship with Christ. How will these characteristics help us live in harmony with others?

4. Peter and Andrew straightway left their nets and followed Christ. Allow time for your students to offer their contrasting examples. Some possibilities might be: Felix, the rich young ruler, or the young man who wanted to return and bid his family goodbye. Use the contrasting illustrations to bring out that today, too, some accept "straightway" and others refuse. Develop the discussion to include the effects of the choice made.
5. The Jewish leaders knew that Peter and John had been with Christ and learned of Him. These men probably did not have much formal education, yet they had a wisdom that made the Jewish Council marvel. There was something about them that showed they had been with Jesus. Discuss with your class the evidences of being with Jesus that are in the lives of Christians today.
6. Discussion with your class should bring out that the one who follows Christ is not necessarily to expect an easy life. There will be trials and hard places, possibly persecution. Self-denial and sacrifice will be required. But the advantages of obeying this command far outweigh the loss suffered in making the consecrations. Allow time for your students to talk over some of these advantages. Conclude discussion of this question by directing their attention to Mark 10:21, helping them see that as well as the blessing of God in this life, they will also have treasures in Heaven.
7. Discuss some things that people in this world count important: material gain, political prestige, career, etc. Then point out to your students that the question asked in Matthew 16:26 is one of the questions in the Bible that Jesus left for us to answer. The answer is simple: There would be no profit if the soul were lost.
8. Use your students' responses to this question to summarize the benefits of maintaining a close union with Christ. This wrap-up to your lesson should lead into the following lessons for this quarter.

**YOUR WRAP-UP**

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## SUPPLEMENTAL QUESTIONS

What is your soul worth?

How were John, Andrew, James and Peter related to each other?

What does the word *wholly* mean?

Name some ways in which God enlightens us as to our relationship with Him and others, our responsibilities to Him and others, and our entire Christian walk.

Why must we be saved before we can expect to understand the guidance God would give?

Peter and Andrew left their nets to follow Jesus. Name some things that people today might have to give up to follow Jesus.

How might some of the things we give up affect our relationships with others? family? friends?

How can putting Christ first improve every other relationship, even though at first it may seem to create problems?

In our ANSWER story, what parallel did Kirk draw regarding his personal problems and his transmission problem?

What place should Jesus fill in your life? Why?

How does your relationship with Jesus affect your relationship with others?

## THINGS TO DO

Bring an assortment of different sizes of gears (perhaps from a toy set), some with teeth missing and some that work smoothly together. Demonstrate that only those that fit are smooth-running and efficient. Explain that only as we are one with Christ, workers together with Him, can we have a smooth and harmonious relationship with Him and with others.

Bring a child's jigsaw puzzle made up of 8 to 12 pieces. Darken the classroom area, or blindfold a student, and ask him to put the puzzle together. Then demonstrate how easily it can be put together when the light is on or

the blindfold removed. Solutions to the problems of life, the answers we need, and harmonious relationships with others can be achieved when we have found the Light—Jesus Christ.

Bring a model train to class. Like the cars in a train, we must follow our engineer, Jesus Christ, if we want to reach our destination, Heaven. A railroad car, however, cannot move on its own. It must be connected to the power which moves it—the engine. We must be connected to the heavenly power if we plan to be a follower of Christ.

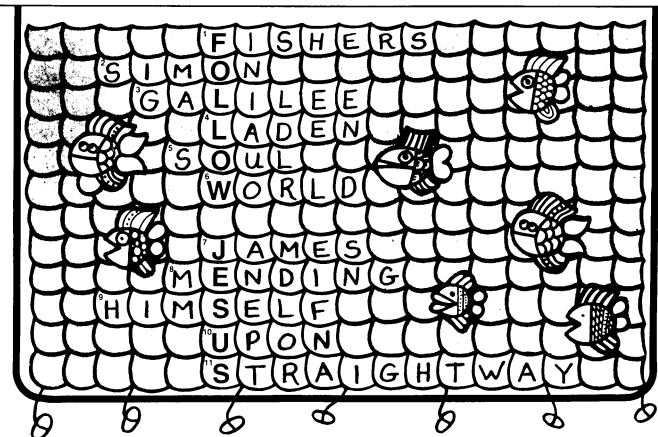
Have your students act out the story in Matthew 4:18-22. After they have finished, let them act out a modern scene showing how they should go about "fishing" for people.

## Answers for ANSWER

### Fishers of Men

Answer the questions and find the missing words. The answers can be found in the Scripture following each question or sentence. Then fill in the blank spaces of the fish net with your answers, matching the numbers.

1. Jesus said, "Follow me, and I will make you fishers of men." Matthew 4:19
2. What was Peter's other name? Matthew 4:18
3. What sea was Jesus walking by when he saw Andrew? Matthew 4:18
4. "Come unto me, all ye that labour and are heavy laden." Matthew 11:28
5. If you follow Jesus you will find rest for your soul. Matthew 11:29
6. What will it profit a man if he gains the whole world and loses his soul? Matthew 16:26
7. I am one of Zebedee's sons. Matthew 4:21
8. What were Zebedee's sons doing to their nets when Jesus called them? Matthew 4:21
9. Jesus said, "If any man will come after me, let him deny himself." Matthew 16:24
10. "Take my yoke upon you, and learn of me," Jesus said. Matthew 11:29
11. When Jesus called Peter and Andrew they straightway left their nets. Matthew 4:20





## Lesson 119

**TEXT** Ezekiel 33:1-11; Jeremiah 3:15

**SUPPLEMENTAL SCRIPTURES** Ephesians 4:11-17; 1 Timothy 5:17; 1 Peter 5:1-5

**OBJECTIVE** The students will be able to explain that as the ministry submits to God and bears the responsibility of the Body of Christ, just so we must submit to those who “watch for our souls” to be entitled to God’s favor and blessing.

**KEY VERSE FOR ANSWER** Obey them that have the rule over you, and submit yourselves: for they watch for your souls. — Hebrews 13:17

**KEY VERSE FOR SEARCH** And we beseech you, brethren, to know them which labour among you, and are over you in the Lord, and admonish you; and to esteem them very highly in love for their work’s sake. — 1 Thessalonians 5:12,13

**ANSWER  
TITLE:**

# Warning Signs

**SEARCH  
TITLE:**

# Submission to Spiritual Leaders

## REFERENCE INFORMATION

Ezekiel was a prophet during the captivity and was carried to Babylon in approximately 597 B.C., eleven years before Jerusalem was destroyed. In 597 B.C., King Jehoiachin surrendered Jerusalem to the Babylonian army, and was taken into exile. With him went 10,000 men—statesmen, soldiers, and craftsmen (2 Kings 24:14). Among them was Jeremiah’s younger contemporary, Ezekiel, then in his mid-twenties. Ezekiel was in training as a priest, looking forward to doing service in the Temple, as did his father before him. Exile in the plains of Babylonia, far from Jerusalem, meant the end of all his hopes. However, five years later when Ezekiel was thirty (the age at which he would probably have taken up his duties as a priest) God called him into service as a prophet. The call was accompanied by a vision of God which colored his entire ministry.

As he declared God’s message to the exiles, a great weight of responsibility rested on Ezekiel. He saw himself as a “look-out” who must give warning of danger or be held accountable. One of his most characteristic themes was that of individual responsibility before God. Ezekiel was an extraordinary man—imaginative, and by training, a man who appreciated and understood ritual and symbol. He was passionate and dedicated, and utterly obedient to God.

The watchman was one who guarded a city or the headquarters of an army. Watchmen were set on city walls, on specially built towers, or on hilltops. These towers were of varying heights, all the way from ten feet to an occasional forty feet, and not always connected with the city walls.

## YOUR OPENER

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# Submission to Spiritual Leaders

**TEXT:** Ezekiel 33:1-11; Jeremiah 3:15

**SUPPLEMENTAL SCRIPTURES:** Ephesians 4:11-17; 1 Timothy 5:17; 1 Peter 5:1-5

**KEY VERSE:** And we beseech you, brethren, to know them which labour among you, and are over you in the Lord, and admonish you; and to esteem them very highly in love for their work's sake.

— 1 Thessalonians 5:12,13

## RESPONSES

1. The Law and the words of the prophets were among the instrumentalities chosen by God to reveal His will to the people. You might also bring out that the patriarchs—Noah, Abraham, Isaac, and Jacob—were the spiritual leaders of their families and entire households. When Moses was given the Law, God spoke to the people through him and the priests who, through their sacrifices, represented the people to God. Use this to discuss with your students that from the beginning God was vitally interested in the spiritual welfare of His people and expected them to be submissive to the leaders He had chosen to instruct them.

2. Discussion of this question should revolve around the thought that, although immediate physical death may not be the punishment as it often was in the days of the Law, those who disobey suffer spiritual death.

3. He gave them apostles (overseers), prophets, evangelists, pastors, and teachers for the perfecting of the saints, for the work of the ministry and for the edifying of the church. Help your students parallel the procedures the church uses today to those used in the Early Church as to the ministering of the Gospel and the administration of the church. Focus on the thought that today, too, workers are appointed to various positions in the church and assigned certain responsibilities for the administration and spread of the Gospel.

The Word of God teaches us in many places that the ministers are instructed by God to feed us His Word, and they will be held accountable as to whether they have done this. We are taught to obey those who have the spiritual responsibility for the welfare of our souls.

1. How did God provide for the spiritual leadership of His people in Old Testament times? See John 1:17 and 2 Peter 1:21.

2. Under the Law, it was vitally important for the people to obey what “Thus saith the Lord” as it was revealed to them through His priests and prophets. Punishment, many times death, was inflicted on those who disobeyed (Hebrews 10:28). There are many places in the Scriptures where we are shown the importance of being obedient to those God has put in a position of authority over us. Why should His commands be obeyed and the instructions from His ministers and pastors be heeded in our day?

3. What provisions did God make for the spiritual leadership of His people in the New Testament church? See Ephesians 4:11,12.

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## ADDITIONAL DISCUSSION NOTES

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4. The leader of a church congregation is usually called a pastor. Webster defines *pastor* as one who is a “shepherd of the flock,” or one who feeds the people spiritually. Note some of the responsibilities of a shepherd in Bible times, and parallel these duties to the duties of a pastor.

5. Why is it important that a pastor, or one with similar responsibilities, seek God’s guidance and wisdom in all the decisions he makes for the welfare of the congregation, and that he be faithful to the soul of each one?

6. Many times, students in school are taught to think things out for themselves, to question authority and, indirectly, not to submit to their elders. How does Hebrews 13:17 refute these humanistic teachings?

7. At what age should children be taught to honor and obey their elders and ministers? See Isaiah 28:9.

8. What kind of life does God’s Word command His ministers to live? (Titus 2:7,8) What effect will this type of example have on a minister’s congregation and on others who meet him?

9. Why is it not necessary for us to fully understand the reason for each decision made by the ministry in order to heed it?

4. As your class discusses some of the responsibilities of a shepherd, they may mention: he finds food and water for the flock; he tries to safeguard them from harm; he provides shelter; he keeps count to be sure none are missing; he attends to their injuries or ailments. Your students should be able to parallel many of these responsibilities to the spiritual duties of a pastor. The main thought to be emphasized is that pastors and other church leaders are ordained of God and their instructions should be heeded by the congregation, much as a sheep heeds the shepherd’s voice.

5. He must give account to God for each soul he has led and instructed and counseled—or failed to instruct and counsel—when the responsibility was his.

6. This verse is a specific command to obedience and submission to those in authority. Discuss how the humanistic teachings mentioned can lead into a lack of respect for parents, those in authority, and the ministry.

7. It is necessary to begin training at a very early age. The character of a child is molded before he ever starts to school. One who is taught at a young age to obey his elders is more likely to continue to do so. One who is taught to honor the ministry is also more likely to continue to do so.

8. Titus 2:7,8 brings out that a minister must strive to live an exemplary life. In doing this, he is setting forth an effective Christian example to those whom he may influence. By honoring and submitting to those in a position of authority over him (such as to his senior pastor or overseer), he may be able to put a desire in others to do the same.

9. Your students should see that the ministry is endeavoring to follow God’s perfect will and would do nothing which they did not feel was for the good of the flock (or church). Discuss some examples of children obeying their parents even though they did not understand fully, knowing the parents did what they felt was good for them. Jesus’ disciples did not always understand the reason for His commands, but they obeyed and received a blessing for obedience. Just so, we will receive God’s favor and blessing if we heed His Word given through His ministers.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

In what way is a minister like a watchman on the wall?

How should we treat a minister?

What is a minister? (1 Peter 5:1-5)

How should you feel about those whom you must obey?  
How should they be treated?

What is the key to being able to submit to authority?

Is it the natural thing to want to obey those who have the rule over you? Why or why not?

What is submission?

How can we teach children respect for their pastor?

What place does the pastor have in our lives?

The ANSWER story emphasizes the need to obey traffic signs, and compares that need to our heeding the warnings given to us by the ministry for our own good. Name some warnings given that will affect our eternal destination.

## THINGS TO DO

Bring a lump of clay to class. Shape an object while explaining that, as a Christian, we must be of a clay-like quality, willing to conform to God's plan which says that we must obey those who have the rule over us.

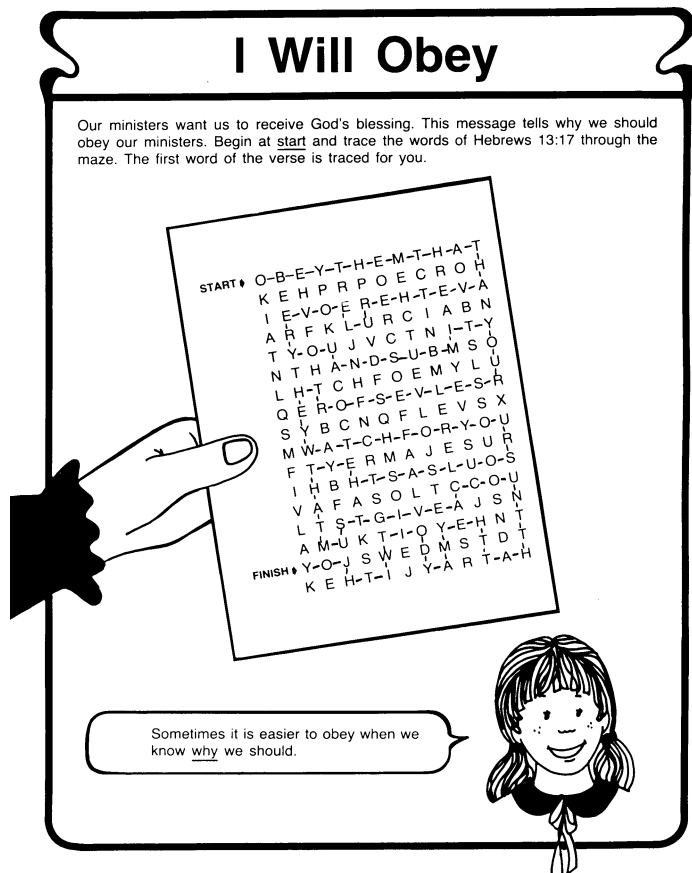
Act out a brief skit. Have a coach instructing ball players, some players not listening. Then have the coach talk to them about what could happen to them and their team because they didn't listen. Relate this to listening to our ministers, Sunday school teachers, etc.

Another skit could portray a worker doing a job. The boss comes in and explains something to do, then leaves. The worker doesn't do what he was told. The boss comes in

and sees it was not done. He explains the trouble it caused the company and the job.

Show your students a road map. If you were going on a trip to a place where you had never been, a very difficult place to find, you would be wise to follow the road map. The road map was drawn up by people who knew the roads. You only have to follow their directions to find your way to the destination. The Bible tells us to obey them that have the rule over us. We have to submit to God and what He commands if we are ever to come to the desired destination.

## Answers for ANSWER





## Lesson 120

**TEXT** Matthew 1:21; 2:1-15; John 16:27

**SUPPLEMENTAL SCRIPTURES** 1 Peter 1:8; 1 John 3:8; 4:9,10

**OBJECTIVE** The students will be able to explain that God gave His best when He sent His only Son, Jesus, to this earth so that we might have eternal life. His love lies at the very heart of Christianity, and is the essential key to the relationship between God and man.

**KEY VERSE FOR ANSWER** 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

**KEY VERSE FOR SEARCH** In this was manifested the love of God toward us, because that God sent his only begotten Son into the world, that we might live through him. — 1 John 4:9

**ANSWER  
TITLE:** **A Letter from Dad**  
**SEARCH  
TITLE:** **God's Love**

### REFERENCE INFORMATION

The word *love* comes from the Hebrew *'ahàvâh*; or Greek, *agápe*. Love is presented in Scripture as the very nature of God (1 John 4:8,16) and the greatest of Christian virtues (1 Corinthians 13:13). It receives definition in Scripture only by the listing of its attributes (1 Corinthians 13:4-7). It lies at the very heart of Christianity, being essential to man's relationship to God and man (Matthew 22:37-40). Jesus taught that upon love hangs all the Law and the prophets. Love found its supreme expression in the self-sacrifice on Calvary

(1 John 4:10). The God of the Christian is in His very nature and essence pure love; and Christianity is the only religion thus to present the Supreme Being. God not only loves but He is love. All human love, whether Godward or manward, has its source in God. However, if it is not manifested toward both God and one's fellowman it is dead and worthless. A Christian must love God supremely and his neighbor as himself; he must love his enemy as well as his brother. Love is the bond uniting all Christians as well as all Christian virtues.

### YOUR OPENER

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# God's Love

**TEXT:** Matthew 1:21; 2:1-15; John 16:27

**SUPPLEMENTAL SCRIPTURES:** 1 Peter 1:8; 1 John 3:8; 4:9,10

**KEY VERSE:** In this was manifested the love of God toward us, because that God sent his only begotten Son into the world, that we might live through him. — 1 John 4:9

## RESPONSES

1. Your students' definitions will probably bring out that a gift is a voluntary transfer of something from one person to another without compensation. In considering the attributes of a gift, your students should focus on the thought that God freely offered His Son for all mankind, but in order for us to receive the benefit we must accept the Gift.

2. Your students' answers will likely bring out these thoughts:

Usefulness — can't function properly on earth without Him, and can't get to Heaven without Him

Uniqueness — only One of His kind

Value — Heaven's prize, God's only Son, priceless

Source — the Father

Durability — eternal

Discussing these parallels should reinforce the knowledge that Jesus Christ is the greatest Gift mankind could ever receive. Bring out that people usually reserve their best gift for the one they love the most. God gave His best to everyone.

God gave His best when He sent His only Son Jesus to this earth so that we might have eternal life. His love lies at the very heart of Christianity and is the essential key to the relationship between God and man. God not only loves but He is love. All human love, whether Godward or manward, has its source in God. However, if it is not manifested toward both God and one's fellowman it is dead and worthless. A Christian must love God supremely and his neighbor as himself; he must love his enemy as well as his brother. Love is the bond uniting all Christians as well as all Christian virtues.

1. Paul the Apostle in 2 Corinthians 9:15 referred to Jesus Christ as God's unspeakable gift. Give a definition of the word *gift*. Using your definition, compare the attributes of a gift in our secular society to Jesus—the great Gift that God gave.

2. There are certain aspects of any gift which affect our regard for it: its usefulness, uniqueness, value, source, and durability. Using these five words, write a brief comment describing how each relates to Jesus—God's Gift to us.

Usefulness

Uniqueness

Value

Source

Durability

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## ADDITIONAL DISCUSSION NOTES

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3. The Wise Men who came to Jerusalem probably had little light on the birth of Christ, the manifestation of God's love. Undoubtedly, they encountered many hardships and problems as they sought to find the newborn King. However, God in His love provided a means of leading the Wise Men to their hearts' desire. What means does God's love provide in our day to bring men to Him?

4. The gifts the Wise Men brought to Jesus had a special significance, perhaps even beyond the comprehension of those who brought them. Gold was representative of deity; frankincense of worship or the priesthood of Christ; and myrrh of suffering. Match the following Scriptures with the appropriate gift:

Isaiah 53:4,5

Luke 1:35

Hebrews 5:6

5. What reason did the angel give to Joseph that the Child's name should be Jesus?

6. The name Jesus was not chosen by Joseph and Mary, but was given to them by the angel Gabriel. The name Jesus is a transliteration of the Hebrew name Joshua meaning, "Jehovah is salvation." Using Philippians 2:9-11 as a reference, what place does the name Jesus hold in the plan of God? What is the meaning of your name?

7. If we consider God's love in sending Jesus to this world, we can see that it encompasses the whole of man's needs. Colossians 2:10 says, "Ye are complete in him" (Jesus Christ). How many titles given to Jesus can you think of which lend credence to this statement?

Examples: Wonderful, Counsellor, Good Shepherd, Bread of Life

3. Allow time for your students to mention some of the ways God calls people in our day. Some may hear the call through a sermon, or in a Sunday school class. Others may see true Christianity lived in the life of a friend or neighbor, and feel the call of God's Spirit through that witness. Some may be reached through a verse of the Bible, or Christian literature explaining the way of salvation. The point of this question is that God's love reaches to all mankind. But like the Wise Men, we must determine to persevere until we reach the prize we seek.

4. Isaiah 53:4,5 speaks of suffering, represented by myrrh. Luke 1:35 shows Christ's deity, which is represented by the gold. Hebrews 5:6 brings out the priesthood of Christ, signified by the gift of frankincense. Help your students understand how this question brings out a threefold aspect of Christ: His deity as the Son of God, His suffering as our Sacrifice, and His position as our High Priest and Mediator between God and man.

5. The reason given was, "He shall save his people from their sins." Help the students understand that His birth was according to prophecy, and this prophecy, being the plan of God, includes our salvation from sin.

6. The Name of Jesus is above every name, and will one day command confession by every tongue that He is Lord. Ask your class if any of them know the meaning of their names. Touch briefly on how, in some cultures, much thought is given to the choice of a name with an appropriate meaning. The name selected might refer to a quality or personal characteristic desired for the child or might indicate a position within the family. Using these thoughts as a basis, emphasize the point that God chose this Name to match the office of the Person—our Savior.

7. Allow several minutes to discuss the merits of the names or titles given to Jesus, and how He fills these offices today.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

Can there be any love apart from God? Why or why not?

Since God is love and Jesus was sent to earth as a manifestation of that love, name some of the characteristics God must have looked for in Mary, as the bearer of that love.

Why might God look for these same characteristics in believers today?

God gave His best when He gave Jesus to the world. The Wise Men brought their most precious gifts. Name some ways in which we can show the same unselfish love toward our families, friends, or our fellowman who may be in need.

Name some situations in our daily lives that would be quite different if there were no love in our families, friends, or church.

In our ANSWER story, what was evident in all the memories the father had of previous Christmases with the family?

Why was King Herod troubled when he heard of the Wise Men coming to Jerusalem?

Why did Joseph and Mary name their baby, Jesus? What does the name mean?

Why did Joseph and Mary leave Bethlehem? To what country did they go?

## THINGS TO DO

Have a locked box and several keys, one of which fits the lock and is labeled "God's Love." Explain to your students that the lock represents something that would keep them from a relationship with God. Try opening the lock with some of the odd keys. Finally, try "God's Love." When the lock is opened show the children what is in the box (put in before class). This will be pieces of paper on which you have written things that God has for us through His love: Jesus, Holy Spirit, eternal life, wisdom, etc. Ask them to suggest things that they might give to God in return.

Cut a large Christmas tree from green felt. Mount it on a flannelboard. From red, blue, and yellow construction paper cut out the shape of a small gift box for each child.

Decorate each box with a ribbon. Back each gift box with flannel so it will adhere to the tree as a decoration. Pass out the gift boxes to your students and have each of them, in turn, put their gift on the tree as they tell what Jesus—the Gift of God's love—means to them.


Bring to class an egg and a small sauce dish. Break the egg into the dish and then ask if anyone wants to try to put it together again. Let the eggshell represent love, and the yolk and white, us and others. We are supported and protected by that love. It's important that that love not be broken or destroyed.

Show your students a picture of a block or brick building. Ask them how long the building would stand without the mortar. Neither can we build a spiritual house or become a part of the Body of Christ without love.

## Answers for ANSWER

### Gifts Freely Given

A gift is not something you can earn, it is always free. Look up the verses next to the gift boxes and fill in the blanks.




**God's gifts to you:**

1. John 3:16
2. Romans 5:5
3. Romans 6:23
4. James 1:5
5. 1 Timothy 6:17

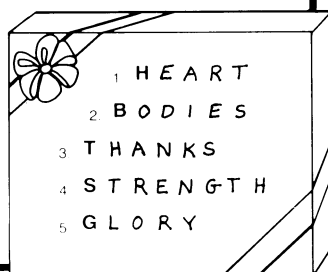
**What can you give God?**

Remember gifts must be freely given!

1. Proverbs 23:26
2. Romans 12:1
3. Psalm 105:1
4. Psalm 96:7
5. Psalm 96:7



1. SON
2. HOLY GHOST
3. ETERNAL LIFE
4. WISDOM
5. ALL THINGS



1. HEART
2. BODIES
3. THANKS
4. STRENGTH
5. GLORY

## Lesson 121

**TEXT** Ephesians 4:1-16; Philippians 2:1-4

**SUPPLEMENTAL SCRIPTURES** 1 Corinthians 1:10; 1 Peter 1:22

**OBJECTIVE** The students will be able to explain what unity is and why it is necessary. They should recognize that unity between believers is vital in the work of the Lord. Unity implies the oneness of the spirit, aims, interests, and feelings of diverse individuals, and is necessary in order to receive God's blessing and to see much accomplished for Christ.

**KEY VERSE FOR ANSWER** Behold, how good and how pleasant it is for brethren to dwell together in unity! — Psalm 133:1

**KEY VERSE FOR SEARCH** Finally, be ye all of one mind, having compassion one of another, love as brethren, be pitiful, be courteous. — 1 Peter 3:8

**ANSWER  
TITLE:**

**SEARCH  
TITLE:**

# Sticking Together Unity Among Believers

## REFERENCE INFORMATION

The word *unity* comes from the Hebrew word *yāhadh*, meaning “unitedness,” or the Greek, *henótes*, which means “oneness.” It is used in the Old Testament in the sense of togetherness of persons (Genesis 13:6), fellowship (Judges 19:6), and praise (Psalm 34:3). The New Testament word bespeaks the unity of faith that binds together the people of God (Ephesians 4:13).

It is apparent that from the beginning God wanted unity with His creation. Satan destroyed that fellowship, and has consistently worked to cause disunity between God and mankind ever since. Satan will permit unity if it is

against God, as happened when the children of men attempted to build the tower of Babel. The Lord himself came down and stopped that effort. The Mosaic Law has many ordinances that govern man's relationship with his fellowman and it is summed up in Leviticus 19:18, “Thou shalt love thy neighbour as thyself: I am the LORD.” Jesus stressed the need for oneness when He prayed to His Father in chapter 17 of John. He asked the Father that there would be unity between the disciples, that they might be one with the Godhead, and also that those who believed through their preaching would be one.

## YOUR OPENER

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# Unity Among Believers

**TEXT:** Ephesians 4:1-16; Philippians 2:1-4

**SUPPLEMENTAL SCRIPTURES:** 1 Corinthians 1:10; 1 Peter 1:22

**KEY VERSE:** Finally, be ye all of one mind, having compassion one of another, love as brethren, be pitiful, be courteous. — 1 Peter 3:8

## RESPONSES

1. Let the students give their illustrations of unity in action. They will see that working in unity does, indeed, bring positive results. Bring out that this is especially true in spiritual endeavors. You could use the Biblical examples of Peter and John in Acts 3:1-11, or Paul and Silas in Acts 16:25-34.

2. Compassion — to feel deep sympathy with an urge to help  
Edifying — to instruct and improve, especially by good example  
Endeavoring — to strive, aim, or try  
Forbearance — patience, longsuffering  
Discuss with your students how each of these words might pertain to unity.

3. This question will require some introspective thinking on the part of your students. You will not wish to make them uncomfortable by requiring verbal answers, but it should provide an opportunity to discuss how forbearance relates to unity. It may be easier to give an example of how we must forbear others. However, this question should illustrate how forbearance is our responsibility as we endeavor to keep the unity of the Spirit.

4. Allow time for your students to offer their examples. A physical impairment of the foot can destroy the unity that exists between the brain and the foot. The brain may signal the foot to walk, but an impaired foot cannot properly respond. Just so, it is important for every member of the Body of Christ to fit perfectly, according to the plan of the Head of the Body, if the desired results are to be obtained.

In this lesson we discuss the relationship between the members of the Body of Christ. Good relationships begin with individuals following Jesus first and then submitting to the authority of the ministry as discussed in previous lessons. When we put into practice the admonition given in our key verse, the end result is unity—oneness of spirit, aims, interests, and feelings among individuals. When this is present, we will receive God's blessing and see much accomplished for the Lord.

1. Give an example, Biblical or otherwise, where two or more worked in unity and achieved positive results.

2. Define the following words as used in our key verse and text:

Compassion  
Edifying  
Endeavoring  
Forbearance

3. We are told in Ephesians 4:2 to forbear one another in love. Give an example of how someone might need to forbear (endure or tolerate) you.

4. Give an example of the coordination, or unity, that exists within your physical body. Then discuss the result of a breakdown in this unity, such as a physical ailment. Finally, explain what Ephesians 4:15,16 means to you.

## ADDITIONAL DISCUSSION NOTES

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5. Adam Clarke explains the phrase, *in one accord*, in this way: "It signifies that all their minds, affections, desires, and wishes, were concentrated in one object, every man having the same end in view; and, having but one desire, they had but one prayer to God, and every heart uttered it." What are the advantages of the spiritual Body of Christ being in one accord?

6. What is the difference between Christian unity and the unity in worldly organizations such as unions and political parties? With this thought in mind, what kind of statement can be made regarding the importance of maintaining Christian unity?

7. In the space of thirteen verses in John 17 (verses 11-23), the need for oneness is mentioned four times. What conclusion can we draw from this passage of Scripture?

8. Name five of the spiritual roles recorded in our text that Christ gave to men, and explain why He gave them.

9. How is it possible to have spiritual unity among individuals with diverse personalities, backgrounds, and preferences?

10. If a person finds himself in a situation where his unity with another is being threatened, what should he do?

5. As your students discuss this question, they will no doubt bring out the fact that there is great strength in unity, or being of one accord. The work of the Gospel can proceed unhindered if there are no internal differences, even though it may come under attack from the enemy. The full measure of energy and zeal can be directed to the spread of the Gospel, rather than expending itself on repairing or reconciling differences between members.

6. Let students offer their thoughts regarding the first question. They should be directed to understand that Christian unity is sealed by a spiritual bond made possible by a common faith in God and a yielding to His leadership. Other kinds of unity lack that bond and therefore have difficulty in sticking together to achieve positive results. In answer to the second question, your students should conclude that if Christian unity is lacking among a group of "believers," they become no different than any other secular organization.

7. As your students discuss this, they should conclude that if our Savior felt the importance to such an extent that He prayed so very earnestly regarding it, we must not consider it an optional or unimportant matter. Unity is a condition present in the true Body of Christ.

8. The roles mentioned were those of apostles, prophets, evangelists, pastors, teachers. These were given for "the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ." Your discussion should lead to the conclusion that in these verses the leadership roles are accorded to some. (You may wish to use the verses to tie back to our lesson of the past Sunday concerning the ministry.) Then direct your students' attention to the fact that there are varied offices, as well as varied individuals, but verse 13 brings out that everyone is directed toward the unity of the faith.

9. Your students should conclude that it is only possible when all are motivated by the same spiritual goals. There may be differences, and even though these differences may not be doctrinal, they are the reasons for endeavoring to keep the unity. As we put Christ first and come under His authority we will prefer our brother.

10. Direct the discussion to positive ways of dealing with the situation. One of the first will be with prayer. Refer your students to Matthew 18:15-17, and discuss the steps outlined here, emphasizing the importance of the sequence. Your students should realize such problems are the work of the devil, and that they should determine to combat them as strongly as any other of the wiles he may use.

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## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What does *unity* mean? Give an example of unity.

Why does the Bible tell us to have unity? Of what value is it?

What must we do to have unity?

Do you think every person is responsible for striving to keep unity? How?

What makes a church or a home run smoothly?

As we work together we must all have the same goal and the same purpose. What might that goal/purpose be?

According to Ephesians 4:11-16, what is the result when we do work together in unity?

How does sanctification promote unity?

In the ANSWER story, Toby made a bad decision. What was it?

How did Toby's independent spirit affect those he was hiking with?

## THINGS TO DO

Show your students a puzzle, illustrating that many pieces put together make one complete picture.

Have students try to do two things at once. For example: Write name with one hand and tie shoelace with the other. Walk in two directions at once. (Point: We all work together for one purpose.)

Bring a watch, radio, or some item which has many parts. Show how removing even one part affects its operation.

Bring to class a picture made from various grains, seeds, peas, beans, etc. Bring also a small amount of the assorted, loose grains. The picture can represent the

Church or the Body of Christ. Individually, one pea, bean, or grain of rice doesn't make much of an impression, but together they can make a beautiful picture. Unity with Christ and other believers is also beautiful.

In large bold letters, write the word UNITY on a strip of paper (6" x 8" - half piece of construction paper). Cut the paper into several puzzle-shaped pieces, according to the number of students in your class. Use this as a class opener by distributing the pieces to your students and having them fit the puzzle together to find the message.

## Answers for ANSWER

### Let's Work Together!

Unity: All agreeing on the same thing. The verse below tells what it is like when we all work together to accomplish God's purpose. Write the second letter of the word or picture in that square. Then write each word in the correct order in the verse below. No fair peeking at the text!

BEHOLD, how GOOD and how PLEASANT  
it is for BRETHREN to dwell TOGETHER in  
UNITY!"

Psalm 133:1



**TEXT** Acts 16:13-32; Mark 16:15; Luke 15:1; 24:47

**SUPPLEMENTAL SCRIPTURE** James 5:20

**OBJECTIVE** The students will be able to explain that Christ's purpose for His followers is that they witness to the unsaved and endeavor to win them for the Lord.

**KEY VERSE FOR ANSWER** The fruit of the righteous is a tree of life; and he that winneth souls is wise. — Proverbs 11:30

**KEY VERSE FOR SEARCH** And they that be wise shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars for ever and ever. — Daniel 12:3

**ANSWER  
TITLE:**

# Telling a Friend

**SEARCH  
TITLE:**

# The Responsibility of Witnessing

## REFERENCE INFORMATION

Members of the Early Church went everywhere preaching the Word, witnessing, bringing others to Christ, leaving an example for all others to follow. But even back in Isaiah's time God designated His people as witnesses: "Ye are my witnesses, saith the LORD, and my servant whom I have chosen; that ye may know and believe me, and understand that I am he" (Isaiah 43:10).

A witness is one who knows, one who has personal knowledge of a circumstance or event. *Witness* in Greek

is *martus* or *martur*, and signifies one who gives testimony to the truth, even at the expense of his own life, if necessary. It is mainly in this sense that the word is used in the New Testament. Our word *martyr* has come from this also.

The disciples who had been with Jesus were to be witnesses for Him (Luke 24:48), and when they chose one to replace Judas, they appointed one who had been a witness of the Resurrection along with them (Acts 1:22).

## YOUR OPENER

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# The Responsibility of Witnessing

**TEXT:** Acts 16:13-32; Mark 16:15; Luke 15:1; 24:47

**SUPPLEMENTAL SCRIPTURE:** James 5:20

**KEY VERSE:** And they that be wise shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars for ever and ever. — Daniel 12:3

## RESPONSES

1. A witness as pertaining to the Gospel is one who knows the truth concerning Christ and is able to share this truth with others. A sinner cannot be an effective witness for Christ because God's Spirit is not a part of his life. Discussion of this question possibly will bring out that God may, at times, use an unsaved person to bring the light of the Gospel to another unsaved person, but the witness must have a degree of knowledge of Christ to start with, theoretical though it may be.

2. The approach used in Mark 5:18,19 is subjective; the approach used in Acts 8:35 is objective. Your students may offer either one or both approaches as the answer to the third question. While all Christians should be able to speak of Christ objectively, the resulting discussion should bring out that when they speak subjectively, telling of their own experience, there can be no debate.

3. The Apostle Paul was ordained to use both types of witnessing—to carry the Gospel to the Gentiles (objective), and to give his personal testimony before rulers and kings (subjective). Ask your students how they can know which approach to use, leading them to recognize that God must direct in the appropriate approach to be used on each occasion when they are called to witness. Some of your students may be able to cite examples from their own knowledge or experience illustrating these two approaches.

In the first chapter of Acts we are told that Jesus, shortly before leaving this earth to go back to Heaven, commanded His disciples not to depart from Jerusalem until they were baptized with the Holy Ghost who would give them power to witness. Christ's purpose for His followers today is that they witness to the unsaved and endeavor to win them for Him. All of us cannot be missionaries in foreign lands, but we can help to spread the Gospel. The man across the street needs to hear the story of Jesus just as much as the man on the other side of the ocean.

1. Define *witness* as pertaining to the Gospel. Why cannot a sinner be an effective witness for Christ?

2. Verbal communication is one way of witnessing. It can be used as an objective approach (one which points to Christ), or a subjective approach (one which points to one's own experience). Which approach is used in Mark 5:18,19? in Acts 8:35? Which of the two approaches can be used by all Christians? Why?

3. In our text, Paul is the chief speaker. As pertaining to objective and subjective witnessing, to which was he ordained? Along with the text, refer to Acts 26:9-19 for your answer.

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## ADDITIONAL DISCUSSION NOTES

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4. Prior to the earthquake, we have no record of a verbal witness to the jailer by Paul and Silas. Yet there must have been something which prompted him to ask the question, "What must I do to be saved?" What might this have been?

5. Name some opportunities for nonverbal witnessing other than in times of persecution.

6. What kind of testimony might the former demoniac of Gadara have given to his friends at home? (Mark 5:1-20) Contrast this to the testimony given by the little maid to Naaman's wife. (2 Kings 5:1-3) What would be the main point of difference?

7. In our text, we are given the admonition to "Go ye into all the world, and preach the gospel to every creature." How might this apply to those who do not have the privilege of standing in the pulpit to preach?

8. Witnessing! Is it a spiritual gift given to some or a commandment to all Christians? See 1 Peter 3:15.

4. Your students' responses should culminate in the thought that there are various methods of witnessing other than verbal communication. Help your students explore the potential of Christian behavior as being a means of witnessing.

5. Suggestions offered may include: showing kindness or love, extending mercy, benevolent giving, showing patience, preferring your brother.

6. No doubt the man from Gadara told of the former life he had lived, giving specific details, but that Jesus had come and set him free from his sins and wayward life. The Bible says that all men did marvel, as well they should have. On the other hand, the little maid did not have a history of outbroken sins to talk about, but she had a knowledge of God's love and His power to heal. Bring out in discussion that each testimony has merit, if only it is given. Too often those who have been reared in Christian homes feel their testimony is limited in scope and power because they do not have a story of deliverance from great sins. Actually, every child of God has had a wonderful deliverance from sin and his witness can be used of God to win others to the Gospel.

7. The students may bring out various thoughts in answer to this question. One of the first definitions of the word *preach* is to "proclaim publicly." This does not limit us to a certain place or a certain form. When the disciples were scattered from Jerusalem under the early persecution, the Bible says, "They . . . went every where preaching the word" (Acts 8:4). Discuss with the class that this no doubt means the Christians fled persecution, but they witnessed of Christ's death, resurrection, and ascension to everyone they met. This is the real meaning of witnessing.

8. Witnessing is a command common to all. Help your students realize that because the disciples obeyed the command in Acts 1:8, we have received the light of the Gospel. How important is witnessing? Close your class session with some personal accounts of witnesses who brought the knowledge of salvation to individuals in your class.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

In what ways might you be witnessing without necessarily being aware of it?

Can you think of a time when someone asked you if you were a Christian or where you went to church? What were you doing, or what were the circumstances that prompted the question?

Relative to the above question, name some circumstances or situations that might be called witnessing without conversation.

What are some ways we can follow up on our personal witnessing?

On a scale of 1-10 how would you grade yourself on witnessing? Think back: How many times in the last week have you told someone about Jesus? invited someone to church or Sunday school? handed out an invitation, tract, or paper? prayed for someone you have witnessed to? How about, in the last month?

In our ANSWER story, Genny had the opportunity to witness at school. What act began that witness? How did she follow through? Have you had a similar experience?

Suppose you have an unsaved friend at school whom you care about very much. You want to give that friend something special. What is the best gift you can ever give him or her? Think about it.

What does witnessing for the Lord mean?

Do you think it's so very important or urgent to tell someone about our Lord Jesus? Why or why not?

Why is it sometimes easy and sometimes very hard to witness to someone?

When and where should you witness?

## THINGS TO DO

Being a witness for God is like being a witness in court. Make the parallel and discuss the similarities. Then have one of the students be the "witness." Have the rest of the class direct questions to him concerning salvation. Remember, a witness testifies and gives evidence.

Show your students a small mirror. Talk about how a mirror reflects light. It is not the light or the source of light, but if it is held just right it can reflect the light into dark corners where the light doesn't shine. Remind your students that,

as Christians, they are a reflection of Christ—the Source of Light in this dark world. If they will reflect Christ to others, perhaps those people will come to love Him too.

Light trick birthday candles. (Many grocery stores have them.) Bring out that God's Light, which Paul and Silas shared with others, continued to shine brightly even though some people tried to "put it out."

Ask the students to tell of something very important to them that was lost. (Be prepared with an incident of your own.) Some may have stories of things that were eventually found, some that were never found. Maybe someone will have an experience of being lost. Explain to the students that everyone apart from God is lost. Light helps reveal lost things, and we are to be "Lights." Every soul is valuable and worth seeking for.

Invite someone to your class who can tell about a personal experience of being lost. Perhaps, even his life was in danger. Was he ready to die? Did he know about Jesus? Everyone who dies without knowing Jesus, is lost eternally. How vital it is that we reach everyone we can.

## Answers for ANSWER

### Jesus Loves You!

Christians are told to tell other people about Jesus. Several countries are listed below but each one has a letter missing. When you fill in the letters you will find a name used for someone who witnesses for Jesus. Our pictures show different ways and times when you can be a witness for Jesus.

Come to Sunday school with me.

Did you know that Jesus loves you?

God forgives all our sin when we ask Him to.

Jesus is my best friend.

M	EXICO
A	CA
R	SIA
U	WITZERLAND
S	NA
C	RWAY
H	DIA
N	NCE
O	ICA
I	UGOSLAVIA
N	
A	
R	
A	
F	
Y	

## Lesson 123

**TEXT** Luke 10:25-37

**SUPPLEMENTAL SCRIPTURES** Deuteronomy 15:7; Isaiah 58:10; Matthew 25:34-46

**OBJECTIVE** The students will be able to explain that their neighbors are those with whom they come into contact, regardless of nationality or social status. One of God's commandments is that His followers should love their neighbor as they do themselves.

**KEY VERSE FOR ANSWER** Thou shalt love thy neighbour as thyself. — Mark 12:31

**KEY VERSE FOR SEARCH** For all the law is fulfilled in one word, even in this; Thou shalt love thy neighbour as thyself. — Galatians 5:14

**ANSWER  
TITLE:**

# Skidding into Eternity

**SEARCH  
TITLE:**

# Who Is My Neighbor?

## REFERENCE INFORMATION

God has always held man responsible for his attitudes and treatment of his fellowman. In the very beginning we read of God asking Cain, "Where is thy brother?" God made plain the duties and responsibilities of man toward others. In the Old Testament, injunctions are given more in the negative than in the positive. There are many examples of sins against one's neighbor being forbidden—lying, hating, enticing, failing to pay, and committing adultery.

In the New Testament, positive duties and responsibilities toward our neighbor are encouraged—to love, speak the truth, to teach, and to show mercy.

The Jews, however, (like many people today) counted their "neighbor" only as those who were close by—fellow Jews—but excluded those of other races, especially the Samaritans. Their kindness and consideration surely wasn't to be extended to Gentiles.

Jesus, in His parable of the Good Samaritan, made it plain that there are no exceptions when it comes to showing our love and compassion for others. The very meaning of the word compassion is, "suffering with the man." Jesus made the point of being a neighbor or being neighborly—helping whoever needs help—more important than the question, "Who is my neighbor?"

## YOUR OPENER

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# Who Is My Neighbor?

**TEXT:** Luke 10:25-37

**SUPPLEMENTAL SCRIPTURES:** Deuteronomy 15:7; Isaiah 58:10; Matthew 25:34-46

**KEY VERSE:** For all the law is fulfilled in one word, even in this; Thou shalt love thy neighbour as thyself. — Galatians 5:14

## RESPONSES

1. Direct your students' attention to the word "tempted," in verse 25, and the indication that he was "willing to justify himself," in verse 29. These should bring out that the lawyer was not sincere. Discuss with your students how, though this man was insincere, Jesus treated him with respect and gave him a wonderful example of what it means to be a good neighbor. Talk about what our reaction is to people we feel are insincere or deceitful. How can we follow Christ's example and treat them as a "neighbor," and thus one to whom we should extend love and consideration?

2. John 4:4-29 — He explained a spiritual need to the woman at the well. John 21:8,9,12,13 — He fed His disciples. In the discussion revolving around these two examples, it should be brought out that Jesus was concerned with both the spiritual and physical needs of those around Him. Your students should realize that as Christians we, too, must be aware of both aspects of care for others and try to meet them.

3. As you discuss this question with your students, they will explain that his excuse was that the door was shut and he was in bed. Likely, they will feel that this excuse was not acceptable. Point out that in those days, most likely the children would be sleeping on the floor in the main room into which the visitor would enter. His appearance, then, would rouse the whole household. Use this question as a springboard to discuss how we may be called upon to help another at a time or place which may be inconvenient for us, but we must still be willing to do so.

4. Your students will, no doubt, bring out that the priest and Levite were not fulfilling the duties of the Law which said, "love thy neighbor as thyself." Ask your students what conclusion they can draw from this, leading them to see the importance of actions—their actions often "speak" louder than their words. Help your class to discuss their responsibility to do as they have been taught. Refer your students to verse 36 of our text, pointing out that because of the Levite's failure he was not counted as a "neighbor."

Jesus Christ left us many beautiful examples of ministering to the needs of one's neighbors, even to the extent of going a great distance or spending much time in order to do it. In this parable Jesus shows us that our neighbors are those with whom we come into contact, regardless of nationality or social status.

1. The lawyer who came to Jesus asked, "What shall I do to inherit eternal life?" This was a good question, but there are indications he was not sincere. What were these indications?

2. In John 4:4-29 and 21:8,9,12,13, we see two examples of Jesus showing brotherly love or concern for those about Him. Describe the ways Jesus ministered in these two instances.

3. Read Luke 11:5-8. What excuse was given for not meeting the friend's need? Do you think that this was a valid or acceptable excuse? Why or why not?

4. Some of the duties of a priest were to make sacrifices, burn incense, and teach the people God's Law. The Levites were appointed to assist the priests and, no doubt, had heard the message of the priest. In what way did they fail in their obligations?

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## ADDITIONAL DISCUSSION NOTES

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5. The Samaritans were absolutely despised by the Jews, and they had no dealings with each other. In spite of this, when the Good Samaritan saw the man's suffering, what did he do?

6. In John 5, we read of a man who suffered from a serious physical affliction. In verse 7, he tells Jesus why he had not been healed. What reason did he give? How might this relate to our duty to those who are physically disabled or afflicted?

7. If you love your neighbor as yourself, what are some of the things you will be doing as outlined in the following Scriptures?

Matthew 5:16

John 13:35

Romans 15:2

Ephesians 4:32

1 John 3:17

8. Consider the admonition in our key verse that instructs us to love our neighbor as ourselves. Then note some of the ways we care for our physical, mental, and spiritual selves and our material requirements. Which of the ways noted should be extended to others?

5. Your students will describe the actions of the Samaritan. Jesus concluded by commanding the lawyer to "Do thou likewise." Bring out that this same admonition applies to us today, zeroing in on the fact that we must have concern for others regardless of nationality or social status.

6. The reason given was that he had no man to put him into the pool when the water was troubled. Ask your students to imagine the feelings or outlook on life of a man who had been physically disabled for thirty-eight years. He believed that if he had help, there was a chance that he could be freed from his affliction! It would be only natural for him to hold bitterness against the so-called religious men or righteous people of his day who did nothing for him. Your students should see that the devil may use a person's lack of compassion to create bitterness in the person who is in need.

7. Review of the Scriptures mentioned should bring out the following ideas.

Matthew 5:16 — do good works

John 13:35 — show love

Romans 15:2 — please neighbor

Ephesians 4:32 — be kind and forgiving

1 John 3:17 — meet needs

Discuss each of these Scriptures, asking how we can specifically fulfill each of these obligations.

8. As your students discuss some of the ways we care for ourselves, they may bring out that we take care not to hurt ourselves; we attempt to provide shelter, clothing, adequate nourishment, etc.; we regulate the things we think about; we strive to gain spiritual strength and understanding. After this point has been developed, talk about the ways we can extend the same care to others. Conclude your lesson by bringing out that this is not just a suggestion or something that might be nice to do: it is one of Christ's commandments, backed up by the Law.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What do you think was the real point of Jesus' parable?

Give an example of a time when someone gave help to you or your family—something you are thankful for, such as advice, food, money, or assistance.

Tell of a recent experience where you were able to give help to someone else.

In our ANSWER story, the angel asked Tony questions about how he had treated his "neighbor" in different circumstances. What were some of the situations of which he reminded Tony? Share a similar situation in your life and how you responded.

Who are our neighbors?

Do you think the lawyer questioning Jesus was honest and sincere in his desire for an answer? Why or why not?

Why do you suppose the priest and the Levite didn't offer help to the man who had been robbed?

Sometimes people today won't offer help to someone in trouble, saying, "I didn't want to become involved." What do you think of that attitude? Does it show love?

## THINGS TO DO

Bring to class an assortment of church invitations, special programs, tracts, and the Light of Hope and Higher Way magazines. Discuss with your students where, when, and how these might be used by one who is being a "good neighbor." Emphasize the fact that to be instrumental in leading someone to Christ, and thereby out of his trouble and sin, is the best way possible of being a good neighbor.

Look in the newspapers and magazines (suggest that students do this also) for articles you can clip and bring to class showing examples of behavior indicating someone was a Good Samaritan. Emphasize that these deeds were written up in the paper because such actions are truly newsworthy. How about the Higher Way and the Light of Hope? (Both contain good news.)

Make silhouettes of each of your students on white paper. Under the silhouette, write several headings: Name, Birthday, Birthplace, Nationality, Number of Brothers and Sisters, Pets, Favorite Foods, School, etc. Draw a blank line next to each heading and let the students fill in their


own information. Talk about how we are all different but God tells us we are neighbors to one another. Let each child name something that the student sitting next to him might like to have done for him.

Make up some hypothetical situations the students might face at school that will require and test their love for their neighbor. Write these on pieces of paper and have the students read them one by one, for discussion.

On the preceding Sunday announce that the Sunday this lesson is taught will be a special "Neighbors' Day." Encourage each student to bring a "neighbor" (friend, relative, etc.) to class on that Sunday. When the children arrive with their neighbor have them sit next to each other. At the appropriate time in your class discussion have each of your students offer to do something for his neighbor that he would like to have done for himself. Explain to them that Jesus wants us to do for others as we want others to do for us. In doing this we are showing that we love them as Jesus told us to.

## Answers for ANSWER

### Who Is Your Neighbor?



Your neighbor is anyone you come in contact with. How should you feel about that person? To find the answer solve the puzzle below. Decide where each shape fits and write in the missing letters. Then write the letters in the order given on the lines below.

A	S	A	C	H	R	I	S
T	I	A	N	Y	O	U	R
D	U	T	Y	I	S	T	O
L	O	V	E	Y	O	U	R
N	E	I	G	H	B	O	R
A	S	M	U	C	H	A	S
Y	O	U	L	O	V	E	Y
O	U	R	S	E	L	F	.

A

Y

O

A

S

T

D

L

S

O

U

R

V

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C

N

Y

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R

The important thought in this lesson is . . .

A S A C H R I S T I A N Y O U R D U T Y I S  
T O L O V E Y O U R N E I G H B O R A S M U C H  
A S Y O U L O V E Y O U R S E L F



**TEXT** Isaiah 35:3-4; John 13:34,35; 15:12-17

**SUPPLEMENTAL SCRIPTURES** Ecclesiastes 4:9,10; Galatians 6:1,2

**OBJECTIVE** The students will be able to explain that one of the responsibilities of a follower of Christ is to have compassion and a caring concern for those who are spiritually weak.

**KEY VERSE FOR ANSWER** We then that are strong ought to bear the infirmities of the weak. — Romans 15:1

**KEY VERSE FOR SEARCH** Not for that we have dominion over your faith, but are helpers of your joy: for by faith ye stand. — 2 Corinthians 1:24

**ANSWER  
TITLE:** **Someone to Care**  
**SEARCH  
TITLE:** **Encouraging the  
Spiritually Weak**

**REFERENCE INFORMATION**

Clarification of needs, encouragement, prayer support, Biblical counsel, and understanding are valuable gifts that we can offer to the spiritually weak, but we must undertake these efforts by and through the direction of the Holy Spirit. We must consciously depend on God and respond to the person with Christlike love, as well as approaching the problem from a Biblical standpoint.

The first step in helping one in need is to be available: to give a person our physical presence and our attention.

Jesus continually made Himself available to people. A critical component in helping is listening, and effective listening means showing respect for the other person's feelings. Immediately jumping in with solutions—thus ignoring what they say—shows a lack of respect. When we have truly listened, then we have earned the right to be part of the third step: the process of solution. For real healing to take place, we must focus attention on the necessity of considering and responding to the will of God.

**YOUR OPENER**

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## RESPONSES

1. As your students discuss this, a number of “warning signs” could be mentioned. For example, has the person’s smile disappeared? Is he missing meetings? Does he get uncomfortable when the things of God are discussed? Does he pray less than he used to? Has a desire for other things replaced the hunger for more of God? Some of these signs will only be noticeable if you know the person fairly intimately. As a rule, those are the ones who will be the most responsive to your counsel.

2. To begin with, your students should clearly recognize the difference between a negative approach (“I sure haven’t seen you very much in church lately!”), to a positive approach (“It’s great to see you!”). Your students should realize that they need to be led by the Spirit of God. Through diligent prayer God can show them where, when, and how to expend their efforts. Refer to 1 Corinthians 9:26 to bring out that we want to run with certainty, not as one that “beateth the air” or strives ineffectively. It helps to put ourselves in the place of the spiritually weak, then pray and help them just as we would like to be helped. “To the weak became I as weak, that I might gain the weak” (1 Corinthians 9:22). Caution your students regarding the danger of assuming authority or attempting to deal with situations that should be handled by the ministry.

3. Your students should be able to offer a number of ways that we can reach out to those who have a spiritual need. Their thoughts may include the following: offering verbal support or encouragement, relating what has worked well in your own experience, stressing the importance of daily prayer and meditation in the Word, talking about the great things the Lord has done for you and others, encouraging the person in need to call or look for you if they have a problem or question, reading the Bible together, praying with them, setting a good example of a positive and hopeful attitude by your own life, and just being a friend!

4. A Christian is going to show love, concern, friendship, and compassion for all. See Galatians 6:10. However, it doesn’t take long to discern when a person is truly hungry for spiritual encouragement. When we see that hunger, we should be quick to step in with support and do all we can to help that person grow spiritually. Ask your students to mention some of the ways we can identify the spiritually hungry. Possible answers: one who has a longing for the truth and is eager to grow in grace, one whose priorities are things which are focused on the Lord, one who lingers at the altars of prayer, one who asks honest questions about spiritual subjects or is constantly searching the Scriptures for answers.

# Encouraging the Spiritually Weak

**TEXT:** Isaiah 35:3-4; John 13:34,35; 15:12-17

**SUPPLEMENTAL SCRIPTURES:** Ecclesiastes 4:9,10; Galatians 6:1,2

**KEY VERSE:** Not for that we have dominion over your faith, but are helpers of your joy: for by faith ye stand. — 2 Corinthians 1:24

The relationship between Christ and the true believer provides the basis for a worthwhile and fulfilling life. The one who is at peace with God is at peace with himself. An extension of that inward contentment is evidenced in the caring concern the Christian shows to those who suffer from spiritual weakness and discouragement. Admonitions to encourage one another, build each other up, and inspire each other to love and good works are woven all through the Word of God. One of the plainest expressions of love in the Scriptures is that of sharing with others. Some of the most valuable things we can share are our time, talents, and energies in building up those in the Body of Christ who particularly need spiritual support or encouragement.

1. We need to develop our power of spiritual observation and discernment in order to see areas where we can be used to encourage someone. What are indications that a person may be spiritually weak?

2. When we observe that a brother or sister is having spiritual difficulties, what is our responsibility in the matter? Doing nothing is not the answer. How can we best approach him in an encouraging manner, and avoid the risk of offending or alienating him?

3. The first two verses of our text in Isaiah list three things that we should do for the weak. How would you translate these instructions into some specific ways we should reach out to the spiritually weak?

4. There is a distinct difference between the spiritually weak person who is finding fault with holiness, the church, Christian people, etc., and the person who is simply ignorant of the deeper truths of the Gospel. How are we, as mature Christians, to identify and minister to their needs?

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## ADDITIONAL DISCUSSION NOTES

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5. Jesus promised His disciples that the Holy Spirit would dwell in them. The Greek word *parakletos*, or “helper,” was used to describe the Holy Spirit. That word in its literal sense means “one called alongside.” How can the Holy Spirit’s role in our lives be a pattern for our influence in other people’s lives?

6. There is a danger in neglecting our duties as Christians. Refer to Ezekiel 34:10 and Matthew 25:44-46. How might these verses apply to us?

7. Our greatest example of servanthood was Jesus, who was the essence of compassion. In Philippians 2:7, we read that He took on Himself the form of a servant. Though many of the miracles Jesus did while on earth related to helping those in physical distress, He also ministered to people with spiritual needs. In both the Old and New Testaments, we read of God’s encouragement to those in need. Describe how God encouraged:

Abram — Genesis 15:1-6

Gideon — Judges 6:11-23

David — II Samuel 7:8-16

Palsied man — Matthew 9:2

The disciples — Matthew 14:25-27

8. In reading John 13:34,35, we see that the Lord gave a new commandment. Explain what this commandment was, and how it relates to us as we attempt to strengthen the spiritually weak.

9. Our text in John 15 reiterates the commandment discussed in the previous question, but this time with an added depth to it. Explain verse 13 in your own words, and describe how we can fulfill it in our day.

10. Of all the promises and assurances you know in the Bible, which has been the most encouraging to you in a time of weakness?

5. Your students’ thoughts may bring out that the Holy Spirit is always faithful. He is there when we need Him, He functions as a Guide and Teacher, He brings comfort in times of distress and sorrow, He brings to our remembrance things of God that we ought to know, He glorifies Jesus, etc. These attributes should all be shown as we endeavor to help others.

6. Ezekiel 34:10 reveals to us that God removed the responsibilities of the shepherd. Matthew 25:44-46 shows that those who neglected their Christian duties were cast into everlasting punishment. The discussion resulting from these verses should bring out that if we neglect our Christian duties we not only may lose the blessing that comes from doing right, but we could even lose our salvation by ignoring one of the commands of God’s Word.

7. God appeared to Abram in a vision and made him a promise of a son. He promised Gideon His divine presence and victory over the enemy. David received God’s assurance that his son would build a house for God’s honor, and his throne would be established forever. Jesus told the palsied man to be of good cheer, and forgave his sins. Jesus’ disciples were afraid when they were in the midst of a storm, but were reassured when they saw Him walking to them on the water. Using these examples can reassure your students that God is always present to offer encouragement in times of need, and that we should be quick to extend this encouragement to others by being a servant to those in need. See 1 Corinthians 9:19.

8. The commandment was that we love each other as Jesus loves us. Your students should recognize that if we have godly love for our brethren who are in need of spiritual strengthening, we will be truly and deeply concerned about their well-being and anxious to do anything we can to edify and encourage them. Our attempts will be focused on building them up, and we will be prayerful and sincere in any approach to them. We will be careful that our words and actions are positive.

9. Your students should conclude that this verse means that we should be willing to do whatever the Lord asks of us. Our commitment should be such that we would go to any length in order to fulfill whatever the Lord would have us do to win souls for Christ. We are to deny ourselves, and offer our time and efforts in serving others who have a need.

10. Use your students’ responses to this question to wrap up your lesson, bringing out that the encouragement God has given us should be extended to others.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

When problems come, people who do not know God often feel totally alone. Many feel they don't have anyone to encourage them or help them in bearing their burdens. Is it possible for a Christian to feel the same way when going through a trial? Explain.

How should we pray when we are praying near someone at the altar who appears to have a spiritual need?

How can repeating negative comments about a person affect that person's decision to "hold on to" or "give up" their salvation?

Why is it so important to visit people who are unable to attend church?

If you could see the Christian followers the way Jesus saw them from the cross, what do you think you would see? How do you think Jesus felt about these people? How does He feel today when Christians are hurting? are scared? are alone?

When a Christian friend confides in you about a struggle he is having, what should you do?

When should you refer a person to a minister for instruction?

Is it wise to ask advice of your parents?

Why do you think Mark, in our ANSWER story, felt so strongly that he must help Nikki?

## THINGS TO DO

Print out a copy of the following sentence for each of your students. (Make sure there is plenty of space for their answers.)

"If I were sad, confused, or discouraged I would like a friend to . . ."

Ask your students to write out different ways they would want to be treated, and then encourage them to use those methods when dealing with others.

Ask your students what they would do to help a friend who has, perhaps, had a situation come into his life that has made him draw back from the usual routine of his spiritual walk. Should they just ignore it and hope everything will come out right by itself? Or, maybe, they might choose to do any of the following for that friend:

- Call him on the phone.
- Send him a card or letter.
- Visit him in person.
- Invite him on an outing.

There are some fruits and vegetables that grow fine all by themselves—all they need are water and sunshine. Yet, there are others which require some sort of support. If

possible, show your students some bean poles and string that are used when planting string beans. Also, show them some stakes which are used to support tomato plants. For the very best results, these vegetables need this type of support in order to survive and produce food for us. If we neglect to provide this very important support we can only expect a crop failure. Relate this to our being supportive of our Christian brothers and sisters. We want to help present the Lord with a bountiful harvest of souls, not a garden full of weeds.

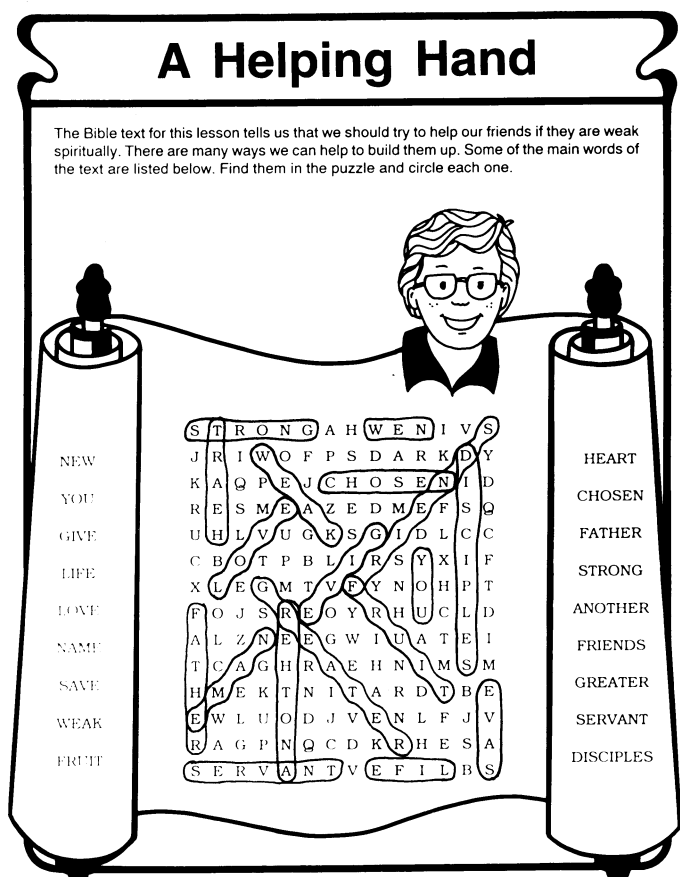
Request answers to these questions from your class: Did you ever hear a grinding noise coming from some appliance in your home?

Have you ever been driving down the street in your car when suddenly you detected a strange rattle or bumping sound?

What are your first thoughts when you see that the gas gauge in the car is on empty?

If you ask your students why their proper reaction to any of these indicators is so important, they will probably tell you that if they don't react the problem will become worse. Ask them to help you compare these reactions to any spiritual weakness that a Christian brother or sister may have. We must be just as conscious of the fact that if the person isn't helped at the first sign of his problem, the problem will only become worse. With God's help and love we can become a part of the solution.

## Answers for ANSWER



**TEXT** Job 1:1-22

**SUPPLEMENTAL SCRIPTURES** Matthew 4:1-11; Ephesians 6:13-18

**OBJECTIVE** The students will be able to explain that with God's help they can have a defense against Satan, and by resisting his attempts to overthrow them, they will obtain the victory.

**KEY VERSE FOR ANSWER** Submit yourselves therefore to God. Resist the devil, and he will flee from you. — James 4:7

**KEY VERSE FOR SEARCH** Be sober, be vigilant; because your adversary the devil, as a roaring lion, walketh about, seeking whom he may devour: whom resist stedfast in the faith. — 1 Peter 5:8,9

**ANSWER  
TITLE:** **Withstanding the Enemy**  
**SEARCH  
TITLE:** **Resisting Satan**

**REFERENCE INFORMATION**

Job was a wealthy and influential man, in terms of flocks and herds rather than cash. He was a man of blameless character, a man who was really good.

The period in which Job lived is not agreed upon by Bible scholars. He undoubtedly lived before the Law was given to Moses as there is no reference to Mosaic Law in the Book of Job. An indication that he lived in the time of the patriarchs is his age. Job 42:16 says he lived 140 years after this calamity befell him. It is unknown when the story of Job was made a part of Scripture, but he is men-

tioned by Ezekiel and also in the Book of James in the New Testament.

Job's residence was in the land of Uz, thus marking him as belonging to a branch of the Aramean race. These people had settled in the lower part of Mesopotamia adjacent to the Sabeans and Chaldeans. The particular section, which tradition has called the home of Job, was Hauran, a region east of the Sea of Galilee, noted for its fertility of soil and its grain. It was once thickly populated, and is now dotted with the ruins of three hundred cities.

**YOUR OPENER**

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# Resisting Satan

**TEXT:** Job 1:1-22

**SUPPLEMENTAL SCRIPTURES:** Matthew 4:1-11; Ephesians 6:13-18

**KEY VERSE:** Be sober, be vigilant; because your adversary the devil, as a roaring lion, walketh about, seeking whom he may devour: whom resist stedfast in the faith. — 1 Peter 5:8,9

## RESPONSES

1. Matthew 4:3 — Tempter

Matthew 13:19 — The wicked one

John 14:30 — The prince of this world

2 Corinthians 4:4 — The god of this world

Ephesians 2:2 — The prince of the power of the air

Revelation 12:10 — Accuser of the brethren

Revelation 20:2 — Devil, serpent, dragon

To combat Satan we must know who he is and what he stands for. By knowing and defining his names, we become more familiar with his tactics. Ask students to discuss the meanings of Satan's names. Students should understand that our relationship to the devil is that he is our adversary.

2. See key verse. Ask your students to describe a lion stalking its prey. A lion will use extreme stealth in stalking his prey, but when in position to strike he utters a tremendous roar in order to paralyze his victim with terror. Liken this to the tactics of the devil.

3. Job was a perfect man, and upright—one who feared God and shunned evil. The four tragedies that befell Job were: The Sabeans stole all his oxen and asses, killing all the servants except the one who escaped to tell. His sheep were all destroyed by a fire from the heavens along with the servants. The camels were carried away by the Chaldeans who also slew the caretakers. His seven sons and three daughters were killed when a great wind destroyed the house where they were. The point for discussion is that God allows trials to come into the lives of all His children. The devil expected to overthrow Job with this trial, but God's appraisal was that Job would stand. Job did not know the reason for the trial, but he went to God for refuge. This is the safe course for each Christian to follow.

The relationships we have studied so far this quarter have been positive. However, there is one unpleasant situation that every Christian is faced with from the moment of conversion. The power of the devil is real, but God sets the limit as to how far he can go. Man is made a free moral agent and it is within his power to choose to withstand the fierce powers of darkness or to let them overcome him. When God provides the armor to withstand the devil, He gives man the means of victory.

1. The Bible uses different names for Satan. Write the names beside the particular verses below.

Matthew 4:3

Matthew 13:19

John 14:30

2 Corinthians 4:4

Ephesians 2:2

Revelation 12:10

Revelation 20:2

What are we to deduce from these names?

2. When the Lord asked Satan, "Whence comest thou?" Satan answered that he had been going to and fro in the earth and walking up and down in it. What verse in our lesson lets us know that he is doing the same today, and more?

3. What type of man, spiritually speaking, was Job? What four tragedies befell him, as recorded in the first chapter?

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## ADDITIONAL DISCUSSION NOTES

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4. Upon hearing the news of these calamities, what did Job do immediately?

5. Why do you think God allowed Satan to attack Job?

6. What heavenly assistance did Jesus have when combating the devil in the wilderness? (Matthew 3:16; 4:1,11) What defense did Jesus use? What is the Christian's defense against the devil today?

7. Define *resist*. Refer to James 4:7 and 1 Peter 5:9.

8. List the six separate parts of the spiritual armor which make up the whole armor of God as found in Ephesians 6:14-17.

9. According to Revelation 12:10,11, how does a Christian overcome Satan?

10. Describe a spiritual battle that you have fought and won. What was the key to obtaining the victory?

4. He rent his mantle, shaved his head, fell on the ground, and worshiped! Discuss the importance of fleeing to God for grace to help in a time of spiritual battle. Point out that God is pleased when we run to Him for the little things rather than just waiting for the big battles. Our own strength is no defense against Satan.

5. Many answers may be given. Summarize them by showing how God was allowing Job's integrity to be tested. Point out that until a Christian is tested, he will not discover how to defend himself against Satan. Look to Job 1:22 to note Job's example. Discuss just what this verse means and how it can apply to us when we face trials.

6. The Holy Spirit guided, and angels ministered to Him. Jesus used the Word of God to combat the enemy. This is the same sort of defense that the Christian needs today—the Holy Spirit's guidance and the Word of God as protection. Discuss with the students the importance of knowing the Word of God, whether by memorization, meditation, careful study and reading of the Word, etc. The class may want to discuss the role of angels in the lives of Christians. There are several interesting statements in the Bible concerning the help of angels. See Psalm 91:11; Acts 12:7-10; Hebrews 1:13,14; 13:2.

7. It means (1) to withstand the force of opposition, and (2) to exert force to counteract or defeat the opposition. Point out that the meaning is two-fold, including both defense and offense. It has been said that the best defense is a good offense.

8. Truth, righteousness, Gospel of peace, faith, salvation, Word of God. With the whole armor of God, the Christian can stand against the wiles of the devil and resist his attempts to overthrow. Let the students help define each weapon mentioned.

9. "By the blood of the Lamb, and by the word of their testimony." Discuss with your students that we can call upon the merits and power in the Blood of Jesus when we are spiritually challenged by the enemy of our souls.

10. Let students contribute their experiences. Point out that no temptation has taken us but such as is common to man. A list could be made of keys to obtaining victory.

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## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What are the benefits of serving God? Are there any benefits of serving the devil?

Why do you think the story of Job is in the Bible?

What might some of your initial feelings be if you lost all your possessions and your loved ones were killed?

How do you think Satan might have tempted Job after these bad things had happened to him?

What are some of the ways Satan might tempt us?

How might Satan tempt us through our senses?

How might Satan tempt us through our thoughts and emotions?

In the ANSWER story, Captain Rogers gives three keys to resisting the enemy. What are they?

How would you apply those three keys to spiritual warfare?

## THINGS TO DO

Using magnets with like polarity, show how they push away from each other. Use two bar magnets. On one magnet, label one end "Christian" and the other end "sinner." On the other magnet, label one end "Christ" and the other end "Satan." Make sure Christian and Satan are like polarity. The Christian will then resist Satan and accept Christ. Also, show how the sinner resists Christ and accepts Satan.

On a large piece of cardboard draw an imaginary "pathway of life." Along the way, mark pitfalls, snares, traps, byways, etc. Have one student (or take turns if there's time) represent a traveler. Since it might be impossible to darken the classroom area, blindfold the traveler and ask him to move a marker along the pathway, giving him only a limited time. He might miss the first trap or pit but he won't make it far. (This could be done on a blackboard.)

Fill a clear bowl or jar with water and drops of cooking oil, or some other substance that doesn't mix with water. Explain that although we are in the world we don't have to mix in and become part of it.

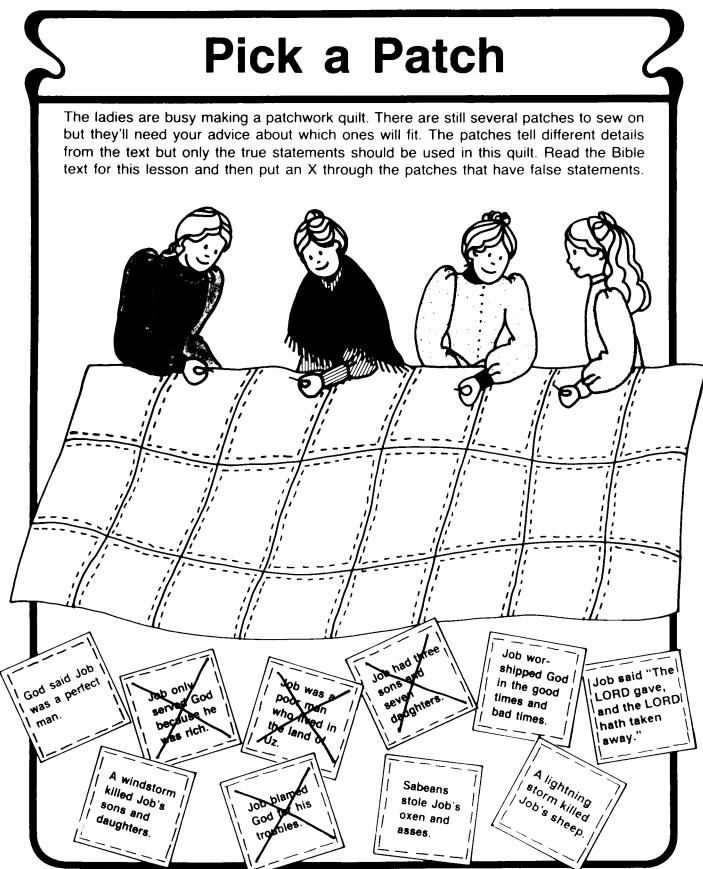
Interview "Job." Prepare a list of questions that a reporter might ask Job. Have one of your students play the part of Job (he would receive the questions before class), or let

one of your students be the interviewer while you play the part of Job.

Make up a list of agree/disagree statements and pass them out to your class. Have your students mark whether they agree or disagree with these statements. Discuss why they might agree or disagree. Sample statements: Satan can make a person sin. A perfect Christian will not have temptations. God wants us to be tested and tried. (The questions should not have obvious answers. The purpose is to generate discussion, not to say what answer is right.)

Have two balloons, one bigger and prettier than the other. Hide the big one, give the other to "Job." Let him talk about how good and caring God is. Have another person pretend to be the devil and pop the small balloon. Talk about how bad the devil is, but how all things work together for good to them that love the Lord. Then give the hidden balloon to Job, explaining how good can come from the evil that is meant toward us.

## Answers for ANSWER





## Lesson 126

**TEXT** Matthew 5:38-48; Romans 12:17-21

**SUPPLEMENTAL SCRIPTURE** Acts 7:57-60

**OBJECTIVE** The students will be able to explain that the spirit of non-retaliation to their enemies is commanded by God and is a true mark of a Christian.

**KEY VERSE FOR ANSWER** Love your enemies, bless them that curse you, do good to them that hate you. — Matthew 5:44

**KEY VERSE FOR SEARCH** Rejoice not when thine enemy falleth, and let not thine heart be glad when he stumbleth. — Proverbs 24:17

**ANSWER  
TITLE:**

# Facing Up to It

**SEARCH  
TITLE:**

# Non-Retaliation

## REFERENCE INFORMATION

**Summary of Matthew 5:38-48:** Jesus did not come to destroy the Law, but to fulfill it. The Law was a minimum standard, and could only deal with actions and not with the thoughts that give rise to them. So Jesus came to give the Law a deeper meaning and to enforce it, not only in outward actions but in the deep workings of the heart. Jesus also came to give us power to live according to His instructions.

**The Court System:** Israel had a dual system of courts. The nation elected judges to hear civil lawsuits, while the Levites judged religious matters (Deuteronomy 17:8-13; 2 Chronicles 19:8,11). The Law required witnesses to tell the truth or suffer the same penalty as the accused one

(Deuteronomy 19:16-19). Two or three witnesses had to give consonant testimony in order to convict a person of a serious crime. A person could not be convicted on the basis of only one witness's testimony (Deuteronomy 17:6). Anyone who refused to accept the verdict of the court could be put to death (Deuteronomy 17:12,13). Each person knew the Law and the penalty for breaking it. Often the whole community punished the lawbreaker, as all the people were required to uphold the Law. Judges represented God, but they were also to represent the law-abiding community. Verdicts were announced publicly at the city gate. Usually the victim's next of kin was the executioner (Deuteronomy 19:11,12).

## YOUR OPENER

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# Non-Retaliation

**TEXT:** Matthew 5:38-48; Romans 12:17-21

**SUPPLEMENTAL SCRIPTURE:** Acts 7:57-60

**KEY VERSE:** Rejoice not when thine enemy falleth, and let not thine heart be glad when he stumbleth. — Proverbs 24:17

## RESPONSES

1. We are not to fight back, and we should be willing to take extra steps, if necessary, to show a Christian example. Ask your students if they can relate any experiences of their own, or another's, which demonstrates this principle. How was the situation handled with God's help? Point out that the actions of those in opposition to us may not always be by physical conflict. It may take the form of verbal abuse, persecution, or ostracism. This, too, must be responded to in the same Christian way.

2. Jesus said our reward will be great and that we will be the children of God. Ask your students what they feel the reward might be. They should conclude that many times, if we have the right attitude when handling a problem, God will not only work out the problem for our good but will give a rich blessing to us here and now. Bring out, too, that there will be times when we may not see any obvious blessing, and our enemies may prosper, but God is taking note and our eternal reward will be sure.

3. If God's love is in us, we should bless those who curse us, do good to those who hate us, and pray for those who treat us badly. Ask how praying for those who dislike us, can bring positive results. In response to the second question, you may come up with an example such as the Philippian jailer in Acts 16:29-34. Another beautiful illustration is given in Tract No. 79A, *For Another's Crime*.

4. Discussion of this question should bring out the necessity of a Christian's practicing non-retaliation, being completely honest in all his dealings, and living peaceably regardless of provocation. Ask your students to discuss what the results will be if they follow these instructions, guiding them to realize that they can expect God to be with them and work out His will in each situation they face, even though that situation may be disagreeable.

Down through the ages, Christians have continually been opposed by Satan and his followers. The human instinct, when one has been attacked or injured, is to respond with vengeance and inflict punishment. However, God's Word teaches us that as Christians we are not to retaliate, and that His Spirit dwelling in us will give us power to stand even though we are afflicted or persecuted.

1. In the Sermon on the Mount, Jesus gave us many instructions concerning Christian living. What did He say about our attitude toward those who would do us harm?

2. If we show love for our enemies, what has God promised to give us in return? See Luke 6:35,36.

3. What actions will we take toward our enemies if God's love is abiding in us? (Luke 6:27,28) Give an example, Biblical or otherwise, of one who was eventually brought to the Lord through a Christian's acting in this manner.

4. What responsibility does Romans 12:17,18 place on a Christian regarding his actions, whether in the company of believers or non-believers.

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## ADDITIONAL DISCUSSION NOTES

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5. What is the general attitude of the non-Christian toward someone who does him wrong? (Proverbs 24:29) What should the Christian's attitude be toward someone who does him wrong? See 1 Peter 3:9.

6. How did the Christians retaliate when Satan's efforts threatened the Early Church? See Acts 4:15-31.

7. Previous questions have dealt with our reactions when attacked by an enemy. However, Satan often tries to bring disunity or hard feelings even between the brethren in Christ. When a difference arises, what are some ways we might be tempted to retaliate? What are some of the ways we can resist a response which would not be pleasing to Christ?

8. What should one do if faced with an enemy's threats which could cause one to compromise his Christian principles? See Acts 5:27-29.

9. What does Peter tell us we should do when we are reproached by others and suffer because we are Christians? See 1 Peter 4:12-16.

5. The non-Christian's reaction is: "I will do to him as he has done to me." On the other hand, the Christian will not give evil for evil, but rather blessing. These two reactions show a direct contrast. Ask your students what will happen if, instead of repaying their enemy as he has done to them, they do just the opposite? Help the group see that the sinner cannot understand someone's repaying evil with good. In these situations, many times the Holy Spirit can convict of sin because of the Christian's showing love instead of retaliation.

6. The first point to be made is that the Christians did not retaliate at all. Rather, they began to pray with one accord. Ask your class what the disciples sought for at this time. Bring out that they desired God to grant them boldness to speak His Word. God honored their prayers and filled them with the Holy Ghost, empowering them to continue to proclaim the Word of God fearlessly.

7. Your students' discussion of the first question will likely bring up some thoughts such as: to vociferously defend oneself, to reply harshly or in anger, to complain to others of unjust treatment, to accuse the one who accused you. As your class talks about the second part of the question, point them to 1 Corinthians 13. An application of these verses will bring about a response that will be pleasing to Christ.

8. Peter shows us that God's laws are supreme, and are to be obeyed even if contrary to the laws of man. But even then no physical retaliation is permissible. Many have gone to prison and to death rather than compromise God's principles.

9. We should be happy and rejoice. Ask your students what we should do if this seems impossible. Bring out that many Christians down through the years, with the same human frailties as ours, have been able to rejoice in spirit because they knew they were suffering according to the will of God and had committed the keeping of their souls to Him (1 Peter 4:19). Experience has found that thankfulness and rejoicing are a sure road to victory.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

If you “turned the other cheek” at school what would the other kids think?

Have you ever seen someone do that? If so, what did you think?

In what way can we do good to those who hate us?

How might one spitefully use you?

What is the point to be made in verses 46 and 47 of Matthew 5?

How can we overcome evil with good? Give some examples.

How can you love your enemies?

What does Romans 12:19 mean, “Vengeance is mine; I will repay, saith the Lord”?

In the ANSWER story, didn’t Jim really have a right to get even with Tom? After all, Tom started the trouble. What did the principal require of Jim? Do you think either Jim or Tom was a Christian? Why or why not?

## THINGS TO DO

Ask your students to read silently the Bible text for this lesson. (Provide extra Bibles for those who forget to bring their own.) When they finish reading, or when the allotted time is up, reread parts of the text to them, but add an occasional false fact or detail that isn’t in the original. Before you begin your oral version, tell your students that every time you say something not in the original text, they are to clap their hands. Each time they clap, ask them to tell you what error you made. Continue until you have covered the entire text.

Show your students something that looks like gold but isn’t. If you can locate some fool’s gold, that would be fine. Explain how people can be fooled by what looks like gold but under the proper heat one will see the difference between the real and the counterfeit. So it is with the one who professes Christianity and the one who possesses it. When the heat is on, especially between our fellowman and us, our actions or reactions make the difference as to whether we are real Christians or not.

After showing your students a light bulb, ask them if they can tell by just looking (not holding) whether it is a good light bulb or not. Some may guess correctly and some probably will guess wrong. The test comes when the bulb is screwed into the socket and the switch is turned on. Just so, when we are among a lot of people we may not be noticed or marked as Christians, but when a negative confrontation with someone takes place, whether it be a disagreement, false accusation, etc., our Christian light will shine if we act the way Jesus wants us to act.

Demonstrate to your students that a pen with no ink may look good and appears to be usable, but when it is put to the test it is worthless. Bring out that many people today look good and appear to be Christians, but how they act or react with others under trying circumstances tells what they really are because, “out of the abundance of the heart the mouth speaketh.”

## Answers for ANSWER

### Right From Romans

Match the beginnings and endings of the verses from Romans 12. Write the correct numbers on the lines given. When matched correctly, there will be twelve things you can do to live pleasing to God.

1. Be kindly affectioned

10. Not slothful

11. Given to

9. Bless them

12. Rejoice with them

4. Provide things honest

5. Live peaceably

7. Weep with them

3. Avenge not

6. Overcome evil

8. Continuing instant

2. Recompense to no man evil

1. one to another (vs. 10)

2. for evil (vs. 17)

3. yourselves (vs. 19)

4. in the sight of all men (vs. 17)

5. with all men (vs. 18)

6. with good (vs. 21)

7. that weep (vs. 15)


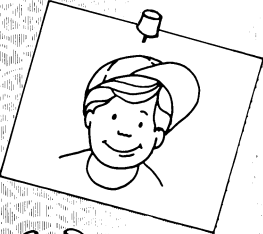
8. in prayer (vs. 12)

9. which persecute you (vs. 14)

10. in business (vs. 11)

11. hospitality (vs. 13)

12. that do rejoice (vs. 15)



**TEXT** Ephesians 6:5-9; 1 Timothy 6:1,2

**SUPPLEMENTAL SCRIPTURES** Deuteronomy 24:15; Colossians 4:1; Titus 2:9; 1 Peter 2:18

**OBJECTIVE** The students will be able to explain that an employer has a responsibility to treat his employee in a fair and just manner; and that the employee has an obligation to do his duties faithfully and accord his employer respect and obedience. Whatever his position, he should perform his duties as unto the Lord.

**KEY VERSE FOR ANSWER** Whatsoever ye do, do it heartily, as to the Lord, and not unto men. — Colossians 3:23

**KEY VERSE FOR SEARCH** Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets. — Matthew 7:12

**ANSWER  
TITLE:**

# Which Comes First?

**SEARCH  
TITLE:**

# Duties of Employers and Employees

## REFERENCE INFORMATION

**Summary of Ephesians 6:5-9, Regarding Servants and Masters:** Half the population of Rome and a large proportion of the population of the Empire were slaves. Many of the Christians were slaves. They were told that faithful service to their masters was a prime requisite of their Christian faith. It is a remarkable teaching: that in the performance of our earthly tasks, however menial, we are always under the watchful eye of Christ for His approval or disapproval, as we may deserve.

In Old Testament times it was common to have servants. It is mentioned that Abraham had 318. God expected

the servants of that day to be subject to the hard masters as well as the gentle masters. When Hagar fled from Sarai because Sarai had dealt with her severely, an angel told Hagar to return to her mistress and be submissive (Genesis 16:9). This same thought is brought out in the New Testament (1 Peter 2:18). The Mosaic Law also instructed the masters how to treat their servants. They were required to be just and fair and not to be abusive. Jesus brought these issues into focus for everyone when He gave us what we call the Golden Rule: Do unto others as you would have others do unto you.

## YOUR OPENER

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# Duties of Employers and Employees

**TEXT:** Ephesians 6:5-9; 1 Timothy 6:1,2

**SUPPLEMENTAL SCRIPTURES:** Deuteronomy 24:15; Colossians 4:1; Titus 2:9; 1 Peter 2:18

**KEY VERSE:** Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets. — Matthew 7:12

The Law of God is sometimes divided into two parts: That which applies to our duty toward God, and that which applies to our duty toward our fellowman. We cannot serve God acceptably without proper regard for our fellowman—our neighbor, our servant, our master. The world sees an example more quickly than it hears a precept. It is possible that nowhere is Christianity more observed than in the conduct of the Christian laborer on the job.

## RESPONSES

1. Ephesians 6:9 brings out that what the Christian boss expects of his employees, he should be willing to do for them. If he expects honesty and fair treatment, he should give honesty and fair treatment. The boss should not intimidate his employees by threatening discharge or more difficult working conditions. Colossians 4:1 brings out that the employer should give that which is just and equal. Ask your students to offer other thoughts. You may wish to discuss the fact that wages should be paid on time, as brought out in James 5:4.

2. Obedience. Discuss why an employee should be obedient to his employer. Your students should conclude that the employee is selling his time and labor to his employer, therefore he should do whatever the employer requests. In the event the employer demands something unlawful, or something that goes against the employee's conscience, the employee has the right to explain this to his employer. If the employer refuses to listen, the employee has the right to quit his job.

3. Ephesians 6:5 lets us see that our employers are to be served faithfully, as unto Christ. This would preclude any derogatory statements. If Christ were directly responsible for setting your wage, would you complain about it? If He were to evaluate your on-the-job performance, how would you go about your daily work?

1. What is the responsibility of the employer, as far as his employee is concerned? Use our text and Colossians 4:1 to substantiate your answer.

2. What is, perhaps, the most important word that governs the employee's relationship to his employer? (Ephesians 6:5) Why is this so important?

3. Many times an employee may have complaints about his boss—he doesn't spend enough time on the job, he doesn't pay enough wages, he expects too much, etc. The employee must remember that the boss pays the wage that has been agreed upon and it is his prerogative to do whatever he pleases—this is not the employee's business. Does the Bible give any license to the employee to talk in a derogatory manner about his employer? What does our text say regarding this?

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## ADDITIONAL DISCUSSION NOTES

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4. What is meant by the phrase: “Not with eyeservice, as menpleasers”?

5. Why is it so important to work faithfully in this world? How would the Scripture quoted in question 4 apply to monitoring carefully the amount of time spent on breaks, lunch hours, etc.?

6. Who is the most important—the employer or the employee? Explain.

7. Name at least one result of employees' counting their employers worthy of all honor.

8. Explain how our key verse relates to both employer and employee.

4. Allow time for answers. Have the class consider the fact that some people work hard when the boss is present but slack off when the boss is out of sight. Those who work for another person would do well to take stock of their attitude toward their work and their boss. If it reflects carelessness or indifference when the boss is away, they are not meeting this scriptural standard. The Lord is watching all the time, even when the boss is not able to do so, and His records are accurate and unarguable.

5. Ephesians 6:8 brings out that, “whatsoever good thing any man doeth, the same shall he receive of the Lord.” Center the thoughts around the truth that when workers perform their duties with the thought in mind that they are actually working for the Lord, it places a far greater importance upon the work. This also makes work, especially the menial tasks, easier to accomplish, knowing an eternal reward is forthcoming. If your job has rest breaks, the time duration is usually stated—ten or fifteen minutes. To take more time than stated is actually stealing time from the employer. A Christian does not steal time or anything else.

6. Your students will no doubt conclude that neither the employer nor employee is most important. Discuss with your students the scriptural thought that there is no respect of persons with God. Each person is equally valuable to Him, as well as equally responsible. Whether we are the employer or the employee, our intentions and actions are noted by Him and will be judged accordingly. One may get by with some wrongful conduct on earth, but all wrongful actions will be judged at last.

7. 1 Timothy 6:1 brings out that one result will be that the name of God and His doctrine be not blasphemed. This answer is somewhat negative, but bring the discussion around to a positive note. When the Christian laborer considers his or her boss with honor, it may be the means of the salvation of that boss! Letting our Christian light shine by cheerfully doing our work can be used by the Lord to influence fellow laborers to come to Christ. “Whatsoever ye do, do it heartily, as to the Lord, and not unto men.”

8. Discussion with your class should bring out that God commands that we should treat one another as we wish to be treated. Obviously this indicates that the employer on the job should consider the feelings of his employee, and the employee should consider the feelings of the employer. Why will this type of consideration for each other make for a harmonious working situation? Why is this a situation to be desired?

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What do you think being a “servant of the Lord” means?

What are our obligations to God if we are a servant of the Lord?

What is a servant?

What does *eye service* mean?

Is it possible to take advantage of a Christian employer? How can one guard against this?

How can we make a difficult job easier?

Is it all right to slack off on our job if the boss is not around? if the other employees are doing the same?

There are many subtle ways to slack off on our job. Name a few.

In the ANSWER story, Travis grew tired of his paper route, but the job hadn’t changed. What had? What advice did his mother give to him? Would this help you in doing the things you are supposed to do around home? Explain.

## THINGS TO DO

Give each student a piece of paper on which you have written across the top: “If I were a boss, I would want my employee to . . .” Across the middle of the page, write: “If I were an employee, I would want my boss to . . .” Have the students complete the sentences. Then let them exchange papers and read aloud the suggestions.

If possible bring two new-looking paint cans (or other containers). Have one full and the other half-full. By looking at them, one cannot tell any difference, but when the lids are lifted, the difference can be seen. Explanation: One may be able to fool around on the job or cheat his employer and “keep a lid on it” so his employer won’t know, but God looks on the inside and when we are weighed in the balance we will be found wanting. Remember: Be sure your sins will find you out.

Ask for volunteers to act out the parts of the employee and employer in the following situations. After each situation, discuss how well it was handled or how the

characters might have handled it better.

1. Employer tells secretary, “If anyone calls, tell him I’m not here.”
2. Employee is late the third day in a row.
3. Person in dire need of work, applies for a job and is told he will be required to sell liquor and/or cigarettes.
4. One employee tries to get another to take an extra long lunch hour. (After all, the boss is out of town and won’t know the difference.)

Act out a skit showing contrasting work habits. Have one student be cleaning efficiently, another carelessly, until their “boss” comes in. Then the lazy one acts as if he had been working hard all the time—until the boss leaves. Let the good worker explain that God sees when we don’t work faithfully even when the boss thinks we do. The lazy one decides to get busy and be a good worker.

## Answers for ANSWER

### Doing Our Best

Anybody who is employed knows there is a “boss” he must please. A Christian should have no problem wanting to do this. This week’s key verse tells us how we can do our best for others even when we think it will be too hard. Without peeking at the key verse, look at the pictures below and add or subtract the letters as shown. (You may need some scratch paper.) Write the resulting words on the lines below.



Hand - H    W + Heart + A P + EVER    Y + L - BLL  
AND WHATSOEVER YE

Eye - NUT    D + S - TP    Key - KE    Heart + GRL + Y  
DO, DO IT HEARTILY,

Basket - BKET    2 - W    U - RMOS    Balloon - BALON + RD  
AS TO THE LORD,

Hand - H    Key - K    Sun - S + Tooth - OTH    M + Bird - H  
AND NOT UNTO MEN.



## Lesson 128

**TEXT** Daniel 6:1-5; Romans 13:1-8; 1 Peter 2:13-17

**SUPPLEMENTAL SCRIPTURES** Matthew 22:21; 1 Timothy 2:1,2; Titus 3:1

**OBJECTIVE** The students will be able to explain that those in authority have received their position through divine allowance; and as such are to be accorded obedience and respect.

**KEY VERSE FOR ANSWER** Let every soul be subject unto the higher powers. For there is no power but of God: the powers that be are ordained of God. — Romans 13:1

**KEY VERSE FOR SEARCH** Curse not the king, no not in thy thought; and curse not the rich in thy bedchamber: for a bird of the air shall carry the voice, and that which hath wings shall tell the matter. — Ecclesiastes 10:20

**ANSWER  
TITLE:**

# We Find No Fault

**SEARCH  
TITLE:**

# Respect for Governmental Authority

## REFERENCE INFORMATION

God is the supreme Governor of the universe. He revealed to us that He loved order and regularity when He placed the sun, moon, and stars in their orbits and keeps them revolving in their circuits year after year. Paul notes that “the powers that be are ordained of God” and we are instructed to be obedient unto them. In our lesson we find an example of a man who rightly disobeyed the command of a king. Daniel was aware “that the most High ruleth in the kingdom of men, and giveth it to whomsoever he will” (Daniel 4:17), but he also knew that we have to obey God rather than man. He knew that his three friends were thrown into a fiery furnace because they refused a king’s order to bow to an idol. When he knew that

a law had been signed which stated that for thirty days no one could petition any God or man except the king, Daniel ignored the order and prayed as he had previously. He was thrown into the lions’ den because of his disobedience, but an angel shut the mouths of the lions and Daniel was unharmed.

Down through the centuries millions have sealed their testimony with their blood because they took an uncompromising stand for the Lord. We can be very thankful if we live in a land whose constitution is based on the Word of God and have complete freedom to worship God as we please.

## YOUR OPENER

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# Respect for Governmental Authority

**TEXT:** Daniel 6:1-5; Romans 13:1-8; 1 Peter 2:13-17

**SUPPLEMENTAL SCRIPTURES:** Matthew 22:21; 1 Timothy 2:1,2; Titus 3:1

**KEY VERSE:** Curse not the king, no not in thy thought; and curse not the rich in thy bedchamber: for a bird of the air shall carry the voice, and that which hath wings shall tell the matter.

— Ecclesiastes 10:20

## RESPONSES

1. Soon after arriving in Babylon, Daniel appealed to the superintendent of the students at the king's school to allow the Hebrews to eat vegetables and drink water instead of eating the king's meat and drinking his wine, which had, no doubt, been offered to idols. Daniel could not conscientiously cooperate with the king's mandate. Yet his spirit of cooperation toward the king's objective cemented the affection and trust of the superintendent, and with God's help, the problem was solved. The key was Daniel's attitude toward God, his respect for his superintendent, and the absence of rebellion toward his circumstances of captivity.

2. Involve the students in a discussion of Romans 13:1-3 and 1 Peter 2:13-17, bringing out that governmental authority is ordained by God. Paul's comment in verse 3, "for rulers are not a terror to good works," indicates that he is speaking of laws which are not opposed to God's laws. Thus, Christians need have no fear regarding obedience to them. This study presents an opportunity to point out how privileged are those who live in a free country and have laws based on Christian principles.

One of the most beautiful examples of proper conduct toward governmental authority in all the Bible is given to us in the life of Daniel. Here was a Hebrew lad, perhaps of princely descent, who found himself forcibly torn away from his people and homeland, and placed in a heathen court in the city of Babylon. Being a captive (essentially a slave), it would have been easy for him to hate his captors and feel resentment and rebellion. Instead, even after much testing and many years of service, the record shows that Daniel was so cooperative in this foreign environment that the people could find no fault with him until they wrote a law which required him to choose between God and King Darius. He not only obeyed the civil law of the Babylonians, Medes, and Persians where it did not conflict with God's Law; but, because of his trust in God and God-given wisdom, he actually rose to a position where, as the man-in-charge next to the ruling monarch, he administered that law.

1. In what way did the young exile, Daniel (Daniel 1:1-16), show us how to blend the spirit of cooperation and obedience to authority, with the power of appeal to that authority?

2. Why do you think Paul and Peter, through inspiration of the Holy Spirit, instructed followers of the Lord to obey governmental authority?

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## ADDITIONAL DISCUSSION NOTES

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3. List two laws with which you are acquainted, and the benefits of obeying these laws.

4. According to Romans 13:5, what are two motivating factors for keeping the law?

5. Clip from a current newspaper or magazine an article showing how a “minor” infraction of the law led to a major problem. Take the article and be ready to discuss it in class.

6. What should the Christian’s attitude be toward existing tax laws?

7. Suppose, for a moment, that you live in a totalitarian state where you are forbidden to openly declare Christ or gather with other Christians to worship God. What would you seek to do about the situation, and why?

3. Your students’ answers should generate appreciation for law and order. Laws do have restrictive qualities, but they can result in long-term benefits to ourselves and society.

4. Your students will bring out that fear of wrath (or punishment), and desire to have a clear conscience are two motivating factors. Ask your students to discuss what the results of violation of the law might be. They should conclude that trouble and punishment will come, if not immediately, then eventually and surely (Numbers 32:23; Romans 13:2,4). An example, such as Achan at Jericho (Joshua 7), could be used to clinch this point.

5. Allow time to share the clippings your students have brought. These should illustrate the need to be conscientious in what might seem less important areas of the law.

6. The same as toward any other laws—we should observe them honestly and carefully. As your students discuss this, they will recognize the services provided for us through payment of taxes. See Romans 13:6,7. Use 1 Peter 2:13,14 to point out that we are commanded in God’s Word to obey the ordinances or laws, and we cannot bring honor to the Lord by disregarding any of them.

7. Allow time for discussion of possible courses of action such as worshiping in secret, or moving to another locale. Your students should be impressed with the fact that when man’s laws are in conflict with Christian principles, God’s commands stand above man’s. See Acts 5:29. Ask your students for Biblical examples of some who were forced to take this position; for instance, Moses’ parents, the three Hebrew children, or Daniel himself as his story progresses.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What is a law? What is authority?

If you were in authority, how would you want to be treated?

Give your response to the question asked at the end of our ANSWER story, and support it.

Do you have to respect your teachers? Why?

If you did not keep all the laws of the land would this affect your testimony?

Why do we have laws?

Name ten of God's Laws (Exodus 20). How are these Laws and man's laws alike?

As a younger man, Daniel had been taken captive and was now living in a foreign country. Should he have to obey the laws of that country? If so, why?

Why do you believe Daniel was chosen as one of three presidents in the land? What makes you think he did a good job?

How important is it that even very young children be taught to obey? How might this affect the way they behave in school and, later in life, in the community and on the job?

## THINGS TO DO

Have your students write what they think life would be like if there were no laws or means of authority to enforce them.

Bring a Driver's Manual to class. Discuss how thoroughly young people study this booklet—trying to learn the laws regarding operation of a motor vehicle. Bring out that we should study God's laws just as diligently. If we fail to observe the laws in the Driver's Manual, we may endanger our physical lives. If we disobey God's laws we will endanger our spiritual lives.

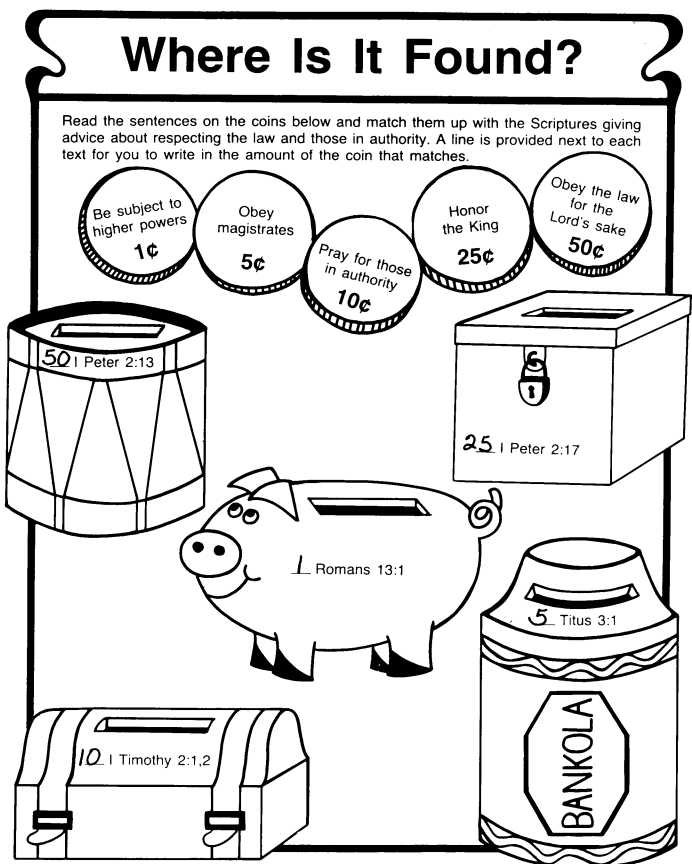
Open your class by showing a symbol of authority: a police badge, a gavel, a policeman's hat, etc. Discuss what feelings this symbol arouses in your students. God's Word says to obey them that have the rule over you. Why? Because it keeps you from trouble. Who has the

rule over you? God, parents, ministers, police, school officials. Because these people were given this authority through God's divine allowance, they should be respected. Let's obey God's Word!

Bring an umbrella to class. Open it and ask what it is used for. Your students will respond that it protects a person from rain or sun. Will it do any good if the person steps out from under its protection? The laws of our land and the authority figures who implement and enforce them are like the umbrella. They are provided for our protection. If we choose to break the law or make our own rules, we are eliminating the protection offered, just like when a person steps out from under the umbrella.

Show pictures of several of our public officials and servants: president, mayor, fireman, policeman, etc. Let the children name the things that these people do for us. The children should know these people deserve our respect and obedience.

## Answers for ANSWER



**TEXT** Ephesians 5:22-32; Matthew 19:3-6

**SUPPLEMENTAL SCRIPTURES** Genesis 2:18, 22-24; 1 Peter 3:1-7

**OBJECTIVE** The students will discern and be able to relate that God intended marriage to be a unique covenantal commitment of a man and woman which excludes all others from its intimacy, and that God expressly forbids the breaking of this union except by death.

**KEY VERSE FOR ANSWER** What therefore God hath joined together, let not man put asunder. — Mark 10:9

**KEY VERSE FOR SEARCH** Therefore shall a man leave his father and his mother, and shall cleave unto his wife: and they shall be one flesh. — Genesis 2:24

**ANSWER  
TITLE:**

# When Two Are One

**SEARCH  
TITLE:**

# The Responsibility of Marriage

## REFERENCE INFORMATION

Marriage is a personal relationship ordained by God. It is also a social institution regulated by the laws of God and the laws and customs which a society develops to safeguard its own continuity and welfare. When God's laws for marriage are broken so also is the stability of the home, family, society, and nation.

The total unity of persons in marriage indicated by the term "one flesh" demands monogamy and indissolubility even as is the union of Christ with the Church.

The allowance made in Matthew 5:32 for a man to put away his wife for the cause of fornication refers to the Jewish people and their marriage vows. When betrothed, a woman was considered a wife though the couple did not come together. If during this betrothal time she was untrue, he was allowed to go through a legal proceeding equivalent to a divorce to break the betrothal. Once the marriage was consummated, if she was untrue, under Jewish law she was an adulteress and would be stoned.

## YOUR OPENER

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# The Responsibility of Marriage

**TEXT:** Ephesians 5:22-32; Matthew 19:3-6

**SUPPLEMENTAL SCRIPTURES:** Genesis 2:18,22-24; 1 Peter 3:1-7

**KEY VERSE:** Therefore shall a man leave his father and his mother, and shall cleave unto his wife: and they shall be one flesh. — Genesis 2:24

## RESPONSES

1. Use the students' responses to discuss the responsibilities that are unique to a marriage relationship. The husband and wife are obligated to remain faithful to each other until death separates them. See also Mark 10:9 and Romans 7:2. When a couple enters into marriage, a new home is being established. The possibility of raising a family brings about responsibilities that a couple must face. They have not only the financial responsibility of their home but also, and even more importantly, the spiritual responsibility.

2. The discussion from this question should show the need for a husband and wife to take conscientiously their responsibilities to the Lord in prayer. In doing so, they will find themselves drawing closer to each other. Discuss the importance of facing life's responsibilities as a solid unit, bonded together with God's guidance.

3. Use this discussion to address the Bible's stand against divorce and remarriage and/or adultery. See Matthew 5:32; Mark 10:6-12; Luke 16:18; Romans 7:3. You might choose to bring out that the Bible makes no mention of "innocent parties" but simply states that if a divorced person marries again, he/she commits adultery and whoever marries a divorced person commits adultery.

"I do," is the beginning of the closest of all human relationships—marriage. Marriage was instituted by God in the Garden of Eden. God's plan is that man should leave his father and mother and be as one with his wife. This makes a wife the closest companion a man has, and the closest companion that a woman has is her husband. Together they can enjoy the pleasures of life, share hardships and sorrows, and can be a comfort and strength to each other.

1. A Christian marriage is a total commitment of two people to the person of Jesus Christ and then to each other, a commitment in which nothing is withheld. It is also a pledge of mutual fidelity, and a union which helps both parties become all that God intends for them to be. Along with the commitment of marriage comes responsibilities. List some of the responsibilities that marriage places upon a couple. In addition to the text given, use Deuteronomy 6:6,7 and 1 Timothy 5:8.

2. God can and will use a Christian marriage for His purpose. He will mold and refine the parties involved for their own spiritual benefit and for His glory. However, this can occur only when both husband and wife determine to fulfill the directives God has outlined for their marriage. How should a husband and wife meet the spiritual responsibilities of marriage?

3. After a man and a woman take the wedding vows, they are married for life. Explain what Jesus meant by the phrase, "let not man put asunder."

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## ADDITIONAL DISCUSSION NOTES

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4. Clarifying the husband-wife roles in a marriage can eliminate one of the major causes of marital disruption. The Word of God has specific directives regarding this. The Biblical assignment of authority and responsibility does not create a rigid relationship, but rather, it promotes order and understanding. Explain what Paul the Apostle meant when he stated that “the husband is the head of the wife.”

5. In a God-directed marriage, each person is a complement to the other. Man realizes that woman was created for him; woman realizes that man is incomplete without her. Each cherishes the other as an extension and completion of himself. Amplify this thought using the words, “For no man ever yet hated his own flesh.”

6. The bond of love in marriage is used as an illustration of the much closer tie that binds the Church (the Bride) to Jesus Christ (the Bridegroom). List the similarities.

7. Why is it so important in a Christian marriage that the couple show love, honor, and preference to each other? See 1 Peter 3:5-7.

8. How can a couple be assured that their marriage will be blessed of the Lord, and that they will continue to be happy together?

4. Through the discussion of Ephesians 5:22-24, the students should understand that it is God’s plan for man to be the head of the home, just as Christ is the head of the Church. This should not be thought to indicate that both the husband and wife do only what he thinks or desires. The husband is commanded to love his wife as his own body (Ephesians 5:28). He will be mindful of her desires and wishes, and they should openly communicate with each other in all matters.

5. As your students discuss their thoughts, they should bring out that a man should think as much of his wife as he thinks of himself. If he does this, he will be looking for ways to please his wife. Discuss the necessity of spouses being unselfish one to the other. Ask the class to suggest ways that a husband and wife could better please each other.

6. Some of the points brought out in discussion may include that Christ is the head of the Church—the husband is the head of the wife (verse 23). Christ gave of himself—the husband and wife must give of themselves unselfishly (verse 25). Spouses should love, nourish, and cherish each other, as Christ the Church (verse 29). Unity and oneness is evidenced (verses 30 and 31).

7. Use the answers to this question to emphasize the importance of being compatible and getting along well together “. . . that your prayers be not hindered.”

8. Allow time for your students to express their thoughts. No doubt a variety of suggestions will be offered, and the discussion relating to this question should lead to a good overall wrap-up. The key to a successful marriage is found in the word *together*. Pray together, read the Bible together, and communicate with each other. Couples should never be afraid to state their honest convictions and feelings to each other. Take all problems, sadnesses, and joys to the Lord in prayer together. A close, happy marriage (in the Lord) will enhance the couple’s spiritual life.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

To what other relationship does Christ liken marriage?

Many young people today say that marriage spoils or ruins a good relationship. What would make them think this way? How could you help them think differently?

In the ANSWER story, Grandpa Smith told a parable to illustrate marriage. What were some of the comparisons?

The key verse says, "let not man put asunder." What does that mean?

What is marriage? Discuss the institution of marriage.

God instituted marriage. Discuss what God's plan for marriage had been and still is from the beginning (Genesis 2:18-24).

Why does God want us to be careful in choosing a companion?

What is the world's view of marriage today? Why do you think there are so many breakups of marriages in the world today?

Today there are couples who live together as husband and wife but without a marriage license or a wedding. Why is this wrong? Does God expect us to obey the laws of the land concerning this? Why or why not?

Is divorce okay if you can't get along? Why or why not?

## THINGS TO DO

Invite a couple who have been married for many years to come to your class. Let the group interview them regarding their secrets to a successful marriage. (Allow some class time ahead of their arrival to prepare questions.) You may wish to divide your group and allow some time for your girls to talk to the lady, while your boys have a discussion with the man.

Bring to class, articles and clippings from newspapers and magazines relating to divorces (percentages), broken homes (children from such homes), remarriages (articles saying, "This is his 3rd, her 2nd," etc.). Discuss with the class what the effects are on children, the couple themselves, society in general. Conclude by emphasizing

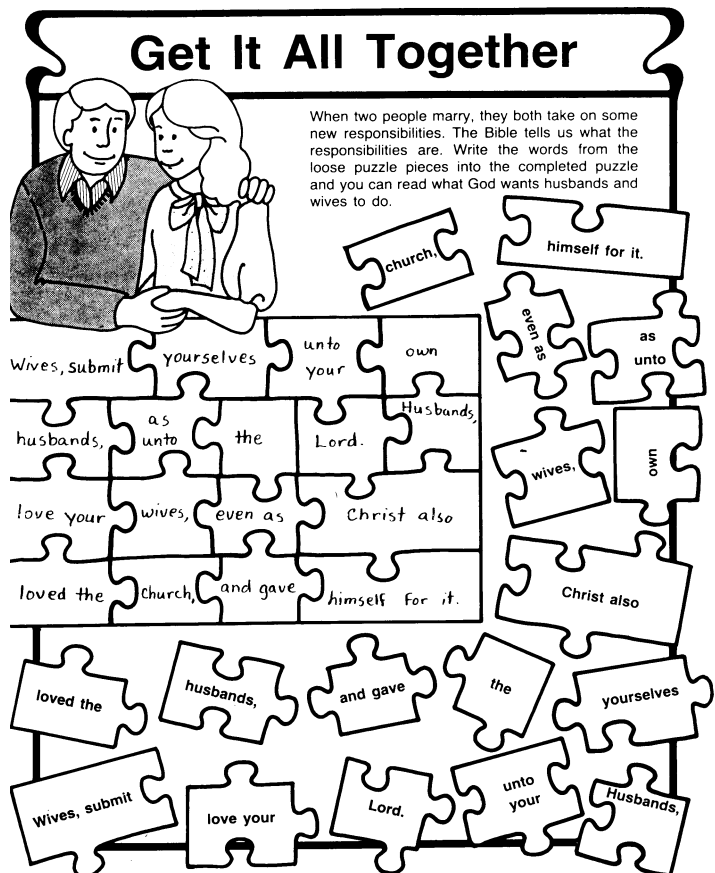
that only by allowing God to plan and direct our marriage and relationships can we expect to find true and lasting happiness.

Bring a marriage license or certificate to class. Point out that, though this is only a piece of paper, it is significant as a contract made before God.

Bring a tape recording of a wedding ceremony as performed in our church. Discuss the meaning of the key phrases in the marriage vows.

Place a light behind you so that you cast a shadow on the wall. When you move it moves. It doesn't argue; it doesn't go off in another direction. Explain that God wants our relationship with our companion to be just as close as that. We move together toward the same goals, no one comes between, and it's a lasting relationship.

## Answers for ANSWER





**TEXT** **Parental Duties:** Deuteronomy 6:7; Proverbs 22:6; 2 Corinthians 12:14; Ephesians 6:4; 1 Timothy 3:4; Titus 2:4,5

**Instructions to Children:** Deuteronomy 27:16; Proverbs 20:11; Proverbs 23:22; Ephesians 6:1-3

**OBJECTIVE** The students will be able to list certain parental duties established by God's Word, including the responsibility to love, teach, train, provide for, nurture, and control their children. The Scripture also teaches that children should obey and honor their parents. By adhering to these guidelines, both parents and children will reap God's reward.

**KEY VERSE FOR ANSWER** My son, hear the instruction of thy father, and forsake not the law of thy mother. — Proverbs 1:8

**KEY VERSE FOR SEARCH** And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord. — Ephesians 6:4

**ANSWER  
TITLE:**

**SEARCH  
TITLE:**

# Something to Think About

## Duties of Parents and Children

### REFERENCE INFORMATION

In the sixth chapter of Deuteronomy we read of Moses exhorting the Children of Israel through the inspiration of God. He tells them that they should love the Lord with all their heart, soul, and mind, and that they should teach this diligently to their children from the time they get up until the time they go to bed, when they are sitting and when they are walking.

As we read the history of the Children of Israel we see that Moses was right in his exhortation. As long as the

people kept the Lord first, and they taught their children to do the same, the Lord honored them. But when they rejected God they suffered defeat and many times sudden death.

Even so today we find that if parents do not train a child according to the Word of God, but rather reject the Lord's teachings on parental duties, the next generation will possibly be completely ignorant of God and His love and not see the importance of serving Him.

### YOUR OPENER

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# Duties of Parents and Children

**TEXT:**     *Parental Duties:*                      *Instructions for Children:*

Deuteronomy 6:7

Deuteronomy 27:16

Proverbs 22:6

Proverbs 20:11

2 Corinthians 12:14

Proverbs 23:22

Ephesians 6:4

Ephesians 6:1-3

1 Timothy 3:4

Titus 2:4,5

## RESPONSES

1. Discussion should bring out that it was a command to the Children of Israel (Deuteronomy 6:6,7). By establishing the Word of God in the hearts of their children, parents will provide them with the knowledge of how to live peaceably with their family and associates, and also how to please God, and eventually make Heaven their home. Many children come from homes where the Bible is neglected or completely ignored. Discuss with your class ways in which these children could ease the study of the Word into their family life.

2. Allow time for your students to give their explanations of Proverbs 22:6. They will no doubt conclude that this verse does not necessarily refer to athletic training, business training, or any worldly pursuit. It means that the child should be trained to serve God. Obviously, if the parents' primary goal is the child's spiritual gain, spiritual training will receive the highest priority.

3. These verses bring out that the parents have an obligation to provide for their children. Have your class parallel this provision of the parent to that of our heavenly Father for His children. Parental provision is one of the benefits we receive when staying in the home of our parents. If we leave that home, we relinquish that benefit. In the same way, if we step out of our heavenly Father's protection, we relinquish our right to claim His care and provision.

**KEY VERSE:** And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord. — Ephesians 6:4

Countless volumes have been written by educators, psychologists, and learned writers in regard to the education and upbringing of children. They seem to feel that if this or that course were followed the ills of mankind would be greatly reduced. How sad that many do not promote God's plan for rearing children in the nurture and admonition of the Lord. That would, indeed, make the world a better place in which to live.

1. In the home, parents are responsible for teaching a child the Word of God. Why is Bible reading and study so important?

2. Explain in your own words what Proverbs 22:6 means. Consider the concern, time, and financial resources parents will invest in various types of secular education or training, in the hope of securing particular goals for their children. If the primary goal for one's children is that they make Heaven, what priority will be placed upon spiritual training?

3. In 2 Corinthians 12:14, Paul makes a statement to the Corinthians regarding his feeling that they should not be financially burdened with his needs. To what parental duty is he referring? See 1 Timothy 5:8.

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## ADDITIONAL DISCUSSION NOTES

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4. The father's duty is to correct and admonish his child, even though this may cause the child to become angry. With this thought in mind, what is your explanation of the key verse?
5. Paul's exhortation is that the young women should love their husbands and children. Give several hypothetical situations where showing love to a child or teenager is a vital part of the response to the situation.
6. Our text says that if you honor father and mother your days may be prolonged and that it will go well with you. What do you think *honor* means and how could it prolong your days?
7. Tell in your own words what Proverbs 20:11 means.
8. Since Proverbs 23:22 was written many centuries ago, do you think it still applies today? Why?
9. Under Moses' Law, a curse was pronounced on those who dishonored or despised their parents. In what way is a parallel in force in our day?
10. What do you think is the most important factor in having a happy home?

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## YOUR WRAP-UP

4. Discussion of the key verse will likely bring out that a parent should not correct a child unjustly or with undue severity. There is a great difference between disciplining with a feeling of anger or revenge, and disciplining with love. In some instances, parents may insist on conformity from a selfish point of view, with no good reason for the demands they make. Compare this with the manner in which God disciplines us, the methods He uses, His patience, and our response.

5. Allow time for your class to present their situations, bringing out why showing love is so important. The conclusion should be reached that any form of discipline will be much more effective if it is administered in a true spirit of love. Discuss with your class how the lack of love in homes is the cause of many juvenile problems.

6. The dictionary definition of *honor* is, "to respect greatly, regard highly, to esteem." Direct your class in talking about specific ways this attitude will be evidenced toward one's parents. As they discuss how this might prolong one's days upon the earth, they might mention a lessening of harmful tension and stress. An obedient and respectful attitude toward parental authority could well be reflected in the same type of attitude toward other authority figures such as the schoolteacher, employer, and officers of the law. This makes for a more agreeable and harmonious life.

7. Ask your students to offer their answers. Your discussion should reveal that actions speak louder than words. A child who is well-behaved and obedient is a pleasure to be around, but it should be noted that a child who is rebellious and disobedient is also known by his doings.

8. Yes. The same God that inspired the writer of Proverbs to pen His words, also gave Paul a like message in Ephesians 6:2; so we can be assured that the message is the same today.

9. Your students' responses to this question should be summarized by pointing out that at the time the Children of Israel came from Egypt, the only Law to which they were subject was given by God. This was executed speedily by Moses and the elders. In this country today it would probably be hard to find a law that would govern honoring our parents. However, God's law is still in force. He requires the same obedience and honor from children in this day as He did in the time of Moses. Disobedience to this law becomes a transgression, and will become a part of the record in the books kept by God.

10. Your class discussion should bring out that all of man's efforts to have a happy home will ultimately fail if Christ is not the Head of the household. Wealth, education, travel, fame, sports, amusements—all will fail to bring any lasting peace or joy. As a wrap-up, discuss ways in which it will be obvious if Christ is, in actuality, the Head of the home.

## SUPPLEMENTAL QUESTIONS

What things do you think are most important for a parent to teach a child?

How do you think the way a parent treats a child will affect that child in later years?

Why does the Bible place such great importance on honoring our parents? What are the benefits to us?

What does it mean to *honor*?

What can happen if a parent is too strict or too permissive?

What concepts will you try to teach your child? How?

How will you want your child to treat you?

Who, most likely, is the child's first teacher?

Why are early lessons so important?

In the ANSWER story, what were the girls in Nancy's class going to do? Why did Nancy not do likewise?

How does a child's behavior reflect on his parents?

## THINGS TO DO

Bring a nice looking, healthy plant to class. Talk about how the plant must have water, sunlight, and pruning in order to branch out and grow well. Liken this to the love and discipline needed in raising a child.

Prepare a series of photos of a child, beginning with newborn and progressing through childhood. Discuss the changes as you look from one picture to the next. Then discuss what evidences of spiritual growth we would like to see in our children.

Bring a grow chart or baby book which records a child's physical growth. Bring out the fact that many parents keep record of this aspect of their child's development. How much care do they exert in keeping a watchful eye on the child's spiritual development?

Show your students several sweet things from your kitchen cupboard. Ask them if a steady diet of this would be nutritious. Why or why not? Discuss the need for a well-rounded spiritual diet—instruction in morals, prin-

ciples, duties, responsibilities, etc. Bring out that just as parents are responsible for the physical diet of their children, they are also responsible for their spiritual nourishment.

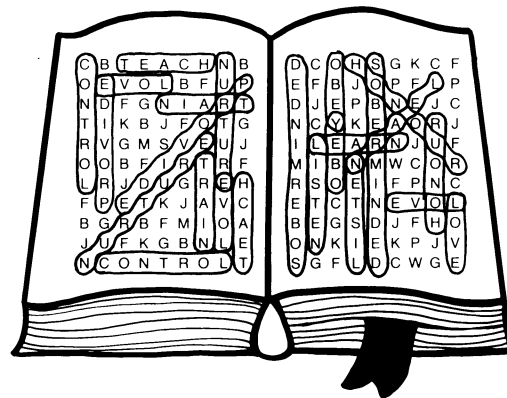
Bring to class a new sponge that is tightly compressed and has not yet been in water. Bring several solutions of various colors. Dip a corner in each solution while explaining that a child's mind is much like a sponge in that it readily absorbs whatever it comes into contact with. Thus, it is the responsibility of the parents to regulate the influences to which their child is exposed.

Show your students a group of items indicative of a particular age group: a rattle, teddy bear, transistor radio, hot rod magazine, shawl. Use these to show how the things we are interested in can indicate our age or maturity level. In the same way, the things we are concerned about spiritually may reflect our growth as Christians.

## Answers for ANSWER

### It's in the Book!

God's Word tells of the duties of parents and children to one another. Two lists of duties are given below. The parents' duties can be found on the left side of the book and the children's duties on the right. Each word can be found TWICE in the puzzle. Find the words, then ask yourself, "Am I doing my part?"



#### Parents' Duties

LOVE  
TEACH  
TRAIN  
CONTROL  
NURTURE  
PROVIDE

#### Children's Duties

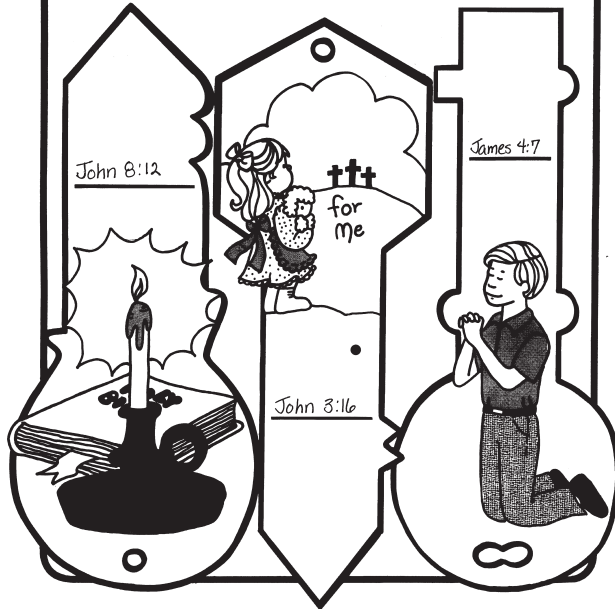
LOVE  
OBEY  
LEARN  
HONOUR  
LISTEN  
SOBERMINDED

# Answers for Extra Activity Pages in *The Answer*

## Activity Page 41

### It's the Key

Our key verses have given us thirteen keys for keeping our relationships with others in a Christian perspective. Three of the verses are illustrated on the keys below. Write on the lines provided which key verse you think best matches the illustration.



## Activity Page 43

### How Would I Respond?

Look at the situations pictured in each box. Fill in the possible responses to each situation. Then look back over the lessons in this quarter and note on the lines provided which lesson tells you how a Christian would respond to the situation.

Bad Response

Bad Response

Good Response

Bad Response

Good Response

Good Response

Bad Response

Bad Response

Situation 1. Sticking Together

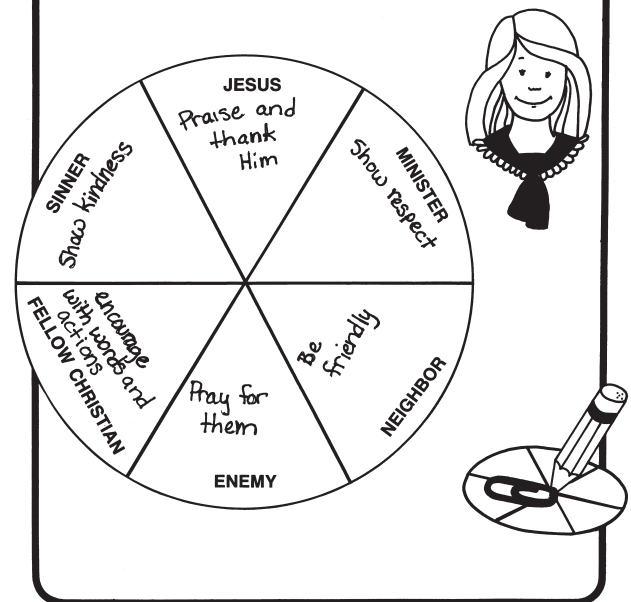
Situation 2. Skidding into Eternity

Situation 3. Which Comes First?

## Activity Page 42

### Dial a Discussion

Spin a paper clip held in place by a pencil as shown in the drawing below. Then discuss with your class or a friend how a Christian should treat the person the paper clip points to.



## Activity Page 44

### Be an Example

How would you teach a younger child some of what you have learned this quarter about how Christians treat others? Complete each section below by checking one of the four topics and then write in the balloon what you would do.

To teach a younger child

- ☐ what unity is . . .
- ☐ why we should obey those in authority . . .
- ☒ how to treat someone who is mean . . .
- ☐ that we should love everyone . . .

I would . . . ask if they want to help me rake up the leaves in our grouchy neighbor's yard.

To teach a younger child

- ☐ what respect is . . .
- ☒ one way to show respect for God . . .
- ☐ one way to show respect for our ministers . . .
- ☐ how much God loves us . . .

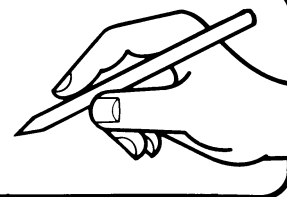
I would . . . show them how I kneel and bow my head when I pray.

To teach a younger child

- ☐ how to witness about Jesus . . .
- ☐ one way to show concern for others . . .
- ☐ how to resist Satan . . .
- ☒ why we should honor our parents . . .

I would . . . point out that obeying our parents keeps us safe, and the Bible says it lengthens our lives.

# Teachers Everywhere Are Crying Help



Dear T.E.A.C.H.:

Jack is tall, rugged looking, with dark penetrating eyes, and black hair. The girls think he is "Mr. Wonderful." He talks sports and his peers appreciate his football ability and casual style. My problem is—he couldn't care less about Sunday school! He says religion is for old folks. It is only because of family pressure that he occupies a seat in class on Sunday mornings. His mind is turned off and a thousand miles away. Please help me!

Teacher of Mr. Wonderful

Dear Teacher of Mr. Wonderful:

First, continue teaching the lessons and their applications to your students' lives. Just because a particular pupil resists, you cannot change the main purpose of the class. God has called you to teach the Bible and that is your primary responsibility.

Second, try using verbal and visual illustrations that might interest Jack. Here are just a few suggestions. In your lesson for the week, maybe you can parallel it with a game, activity, or object that Jack is familiar with. Or, open your class with a Bible baseball game. How about taping Bible verses on the outside of a Nerf football? Gently toss the ball to the ones who are to read the verses that morning. Also, let Jack be in charge of preparing the football and planning its use.

Your imagination, used in a creative way, can help interest Jack in Sunday school. Be genuinely interested in him. Give him some special attention on your own time. Take him

out for a milkshake. It is pretty hard to turn off someone who really cares for you.

Dear T.E.A.C.H.:

I have a class of high school kids who prefer discussion over lecture but when questions are asked, no one will answer. Most of them won't even crack open the SEARCH just to follow along during class time. I've always understood it takes two or more to make a discussion but I'm finding that you can have a whole room full of people and the finest open-ended questions can be asked, but until someone else besides the teacher talks, you don't have a discussion. What do I do?

Dumbfounded

Dear Dumbfounded:

First of all, PRAY! There is no simple solution, but there are a variety of ways to create discussion. If one way doesn't work, admit to yourself it didn't work and try something else. Some ideas are: Split your class into groups of two or three and give each group a question or two to be answered at some point during the class. If most of your class does not do the workbook, do it together in class. Be open with your class and ask them how they feel about the class and its progress. Assign each student a lesson for the quarter and give him the responsibility of opening the discussion. The more involved the students get, and the more responsibility they are given for the success of the class, the better and more interesting your class will become.



Teacher's Name \_\_\_\_\_

A Bible study resource guide for teachers

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