

Teacher's Guide

The
ANSWER

 **LESSONS 131-143**

RESPECT FOR THINGS HOLY

**THE
Answer**

www.apostolicfaith.org

A Bible study resource for use at home and church.

SEARCH



Lessons 131-143

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

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Teacher's Guide

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Lessons 131-143

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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.

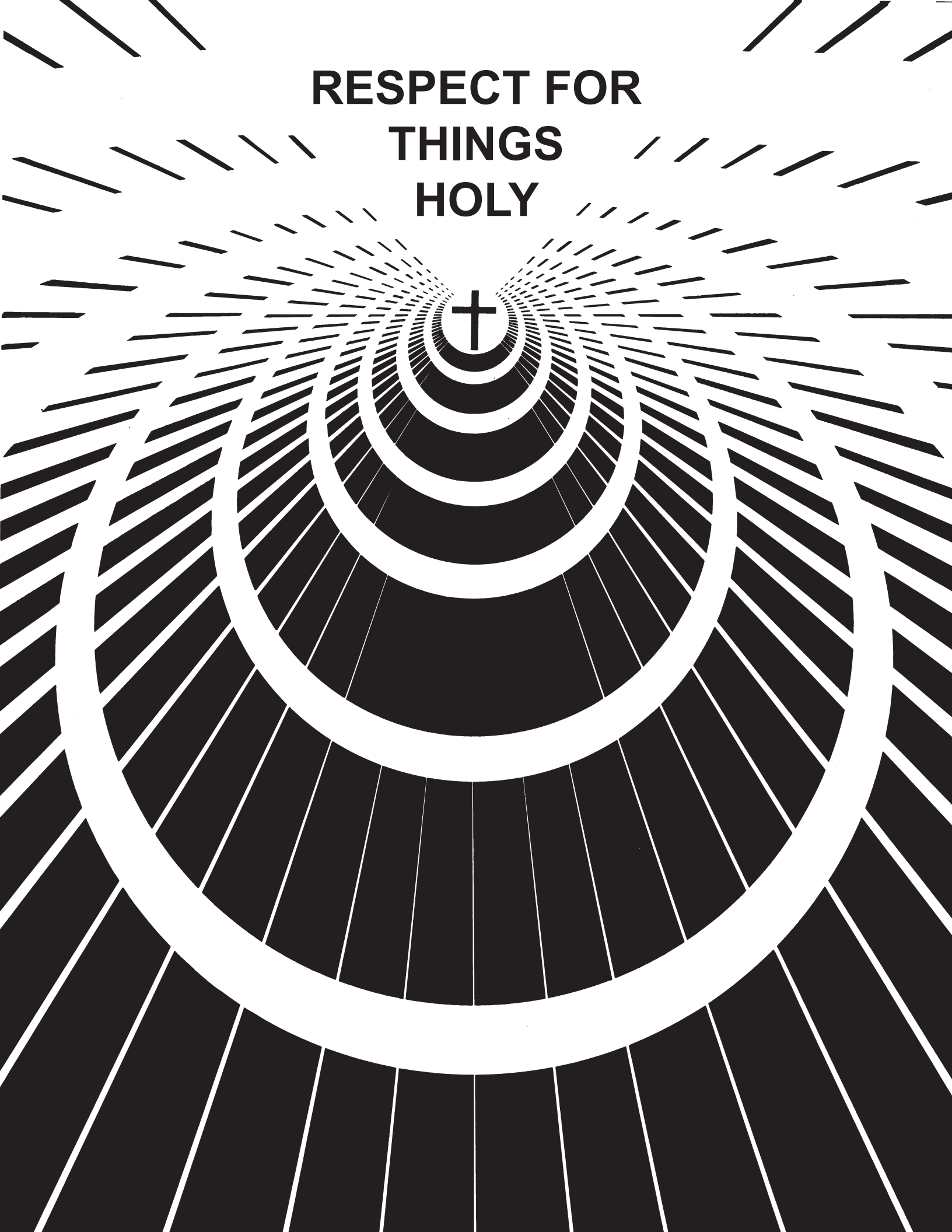
This guide is for those who teach either junior or senior levels. You may not find it practical to use all the material provided for each lesson. Each one must choose what would be applicable to his or her class. In addition, we hope the suggestions for each lesson will help stimulate your thought processes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

**RESPECT FOR
THINGS
HOLY**



Do You Really Know Your Students?



How much do you know about the students you work with? Really knowing your students means a whole lot more than simply being aware of their names, addresses and birth dates—or even the color of their hair and who their parents are!

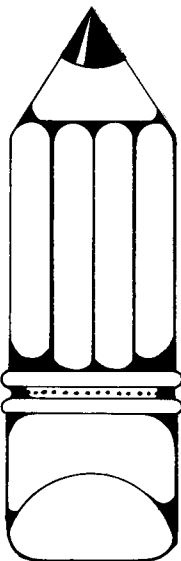
At each stage of human development there are certain characteristics that are a part of the natural growth process which God has designed. Being aware of these various stages and taking them into account as you prepare your weekly teaching strategy can make your efforts with the age group you are teaching more effective.

At every level there are new needs to be met. At every level there are new indicators which show that the process of growth and development is taking place. Can you identify which stage your students are at?

Filling in the chart on the following page should help you focus on the particular needs of the students you are teaching. Place a Y beside each characteristic that is like the students you teach. Place an N beside each characteristic that is nothing like the students you teach. Place an S beside each characteristic that is sometimes like the students you teach.

STUDENTS I TEACH:

- ___enjoy memorization
- ___think in concrete, not abstract, terms
- ___want to please
- ___listen attentively to other students
- ___have short attention spans
- ___hide their real feelings
- ___like to talk, but not listen
- ___have difficulty sitting still
- ___can put themselves in another's position
- ___have active imaginations
- ___enjoy discussing issues, problems
- ___think abstractly
- ___ask probing questions
- ___are most at ease with those of own sex
- ___believe and accept easily
- ___identify best with specific examples
- ___like visualized stories
- ___recognize importance of major decisions
- ___move quickly from one subject to another
- ___have confidence in themselves
- ___enjoy drama and puppetry
- ___test limits and challenge authority
- ___learn best through touching and doing
- ___are easily embarrassed
- ___usually care about others
- ___need approval of teacher
- ___are concerned about their future
- ___center interests around school and friends
- ___are willing to share their faith
- ___have limited skills for Bible-learning activities
- ___lack self-confidence
- ___are up and down spiritually
- ___are up and down emotionally
- ___think primarily in terms of self
- ___are able to maintain private devotions
- ___can apply Scripture to their own lives
- ___take responsibility for self-direction
- ___feel a need to understand truth
- ___become involved in class discussions
- ___like to sing simple songs repeatedly
- ___are satisfied with simple answers
- ___need security of familiar surroundings



When you have completed this list, note three more characteristics that you feel are vital to understanding the age group you teach.

Now, spend some time thinking how the characteristics you have defined relate to the teaching methods you are using.



Tips for Building a Good Relationship

AS A TEACHER, you have a building project of great importance before you—that of building a good relationship with each one of your students.

As with any construction project, a solid building requires a plan as a basis. A good relationship won't just happen without any effort! It is going to take forethought and step-by-step development.

If you have the names of your new class a few weeks ahead of Promotion Sunday, you can begin the groundwork then. Start by learning the names of your students. Smile and greet them—make a point to establish a preliminary contact so you are not a stranger the day they move into your class.

Observe the behavior of each student in a group. Do they seem to be leaders or followers? Are they active or reserved? Demonstrative or shy? Try to get some idea of the characters of the children even before they enter your class.

Once they enter your class, make an immediate effort to let them see that you care about them as individuals, and not just one of the class. At a preschool or primary level, a class bulletin board featuring pictures of each child and something of interest about them will help them feel a part of the class.

Tell the children something about yourself. Help them see that you were once their age and enjoyed the same things they enjoy. If they want to tell you about their pet or their vacation or their house, listen attentively and then share something of like nature from your life. Let them see you are a person, as well as a teacher.

Every personal contact is a building block. Make a visit to each child's home. Keep in touch by telephone and by mail. Mutual experiences are a real bridge.

Spend time individually with the children if at all possible. Listen to them—seek to interpret and understand their needs and concerns. If they have problems, help them to see and understand those problems clearly, and then guide them toward a solution. Help them to make friends with other children and adults who can offer the type of support and fellowship they need.

Above all, remember your relationship with these children may be a key factor in helping them establish a relationship with Christ. That makes it of primary importance, and worth every effort, to develop this relationship. Pray for them and guide them as carefully and prayerfully toward Christian maturity as you would want a teacher to guide your own child.

Discipline Problems?



Find the culprit!

A. Circumstances

1. Inadequate quarters
2. Overcrowding
3. Poor heating or ventilation
4. Noise and other distractions
5. Uninviting surroundings
6. Poor seating arrangement
7. Weather conditions—warm, humid, stormy, etc.

B. Child

1. Home life situation
2. Physical or emotional disabilities
3. No previous training
4. Peer pressure toward negative behavior
5. Spiritual problems

C. You, the teacher

1. Attitude
2. Lack of enthusiasm
3. Insufficient preparation
4. Handling of class
5. Repetitious methods
6. Not adapted to age level
7. Insufficient prayer time

Good discipline is a vital part of effective teaching. Are you having some problems with individuals in your class? Look over this list. Add any other thoughts that come to your mind for each category. Then do some honest evaluating!

Very likely you will find that any discipline problem involves a combination of several factors. Once you have identified these factors, begin to work on them. If the problem involves circumstances such as seating arrangement, noise distractions, etc., that you can alter, do something about it! If you feel the problem revolves around the child himself, learn everything possible about his background in order to gain an understanding of how best to help him. If the problem is yours, take it to the Lord in prayer and then determine to improve!

When you have found the culprit, then it is your responsibility as a teacher to look for methods of correction!



Theme Thoughts

How do you treat your Bible? Is it just another book tucked casually between a couple of others on your bookshelf? How do you behave in the house of God? the same way you do in any other building? How do you use the Lord's name? Is it thrown into your conversation as lightly as any other?

Our answers to these questions would be instinctive and forceful, wouldn't they? And they can help us zero in on our theme for this quarter: Respect for Things Holy.

Just what does the word *respect* mean? Our dictionary says it means, "to feel or show honor or esteem for something." There are many fundamental concepts and principles upon which our faith and belief in God are based. We are convinced that respect for the things of God and the principles outlined in His Word are of vital importance to the Christian. This respect must be learned. The more we learn and apply this respect, the more our lives will be pleasing to God.

One of the stock questions of people in our day is, "Why?" In this quarter we are endeavoring to address that question. We have taken thirteen of the basic features of the christian faith and have tried to establish why they demand respect. Beginning with the Bible itself, recognizing that it was directed and inspired by God, we look at such subjects as God's house, the Lord's name, the Lord's Day, the work of God, and His power.

The unifying thought of this quarter should be: as we respect God and the things pertaining to Him and His work, He will honor and bless our lives. May God direct our thoughts as we approach this study together.

TEXT Psalm 119:1-16; 2 Timothy 3:16; Revelation 22:19

SUPPLEMENTAL SCRIPTURE 2 Peter 1:19-21

OBJECTIVE The students will be able to explain that the Bible was directed and inspired by God himself, and is the infallible Word of God bearing the unique stamp of its Author.

KEY VERSE FOR ANSWER Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God. — Matthew 4:4

KEY VERSE FOR SEARCH Thy word is true from the beginning: and every one of thy righteous judgments endureth for ever. — Psalm 119:160

**ANSWER
TITLE:** **Not Just Any Book**

**SEARCH
TITLE:** **Bible**

REFERENCE INFORMATION

Although the Bible consists of many different books written over a long period of time by a great variety of writers, most of whom did not know one another, their writings have an organic unity. This can be explained only by assuming, as the Book itself claims, that its writers were inspired by the Holy Spirit to give God’s message to man. The theme of this message is the same in both Testaments—the redemption of man. The Old Testament tells about the origin of man’s sin and the preparation God

made for the solution of this problem through His only Son, the Messiah. The New Testament describes the fulfillment of God’s redemptive plan.

The two Testaments form two volumes of one work. The first is incomplete without the second; and the second cannot be understood without the first. Together they are God’s revelation of the provision He has made for man’s salvation.

YOUR OPENER

RESPONSES

1. The point should be made that the Word of God reveals everything in our hearts, possibly even things that we didn't realize were there. If we heed the Word of God, we will receive enlightenment and come to a knowledge of Jesus Christ. Allow time for your students to offer their thoughts in making this parallel. Some thoughts that might be brought out: the greater the darkness, the brighter a light appears—belief in God's Word will stand out among non-Christians; without light it is difficult to move about in an unfamiliar place—without God's Word it is difficult to move safely through life.

2. Discussion should bring out the accurate fulfillment in the New Testament of the prophecies given in the Old Testament, the agreement of theme between the different writers, and the fact that the entire Bible presents one continuing story—that of human redemption. Scriptural substantiation could include specific prophecies and their fulfillments. Some possibilities: Micah 5:2—Matthew 2:1; Isaiah 7:14—Matthew 1:18; Zechariah 11:13—Matthew 27:6,7.

3. Your students' answers may include Moses, David, Daniel, Matthew, Mark, Luke, John, Paul, and Peter. It might be interesting to point out that, though written centuries apart, the two Testaments form two volumes of one work. The first is incomplete without the second, and the second cannot be fully understood without the first.

Bible

TEXT: Psalm 119:1-16; 2 Timothy 3:16; Revelation 22:19

SUPPLEMENTAL SCRIPTURE: 2 Peter 1:19-21

KEY VERSE: Thy word is true from the beginning: and every one of thy righteous judgments endureth for ever. — Psalm 119:160

God has many ways of revealing Himself to mankind. The most commonly known is through His written Word, the Holy Bible. Men of God, over a period of time, recorded the Bible as they were directed and inspired by the Holy Ghost. The Bible tells how God revealed Himself to people of ancient times, and also how He will reveal Himself to us today. The Bible is different from all other religious literature because the Bible is the revelation of God, inspired by God, disclosing God's plans and purposes for the ages of time and eternity, and centering in Jesus Christ the Savior of mankind.

1. In 2 Peter 1:19, Peter parallels the "word of prophecy" to a light that shines in a dark place. Elaborate on this parallel, bringing out ways the Word is similar to light.

2. 2 Peter 1:20,21 indicates that holy men of God spoke as they were moved by the Holy Ghost and recorded what God revealed to them. How can we be sure the Bible is not just a collection of private interpretations? Substantiate your answer with Scripture.

3. In the Old Testament, most of the writers did not even know each other, while the New Testament writers were acquainted. Still the fact that their accounts are in harmony is remarkable. Name some of the men who were inspired by God to write portions of the Holy Bible.

ADDITIONAL DISCUSSION NOTES

4. Our text brings out that the Bible is given for doctrine, reproof, correction, and instruction in righteousness. Give a Biblical example, or one from your own experience, illustrating how God's Word can be used in each of the ways mentioned.

5. Many people today are living unclean lives. Psalm 119:9 offers the solution to this problem: take heed to the Word. Define *heed* as used in this context.

6. The benefit of having God's Word in the heart is that one will be kept from sin. Sin separates a person from God, it engenders untold suffering, and in the end, unforgiven sin brings eternal punishment. Hiding God's Word in the heart and doing what the Scriptures say, are the solutions for conquering sin. How does one hide the Word of God in his heart?

7. It is not necessary that we understand everything that is written in the Bible, but we must believe everything recorded in it. What will happen to one who takes away any part of the Word of God?

8. Food is necessary for our physical bodies. Our spiritual lives also need sustenance and this is found in the Word of God. Using Hebrews 5:13,14 as a basis, an analogy can be made between the birth of a baby and the new birth of a beginning Christian. Compare the subsequent physical and spiritual growth and development of each. Ask yourself these questions: How long have I been saved? Does my spiritual growth reflect proper spiritual nourishment? Food cannot provide our physical bodies with nourishment before it is ingested. Have I been taking the Word of God into my spiritual life in order to benefit by it?

4. As your students contribute their illustrations, it should become increasingly obvious what a tremendous treasure the Word of God is in our lives. As a starting point for each of the ways mentioned, you could bring out that the Word of God teaches us the doctrine of salvation and the necessity of being saved from our sins. Some passages point out an area of weakness, such as a reproving of those who lack faith. It is a source of correction as illustrated by the messages to the churches in the Book of Revelation. Finally, it is a teacher of righteousness as it instructs us in the Christian virtues which we are to add to our lives (2 Peter 1:5-10).

5. Discussion of this question will bring out that *heed* means "to take careful notice of, or to pay close attention to something." To heed seems to involve a change of behavior. If we heed the Word we will apply the Word to our life. It is more than simply observing; we will obey. When this is done, the heart will be cleansed.

6. Answers will vary, but direct your students' attention to verses 15 and 16 of our text in Psalms. Discuss the progression of these verses. Help them see that while we may be able to meditate from a purely intellectual standpoint, if we have respect for His ways we are accepting and honoring them. Moving into verse 16, if we delight in the Lord we have made His ways our ways and have found them good. The final step is to remember them.

7. Revelation 22:19 tells us that his name will be taken out of the Book of Life. Explain the ramifications of this, using Revelation 20:15 as a reference. You may also refer to John 12:48, bringing out that those who reject Christ will be judged by the Word.

8. You will not want to ask for direct responses to the questions asked. However, discussion of the analogy should point out the necessity of absorbing the Word of God into our lives as a necessary part of spiritual development. Wrap up your class session by discussing specific ways in which the Word can be taken into the life.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Why did the Psalmist hide God's Word in his heart? How would knowing God's Word help a person not to sin?

Why do you read the Bible?

How can we show respect for the Book itself?

What part should the Bible play in a Christian's life?

What can a person do to better understand the Bible?

What can a person do if he doesn't understand a Scripture in the Bible?

What are some of the different methods of Bible study?

Has the Lord ever spoken to you through the Bible? Through what specific passage of Scripture?

According to the following Scriptures, why was the Bible written?

John 20:31

Romans 15:4

1 Corinthians 10:11

In our ANSWER story, Tom made the statement that, "You have to believe all of it or you may as well believe none of it." Do you agree with that statement? Why?

THINGS TO DO

Circle Response Bible Quiz: Prepare a list of short-answer questions concerning the Bible. Seat your class in a circle, and have each one respond to a question in turn. (If you cannot make a circle, work your way down each row.) If a student does not know the answer, the next person in line responds until someone answers the question correctly. If the question works its way around the circle without the correct answer, then you give the answer. This activity allows everyone to respond, and you can cover a lot of information quickly.

Book Advertisement: Bring a book advertisement to class. Have your students make up an advertisement for the greatest seller of all time: the Bible. They may want to explain why it is such a good Book to read, and they could include information about the Author, selected quotes, etc.

Open-end Statements: Prepare a list of open-end statements to be passed out to each member of your class. For example:

My favorite part of the Bible is . . .

I wish the Bible could . . .

People would read the Bible more if . . .

Have your students finish the statements. Discuss their responses in class.

Draw a large outline of two hands (fingers and thumbs spread out) next to each other so you have ten digits on which to write. Use the left hand to represent the Old Testament and the right hand to represent the New Testament. Write the Old Testament section titles on the fingers of the left hand: Law, History, Poetry, Major Prophets, Minor Prophets. Then write the New Testament section titles on the fingers of the right hand: Gospel, History, Paul's Letters, General Letters, Prophecy. (Leave space under each title to write in some books of the Bible.) Explain to your students that the Bible isn't just a lot of stories put together in a jumble. It is laid out in a very orderly fashion. Once you have studied the layout of the Bible it should be fairly simple to find whatever you are looking for. Show the children which books go under each title. Old Testament: Law, Genesis-Deuteronomy; History, Joshua-Esther; Poetry, Job-Song of Solomon; Major Prophets, Isaiah-Daniel; Minor Prophets, Hosea-Malachi. New Testament: Gospel, Matthew-John; History, Acts; Paul's Letters, Romans-Hebrews; General Letters, James-Jude; Prophecy, Revelation. Tell the students that just like two hands held together with fingers interlaced, so the Old Testament and New Testament work as one to prophesy and fulfill one another. Whether the Word was first spoken or written, God has continued to bless its message throughout the ages. You might want to make a reduced copy of these hands for each of your students to keep and study.

TEXT 2 Chronicles 5:11-14; Matthew 21:12-16

SUPPLEMENTAL SCRIPTURES 1 Chronicles 29:1-9; Isaiah 56:7; 1 Timothy 3:14,15

OBJECTIVE The students will be able to explain that the church is God's House, and that because it is holy and the place where we come to offer Him worship, we should respect His House.

KEY VERSE FOR ANSWER Ye shall keep my sabbaths, and reverence my sanctuary: I am the Lord. — Leviticus 19:30

KEY VERSE FOR SEARCH Lord, I have loved the habitation of thy house, and the place where thine honour dwelleth. — Psalm 26:8

**ANSWER
TITLE:** **Get It Straight, George!**

**SEARCH
TITLE:** **God's House**

REFERENCE INFORMATION

Solomon's Temple: Up to the time of the building of the Temple, Israel had gone 400 years with only a tent as God's tabernacle. The Temple was built by 30,000 Israelites, over 150,000 Canaanites (1 Kings 5:13-16; 2 Chronicles 2:17,18; 8:7-9), and was seven years in the building (1 Kings 6:38). Every part of the Temple was prepared away from the site and put into place without the sound of hammer or axe or any tool of iron (1 Kings 6:7). The Temple stood for over 360 years, and was destroyed by Babylonians in 586 B.C. In size, the Temple was a chapel rather than a cathedral—a sanctuary intended as a house of God, not a building to hold vast gatherings of people. It measured about 90 feet long by 30 feet wide by 45 feet high, and was divided into two sections. Part of the inner section was curtained off to form the sanctuary. In

front was a 15-foot entrance porch and along the sides were storerooms.

Since the Jews from abroad were not allowed to use their own money to pay the annual Temple dues, their currency had to be exchanged. The money-changers set up their businesses in the outer court of the Temple, in the Court of the Gentiles, and charged a high fixed rate of exchange. Even the poor people who could afford only the cheapest sacrifice (two pigeons) were charged extortionate prices. The priest turned a blind eye to all these happenings. No wonder Jesus chased them out, especially since they had been told about this earlier!

YOUR OPENER

RESPONSES

- 1. Allow time for your students to name some of the benefits. They may mention that church attendance gives an opportunity to hear and study the Word of God in greater depth, that it offers fellowship, strengthens unity, and provides a place for praising God and for praying together. Why are each of these important to the believer?
- 2. We are not to be rash or hasty in what we say. We are to be more ready to hear than talk. Allow time for your students to reply, then zero in on specifics concerning what we talk about and listen to. Do they think there is fault in discussing business deals, sports, or other secular subjects in God's House?
- 3. We can help to keep the church clean. Lead the class in a discussion showing that maintenance of the church building is a very important function. Can the students think of ways to help? Have any volunteered to help? If not, why not? Talk about the fact that litter and chewing gum discarded in the wrong places can be a dishonor to God's House.
- 4. Allow time for your students to discuss this. Some of the behaviors mentioned might be: chewing gum, loud talking, reading magazines, excessive use of drinking fountain or restrooms during the services, running, reading comic books, passing notes, and playing games. Guide your students to an awareness that individual conduct in God's House is an important factor in receiving God's blessing or, on the other hand, receiving God's judgment.

God's House

TEXT: 2 Chronicles 5:11-14; Matthew 21:12-16

SUPPLEMENTAL SCRIPTURES: 1 Chronicles 29:1-9; Isaiah 56:7; 1 Timothy 3:14,15

KEY VERSE: Lord, I have loved the habitation of thy house, and the place where thine honour dwelleth. — Psalm 26:8

A house of prayer! Yes, that is what God wants His house to be called. God's plan, which He gave to Moses, included the construction of a church in the wilderness—a tabernacle with a place where God's presence would dwell. Today, God desires His presence to be in every church and in every life. If the manner of worship and respect for God's House is followed as prescribed in His Word, God is pleased to dwell in that church.

- 1. Hebrews 10:25 cautions us against "forsaking the assembling of ourselves together." This shows us the importance of attending church. What are some of the blessings or benefits of church attendance?
- 2. Jesus drove out the money-changers and condemned other vices which corrupted His Temple. In reading Ecclesiastes 5:1,2, what instruction is given concerning our conversation in His House?
- 3. In what way can we honor God's House other than by our attendance and watching our conversation? See 2 Chronicles 29:15.
- 4. In what ways might a person, knowingly or unknowingly, dishonor the house of God by his behavior?

ADDITIONAL DISCUSSION NOTES

5. When the Temple which Solomon built was dedicated, the trumpeters and singers were as one—unity prevailed. The unity of the worshipers brought an overwhelming demonstration of God's glory. God's glory, or presence, is just as surely in His house today, and because His presence is there His house should be honored. Describe how you think a church service would be carried out if Christ were visibly present.

6. The names of six individuals are listed below. They are famous or infamous characters, depending on their attitudes toward God's House and holy things. Tell what each did, and the result of his/her action.

Nadab and Abihu — Leviticus 10:1,2

King Josiah — 2 Kings 23:1-3; 2 Chronicles 34:26-28

King Uzziah — 2 Chronicles 26:16-20

King Hezekiah — Isaiah 37:14,15,33-35

Anna — Luke 2:36-38

How can these people be examples to us today?

7. How much money did King David give toward the building of God's House? Why do you feel he gave such a large amount?

8. David's generosity affected his countrymen and they also offered willingly for God's House: 5,000 talents and 10,000 drams of gold, 10,000 talents of silver, 18,000 talents of brass, 100,000 talents of iron, also precious stones. The people rejoiced and King David rejoiced with great joy. What does this tell us about the value of a good example in regard to honoring God's House?

6

5. Allow time for your students to describe what they think would take place. Some key thoughts to consider: What would the behavior be? How would the people participate? What would be the concerns of those present? Take the discussion a step further and ask how Christ might respond if He were an observer and everyone in the church participated as they generally do.

6. Nadab and Abihu. They offered strange fire on God's altar and were devoured by fire from God.

King Josiah. He made a covenant to serve God, and the people consented. God spared him from seeing the destruction of Jerusalem.

King Uzziah. His heart was lifted up and he went into the Temple to offer incense, which was the priests' duty. He was smitten with leprosy.

King Hezekiah. He used God's House for a place of prayer. God answered his prayer and delivered him from his enemies.

Anna. She served God with fastings and prayers in the Temple. God blessed her by letting her be on hand to see baby Jesus and to recognize Him as the promised Redeemer.

The point of this question is to encourage students to talk about the blessings that come to those who honor God's House and use it rightly. This may also be an opportunity to touch on the responsibility of parents to instruct and correct their children as to the necessity of honoring God's House.

7. Three thousand talents of gold and seven thousand talents of refined silver—valued at more than 400 million dollars. David gave this amount because he had set his affection on God's House. Lead the class to understand that God had given all this wealth to David in the first place, so David was happy to give it back to God by giving toward the construction of a building where He would be honored.

8. Class discussion should bring out the importance of honoring God's House in whatever way is our opportunity. One may not have great wealth to give to build or maintain God's House, but everyone can reverence His House and help keep it clean. Everyone can and should consider God's House as a place of prayer. God always hears and answers honest prayer. A positive example for good is a good example to follow.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What does the word *respect* mean?

In what way is showing respect in the house of God honoring God?

What is our responsibility toward the house of God in regard to litter, secular books, visitors, ministers, ushers, chewing gum, the nursery, instruments, senior citizens, excessive or loud talking, and the altar?

How should we conduct ourselves in God's House?

Why do you think it is necessary to be quiet in church?

We call our church God's House. Why do you think it is?

What can we do to show our respect for God's House?

What can we expect if we respect and honor God's House? If we do not?

Why is it important to always have order in the church?

If we see someone is being disrespectful in God's House, as George was in our ANSWER story, what can we do about it?

THINGS TO DO

Bring tracing paper and a picture to class. Explain that we are like the picture and others are watching our example in church. If we don't love and respect God's House our friends will see how we act and may copy us. Refer to the tracing paper.

Put on a skit in the department or class showing how not to act in God's House. Then show how we should act and explain why. Some things portraying how not to act are: chewing gum, wiggling, talking out loud, playing around, reading comic books, or doing puzzles.

Bring a simple board game such as checkers and tell the class you are going to play it, but with no rules applied. How far would you get in the game? Discuss how confusion would result. Liken this to the confusion in a church if no order or discipline were required.

Using pictures (posters, snapshots, magazines, etc.), take your students on a "Walk Through the Church." If you can't find enough good pictures, you might like to draw the outline of your church and designate squares as rooms for the different workers. Have a picture (or space) to represent the different workers such as Greeter, Usher, Organist, Sunday School Teacher, Librarian, Secretary, Choir Director, Custodian, Minister. As you introduce a worker ask each student to tell one thing he could do to help that person do his job—something to keep God's House special.

TEXT Leviticus 24:10-16; Ezekiel 36:21-23

SUPPLEMENTAL SCRIPTURES Leviticus 19:12; Daniel 2:20-22

OBJECTIVE The students will be able to explain the importance of honoring the Lord's name. This would include refraining from colloquial or slang derivatives, oaths and blasphemy, and careless or irreverent usage of His name.

KEY VERSE FOR ANSWER Thou shalt not take the name of the Lord thy God in vain. — Exodus 20:7

KEY VERSE FOR SEARCH The name of the Lord is a strong tower: the righteous runneth into it, and is safe. — Proverbs 18:10

ANSWER
TITLE: **Check Out That Slang!**
SEARCH
TITLE: **Lord's Name**

REFERENCE INFORMATION

Ezekiel, the son of Buzi, was a great prophetic figure in Babylon during the Exile. He was carried to Babylon in 597 B.C., eleven years before Jerusalem was destroyed. A few years earlier, in 606 B.C., other captives had been taken, including Daniel. Daniel had been in Babylon nine years when Ezekiel arrived.

Ezekiel prophesied in Babylon during the years when Jeremiah was uttering God's message to Judah in Jerusalem. The two prophets declared essentially the same truths, but their backgrounds, as well as their environment gave each an individual cast. Ezekiel probably had a firsthand knowledge of the teaching of Jeremiah, his older contemporary, and like Jeremiah, mourned because of the idolatry of Israel.

Through these prophets, God told His people that the

desolate land would someday be inhabited. His people would come home. Israel's defeat had made men despise the God of Israel as powerless; their return would vindicate His honor. The nations would know, and God's people would know that He is the Lord. All who returned from exile were truly and permanently cured of idolatry.

Blaspheme: In its technical English sense, signifies to speak evil of God. Webster says: "to speak irreverently of God or things."

Curse: A prayer for evil, or to invoke evil upon.

Oath: A holy name used profanely, as in anger.

Slang: Word fads; the use of words not approved for careful or formal written language.

YOUR OPENER

Lord’s Name

TEXT: Leviticus 24:10-16; Ezekiel 36:21-23

SUPPLEMENTAL SCRIPTURES: Leviticus 19:12; Daniel 2:20-22

KEY VERSE: The name of the Lord is a strong tower: the righteous runneth into it, and is safe. — Proverbs 18:10

It is very important that we be careful not to dishonor the Name of the Lord, or to use His name lightly in any way. In Old Testament times God ordered that anyone who blasphemed His name should surely be put to death. Those who lightly esteem God’s honor might think it unfair to judge a man an offender for a word; but God lets them know that they must not make light of words which come from malice against God in the heart of him that speaks.

1. In realizing the importance of keeping the Lord’s name holy, we should try to understand just who God is. Give a short definition of your concept of God.

2. Using the following Scriptures, find some of the names which refer to God. Beside each of these, write what facet of God’s greatness we find exhibited.

- Genesis 17:1
- Exodus 3:14
- Deuteronomy 32:8
- Joshua 3:10
- Isaiah 43:15

3. Taking the Lord’s name in vain can include not only using His name as a swear word, but also using it lightly in slang terms or euphemisms derived from swear words. Give the dictionary definitions for the following common slang terms.

- Gee
- Darn
- Gosh
- Golly
- Doggone
- Heck

RESPONSES

1. Allow time for your students to offer their responses. Try to impress on each student the omnipotence, holiness, and eternal existence of God; and that He is not only our Creator, but that even the air we breathe and our very existence depends upon Him. By doing this, the importance of keeping His name holy should be plainly understood.

2. Genesis 17:1 — “Almighty God.” This shows that God has all power.
Exodus 3:14 — “I AM THAT I AM.” God is from everlasting to everlasting.
Deuteronomy 32:8 — “Most High.” God is above all others.
Joshua 3:10 — “Living God.” He is alive.
Isaiah 43:15 — “I am the Lord, your Holy One . . . your King.” All of our worship, our adoration, and our praise is due Him.
In view of the greatness and holiness of God’s name, bring out that it is sacrilegious for us to use it lightly.

3. Gee — slang derivative of Jesus
Darn — euphemism for damn
Gosh — euphemism for God
Golly — euphemism for God
Doggone — derivative of God damn
Heck — euphemism for Hell
While your students may be familiar with the definitions for some of these words, it may be enlightening for them to realize that all of them are taken from words that they probably would not ordinarily think of using. Some of these words are not actually taken from the Name of God, but they are inappropriate in a Christian’s vocabulary because of what they represent.

ADDITIONAL DISCUSSION NOTES

4. The Bible teaches us that, as the Son of God, Jesus is entitled to be equal with God (John 5:18; Philippians 2:5,6). The Prophet Isaiah gives to Christ some of the same names attributed to God (Isaiah 9:6). How, then, do you feel the Commandment given in Exodus 20:7 applies in relation to Jesus?

5. The Holy Ghost, the Third Person of the Trinity, is entitled to all the honor and respect given to God the Father and God the Son. In fact, Jesus gives us to understand that sin against the Holy Ghost is the most serious offense of all (Mark 3:22,28-30). Explain this.

6. In the Sermon on the Mount, Jesus instructs us that we are not to swear at all, but that our communication should be yes or no. What do you feel is the meaning of this statement of Christ's? See Matthew 5:33-37.

7. It is dishonoring to God's name to say or do anything that would cast doubt on His power, or put Him on the same plane as a man. During Hezekiah's time, King Sennacherib dishonored God and suffered His wrath because of this. Read 2 Kings 18:28-35 and 19:35-37, then describe what happened to this king.

8. Using Mark 12:30,31 as a basis, think of the ones you love the most. Name some ways you show honor and respect for them, and compare this to the respect we owe God, our greatest Friend.

9. Our love for the Lord and His name is to be taught diligently to our children. Using Deuteronomy 6:4-7, how can parents teach their children this respect for the Lord's name?

10. How is it possible to dishonor the Lord's name, even though we may never swear or use any questionable slang terms?

11. The Bible shows that in the end everyone is going to bow to God and every tongue will confess to Him (Romans 14:11,12; Philippians 2:9-11). What comparison can be made between those who are forced to do so then, and those who do so willingly from their hearts now?

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4. Your students should conclude that it is just as blasphemous to use Jesus' Name in vain as it is to use His Father's.

5. Mark 3:30 tells us that this denunciation Jesus gave to the scribes was because they accused Him of having an evil spirit. God moves in the world through the Holy Spirit whose mission it is to convict and bring men to a place of repentance and forgiveness. Help your students to see that if they reject their only means of coming to Christ, there is no further hope. Thus, blasphemy of the Holy Spirit will bring certain judgment.

6. Allow time for your students to offer their answers. Explain that this has to do with taking a public or private oath, such as in a courtroom. Such action should be avoided as it is an improper use of God's name. The law allows an affirmation without having to swear.

7. His armies were slain by the angel of the Lord, and he himself was slain by the sword of his two sons. Ask your students if a delay of judgment means it will not come. Bring out that the judgments of God are sure. Just as Sennacherib suffered God's wrath, so will the person today who dishonors Him.

8. Allow time for your students to express the various comparisons they made. Then reinforce the objective of the lesson by showing that, just as we would never say anything against the name and character of those we love, it is even more important that we do not speak carelessly or irreverently against any member of the Godhead.

9. Looking at these verses should bring out the need for constant repetition. Stress the importance of parents' instructing their children to speak those things which are pleasing to God and to do likewise themselves. Children are great copycats.

10. Allow time for your students to offer their thoughts. Consider these possibilities: by using His name lightly in conversation, by showing no disapproval when those we are speaking with use His name in vain, or by associating closely with those of a blasphemous nature. Use these suggestions to bring out the opportunity we have of letting others see we are Christians by loving and cherishing the Name of Jesus.

11. Your students' comparisons will point out the vast difference between the lost and the redeemed. As a wrap-up to your lesson this should convince each student of the importance of honoring God and His name with our lips, our actions, and our lives.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What does it mean to blaspheme?

What does it mean to curse someone?

How should we treat God's name?

What is slang?

Do you think swearing is a sin? Give your reason why or why not.

What is special about the Lord's name?

How and when should we use the Lord's name?

Why is the Lord's name precious and sacred to the Christian?

How do you feel when you hear someone say something negative about you? How do you think God feels when this happens to Him?

If people in Bible times were killed for using God's name in vain, what kind of punishment is merited today?

THINGS TO DO

Bring a list of names to class, putting the Lord's name at the top. Point out that His name is above every name and is to be exalted. Or use a piece of yarn and hang names written on slips of paper, using Jesus' name at the top and students' names underneath.

Divide the class into two teams and have them list all the names given to the Lord in the Bible. The team that can think of the most names wins. Examples: Prince of Peace, Everlasting Father, King of Kings, I Am, Lord of Lords, God, King of the Jews, Son of Man, Son of God, Redeemer, Savior, Messiah, Jehovah, Jesus Christ, Lamb of God, Wonderful, Counsellor, The Mighty God, Word, Nazarene, Rose of Sharon, Light of the World, Bridegroom, Immanuel, Bread of Life, Master, Bright and Morning Star, Alpha and Omega, Lion of the Tribe of Judah, Good Shepherd. (And there are many more.)

Find the meanings of the given names of your students. Use these as an opener to lead into the meanings of Jesus' different names. The name *Jesus* is the Greek form of the Hebrew name *Joshua* which means "Savior" or "God saves." The meaning of the word *Christ* is "anointed One." Refer briefly to His other names. Tell your students that Jesus' name is more than just a title. People are healed and demons cast out in the Name of Jesus. Sins are forgiven and salvation received in Jesus' name. People are gentle with a precious new baby, guard jewels of great worth, and careful of priceless treasures. This is exactly how we should be with Jesus' name. We wouldn't say it

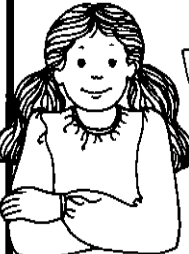
was all right to drop a baby once in a while, or to lose "just one" jewel, or to put a scratch on one treasure. No! In the same way we must be careful of Jesus' name—even bits of His name. Ask the students, "How important is Jesus to you? What does His name mean to you?"

On a large sheet of construction paper, write out the verse from Psalm 34:3. As you write the verse, leave out these six words; magnify, Lord, me, exalt, name, together. Leave a space where each word should be so it can be added later. Write those six words on 3" x 5" cards. Use this activity as a positive approach to honoring the Lord's name. Tell the students they may use their Bibles to look up the verse. Show them each word in turn and discuss what it means. Then write it in the correct space. When you have gone through each word, read the verse in its entirety. Impress upon the students that God's name is to be exalted rather than passed over as just a handy title.

Answers for ANSWER

A Special Name

In past lessons many different names for the Lord have been used. All of these names are holy and should not be used carelessly. The two verses below will give you an idea of how special God's name is. For verse #1 write the letter of the alphabet that comes BEFORE the letter given. For verse #2 write the letter of the alphabet that comes AFTER the letter given. Write the verses on the lines provided.



#1 UIPPV TIBMU OPU
UBLF UIF OBNF PG
UIF MPSE UIZ HPE
JO WBJO

#2 AKORRDC AD SGD
MZLD NE FNC ENQ
DUDQ ZMC DUDQ

#1 THOU SHALT NOT TAKE THE NAME
OF THE LORD THY GOD IN VAIN

#2 BLESSED BE THE NAME OF GOD
FOR EVER AND EVER

TEXT Deuteronomy 23:21-23; 1 Samuel 1:9-18,24-28; Ecclesiastes 5:2,4,5

SUPPLEMENTAL SCRIPTURE Genesis 28:10-22

OBJECTIVE The students will be able to explain that a vow is a voluntary promise to God to perform some service or do something pleasing to Him. Vows are not regarded as a religious necessity. But once they have been made, they must be considered sacred and binding, so they must not be made rashly.

KEY VERSE FOR ANSWER Pay thy vows unto the most High. — Psalm 50:14

KEY VERSE FOR SEARCH I will pay thee my vows, which my lips have uttered, and my mouth hath spoken, when I was in trouble. — Psalm 66:13,14

ANSWER
TITLE:

SEARCH
TITLE:

Is It Really Necessary?

Vows

REFERENCE INFORMATION

Samuel was the son of Elkanah and Hannah who were of the tribe of Levi. He was born in 1171 B.C. Ramah, which is about six miles north of Jerusalem, was his birthplace, judicial residence, and place of burial. While still a child, he was dedicated to God for life under the Nazarite vow (Numbers 6).

The weaning of a child is an important event in the do-

mestic life of the East. In many places it is celebrated by a festive gathering of friends, by feasting, by religious ceremonies, and sometimes the formal presentation of rice into the child's diet. Among the peasant Arabs of Palestine, babies are often nursed for two years, and sometimes for four or even five years. It wasn't until after Hannah weaned Samuel that she took him to live with Eli the priest in the house of the Lord. (1 Samuel 1:23,24).

YOUR OPENER

Vows

TEXT: Deuteronomy 23:21-23; 1 Samuel 1:9-18,24-28; Ecclesiastes 5:2,4,5

SUPPLEMENTAL SCRIPTURE: Genesis 28:10-22

KEY VERSE: I will pay thee my vows, which my lips have uttered, and my mouth hath spoken, when I was in trouble. — Psalm 66:13,14

RESPONSES

1. From our text and supplemental Scripture it can be seen that vows have a specific value, particularly when there is a special need for God's help and intervention. People are sometimes prompted to make vows during a time of trouble, from a desire to do something to honor God, or to do something in His service. Lead the discussion to show how God honors those whose vows are sincere, and gives them the desires of their hearts.
2. When Hannah explained her situation she received Eli's blessing, and from the Lord she received peace of mind and a happy countenance. The Lord also gave her the desire of her heart. Bring out through discussion that true worship of God is in Spirit. It is not necessary to shout loudly to be heard by God, though at times a person may feel a need to cry aloud. See Esther 4:1.
3. Hannah paid her vow as soon as Samuel was weaned. Help your group to talk about the expediency of paying vows at the earliest opportunity. Ask your students what excuses Hannah might have used to put off taking Samuel to the Temple. Ask why it is that the sooner vows are paid, the easier and the better. Bring out that putting off paying a vow makes it harder and more difficult to pay. Conclude by pointing out that God honored Hannah's fidelity by giving her three additional sons and two daughters.

A vow is a specific promise made to God, a voluntary covenant sometimes made in a time of trouble. A vow may be to give a gift, to do something to honor God, to do something in His service, or perhaps to abstain from doing a certain thing. Our service to God does not necessarily demand vows of us, but when a vow is made, God requires that it be paid. Therefore a vow should not be made rashly.

1. There is a difference between a vow and a consecration. A vow is a special promise that a person pledges to God, that which would not necessarily be included in his consecrations. God requires consecrations of our lives, our talents, and our time. Of what value, then, is a vow? When are vows often made?

2. In Hannah's vow, she spoke in her heart; her lips moved but her voice was not heard. She was misunderstood by Eli, the priest, but how do we know that God received her vow?

3. How soon did Hannah pay her vow? Why should we be quick to pay our vows?

ADDITIONAL DISCUSSION NOTES

4. In our text the Bible speaks about being rash with our mouth in connection with making vows. In other words, the writer would admonish us to proceed with caution or deliberation when making vows to God. Vows are sacred to God and binding upon the person who makes them. Under what circumstances might a vow be considered a sin?

5. The Bible says that the man who does not pay his vow is a fool. What circumstances might cause a person to not want to pay his vow?

6. In his vow Jacob asked for God to keep him, for raiment to wear, for bread to eat, and for a return to father's house in peace. If God would do these things for him, then Jacob would do certain things for God. What advantage would Jacob gain by making this vow—a voluntary promise to God?

7. In his vow, Jacob promised that the Lord would be his God, the pillar would become God's house, and that he would pay tithes of all that God gave him. What evidence do we have that Jacob paid his vow? See Genesis 32:24-30; 35:6-15.

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4. Our text in Deuteronomy 23:21 indicates that a vow would become a sin to the person who does not pay his vow to God. Your class may also bring up that it would be a sin to vow something contrary to God's law. For instance, the men who purposed to kill Paul were vowing to do something that would be a sin. But if one considers a vow to be only a promise to God to do something to please Him, then, of course, the only sin would be to not do what was vowed.

5. Encourage students to give their answers. Discussion of this question should lead to the thought that perhaps the consequences of paying the vow were not carefully considered, or perhaps it was a rash vow, hence difficult to pay. Point out that it is better not to vow than to vow and not pay, whatever the reason. God demands that we consider our promises to Him before they are made. See Ecclesiastes 5:6. If one vows and does not pay he becomes a liar to God. Discuss this serious aspect of not paying a vow.

6. Jacob would gain the advantage of having God's help. Discuss with the class that Jacob was in serious trouble, running for his life. Some of the items mentioned in his vow, Jacob might have worked out on his own, but others he could not. With God's help he could be sure of all. Jacob felt a vow was in order and seemed to respond unhesitatingly. Bring out that a sincere vow has a keen advantage in our service to God.

7. Discuss with the students that at Peniel Jacob prayed all night to obtain God's blessing, thus showing that the Lord was his God. In Genesis 35:6-15 the record is given of Jacob's return to and worship of God at Bethel, the pillar he had set up when he fled from Esau. No account is given of Jacob's paying his tithes to God, but we may be sure he did so. Wrap up the lesson by reviewing instances of how God blesses those who truly desire to draw closer to Him through a voluntary promise to do something for Him. But also discuss the utmost importance of being aware of what we promise, being sure that we can fulfill our part, then doing so at the earliest possible time.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Does God require you to make vows in order to be a Christian? Give a reason for your answer.

If you were to do a character analysis, what would you say about Eli? Hannah? Elkanah?

What does Deuteronomy 23:21-23 mean?

Would you say it is wise or unwise to make a vow to God? Give your reason.

Why is a vow not to be broken?

In our ANSWER story, what vow did Shawn make and why? Do you think he really needed to keep it for a whole year?

What might prompt a person to make a vow?

Did Hannah consider her vow to God important?

Did she put off payment of her vow as long as possible?

THINGS TO DO

Show your students a broken vase, dish, or glass. (If you don't have one, break an inexpensive container like a peanut butter jar, baby food jar, or pop bottle.) Point out that it is of little value or beauty now, and will no longer fulfill the purpose for which it was intended. So it is with broken vows.

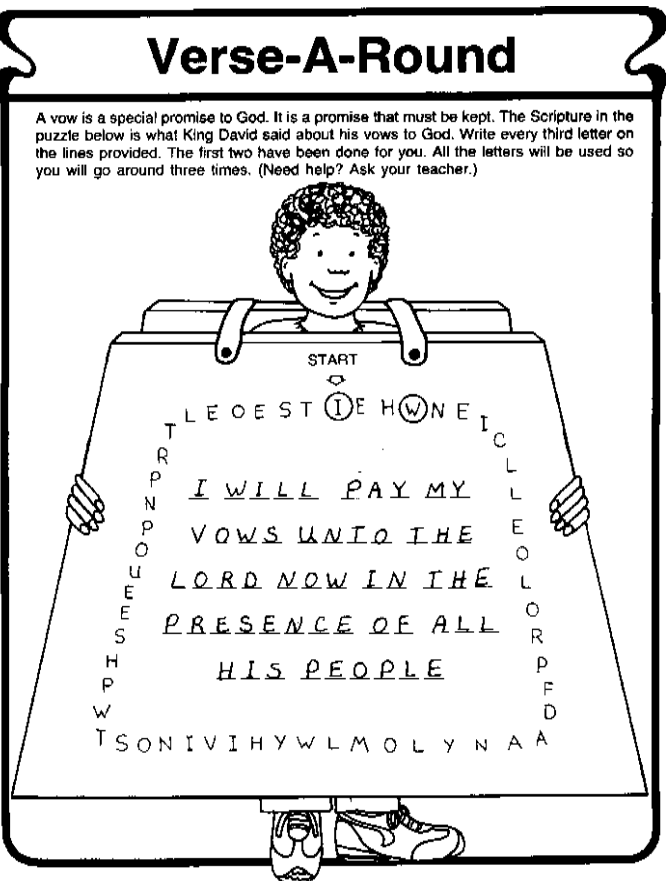
God is hurt if we do not follow through on our vows. We are hurt also, and may even suffer eternal loss. The love relationship between God and us is broken. In order to regain that relationship, we must renew and pay our vows.

On separate cards write different synonyms for the word vow. Examples: (verbs) promise, pledge, guarantee, commit, assure, devote, (nouns) oath, word, assurance. Let your students choose a card and give their definition

of the word they chose. Talk about how they are all typical of a vow. But let them know that a vow to God is a much more serious thing. It is like a contract with God. The Bible tells us we must be careful in deciding to make a vow. It is not a little thing. It must be kept. God said it is better not to make a vow than to break a vow. Remember, vows are not required by God.

Bring a copy of a sales contract or a lease. Go over the different points and bring out that these are binding on both parties (or all parties) to the agreement. Broken contracts will bring hurt, loss, disagreements, and may even result in lawsuits.

Answers for ANSWER



TEXT Mark 14:12-16,22-25; John 13:2,4-17; 1 Corinthians 11:27-30

OBJECTIVE The students will be able to explain that the Lord's Supper is the means by which believers commemorate the death of Christ. They will learn the scriptural requirement for participation and be able to relate that Christ's washing of His disciples' feet was an example to us.

KEY VERSE FOR ANSWER If ye know these things, happy are ye if ye do them. John 13:17

KEY VERSE FOR SEARCH If ye know these things, happy are ye if ye do them. John 13:17

RESOURCE MATERIAL Tract No. 69 Ordinances

ANSWER
LESSON:

SEARCH
LESSON:

A Special Time of Fellowship

Lord's Supper/Foot Washing

REFERENCE INFORMATION

The Lord's Supper symbolizes the death of Christ for our sins: His death as being the means of our righteousness, the union between Christ and us, and our expectant hope in Christ until He comes.

The emblems used represent the Body and Blood of Christ. The bread suggests the staff of life, the basis of life itself. The breaking of bread shows the breaking of Christ's Body in redemptive sacrifice. The fruit of the vine represents the Blood of Christ. Together they symbolize the sacrifice of the very life of Christ. As a memorial to Christ's death, the Lord's Supper is a renewal of obedi-

ence to Christ's will, an acknowledgement that our salvation is solely through the broken Body and shed Blood of Christ.

The ordinance of Foot Washing is as important as any other ordinance. It is a specific command of Jesus which we must obey, and a child of God will look upon this observance as a privilege. Jesus said, "If I then, your Lord and Master, have washed your feet; ye also ought to wash one another's feet. For I have given you an example, that ye should do as I have done to you" (John 13:14,15).

YOUR OPENER

RESPONSES

1. This pointed to the Lamb of God, Jesus Christ, who would take away our sins. Ask your students what benefit staying “under the blood” brought at the time of the establishing of the Passover. Liken that to the necessity for Christians today to keep the Blood of Christ over their lives.

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

3. In the Apostolic Faith, we use unleavened bread and unfermented grape juice. The bread represents the Lord’s Body that was broken for us. His Body was pierced by nails and a spear, though none of His bones were broken. The grape juice represents Jesus’ Blood that was shed for our salvation. Discuss with the students that the emblems used are merely emblems and not to be represented at any time as being the actual Body and Blood of Christ. This does not detract from their sacred character in the least. They still show by symbol the death of Jesus Christ, and through Him our hope of the resurrection.

4. Those who partake must be born-again believers. They must be sure the Blood has been applied to their heart before partaking of the sacred emblems—otherwise they do so unworthily. Those who partake receive the symbolic emblems as a continual commemoration of the time when God’s mercy drew them into grace and imparted Christ’s righteousness to them. If this has not taken place, they commemorate the event unworthily. It means to search one’s heart. Ask your students why it is necessary for the Christian to examine himself. How do we do this? Bring out that we do this by reading of the Bible and prayer, to see if anything has entered into the heart that shouldn’t be there.

Lord’s Supper/Foot Washing

TEXT: Mark 14:12-16,22-25; John 13:2,4-17; 1 Corinthians 11:27-30

KEY VERSE: If ye know these things, happy are ye if ye do them.
John 13:17

RESOURCE MATERIAL: Tract No. 69 Ordinances

“Something ordained or decreed by God,” is one definition of an ordinance. Many accept the Lord’s Supper as being ordained by God while relegating Foot Washing to insignificance, even though both were set forth by Jesus as ordinances to be observed by His followers. God had instructed the Jews to keep the Passover feast once a year. Jesus was keeping the Passover feast with His disciples, and during the meal He instructed His disciples to observe another supper—the Lord’s Supper. Though there is no saving grace in the ordinance itself, it depicts the total work of Christ in man’s behalf.

1. The Children of Israel were to take a lamb from the flock on the tenth day of the month and keep it separate until the fourteenth day when they were to kill it in the evening and eat it roasted with fire. They were to place the blood over their doors. What did this point to?

2. What does our observance of the Lord’s Supper point to?

3. What do we partake of at the Lord’s Supper? What is represented by the bread? by the grape juice?

ADDITIONAL DISCUSSION NOTES

4. The disciples and Jesus were present at the first Lord's Supper. These men were His most trusted followers, those closest to Him. Explain who is to partake of the Lord's Supper today by defining what is meant by the word *unworthily* in 1 Corinthians 11:27. Explain what it means in the next verse when it says, "let a man examine himself."

5. Explain what it means to discern the Lord's body.

6. How did Jesus' washing the disciples' feet differ from the foot-washing customs of the day?

7. Why did Peter change his mind after first telling Jesus, "Thou shalt never wash my feet?"

8. 1 Timothy 5:10 lists several good works which Paul said were commendable. What are they?

9. Read Matthew 28:19,20. How does this Scripture relate to Foot Washing?

5. Ask your students why we should strive with all spiritual and physical capabilities to understand the full meaning of the offering made for us on Calvary. When one partakes of the emblems by faith, that is, "discerning the Lord's body," it brings one into contact with Him. If one is diseased or sick, he has the right to believe that Christ's Blood will make him every whit whole.

6. The original institution of the ordinance was not, as some have said, merely one of the customs or practices of Christ's time, when the feet of the guests were washed upon their arrival before the meal and not after its completion. This ordinance is not for sinners, but for the saints. It is very necessary for the saints to observe this (John 13:8).

7. See John 13:8 for the words that caused Peter to change his mind. Ask your students if they feel the Lord would place the same importance on taking part in Foot Washing today if we want to have a part with Him. They should conclude that we have no reason to think the Lord would deem it any less necessary in our day.

8. The works are: brought up children, lodged strangers, washed the saints' feet, and relieved the afflicted. These works were commendable in Paul's day. Ask your students if the same works are commendable today. It might be interesting to point out that this verse in 1 Timothy is the only reference, besides John 13, that shows the observance of the washing of the saints' feet. In 1 Corinthians 11:20-31 we read that divisions had arisen as to the observance of the Lord's Supper. However, apparently no confusion had come up regarding Foot Washing, as no further directive was given to the Church concerning its observance.

9. The students should understand that the disciples were commanded to teach others to observe all things whatsoever Jesus had commanded. How then can the ordinance of Foot Washing be excluded?

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What does the bread represent? the fruit of the vine?

Why is it important for us to observe the Lord's Supper? Explain.

Why has this observance been carried on through the years?

In the ANSWER story, what words of Jesus did Suzanne's minister repeat as he offered the emblems of the Lord's Supper?

Why do we observe the Foot Washing ordinance? What is the purpose of this ordinance?

Did Jesus usually wash the disciples' feet? Whose job was it to wash the feet of the house guests?

If you were one of the disciples, how would you have felt when Jesus was washing your feet? How do you suppose the disciples felt?

THINGS TO DO

Bring emblems (wafer and grape juice) to class, explaining what each means and how we observe the Lord's Supper. Be sure that you do not give to students—only show and explain.

Bring a basin and towel to class. Explain how these objects are used in a Foot Washing service.

Have your students share some good memories of their special family occasions: some exciting times on a vacation, a tradition practiced by the family at Christmastime, the feelings of excitement and joy over a birth or wedding, etc. Share some of your own memories of celebrations, surprises, or even family jokes and sayings that are really special to just your own family. Point out how these things are most enjoyed and appreciated by those who participated—family members. Just so with the ordinance service, we cannot participate in remembrance of Him unless we are part of the Family.

Bring a bell to class. Discuss with students the uses or need for a bell: In a classroom a bell is used as a reminder that it is time to change classes or go to lunch. A church bell reminds those who hear it that it is time for worship. Many of us use a timer in the kitchen so that when the bell rings we are reminded the cake is done or it's time to put something on to cook. Jesus wanted to be sure His followers would remember that it was His death which

gave them spiritual life, so He initiated the Lord's Supper and told them to observe and do it "in remembrance of me." The ordinances are our reminders of something we never want to forget.

Bring a box of greeting cards to class. Ask the students how often they send or receive a card. Why do they do this? Because they or someone else remembered some special occasion. Jesus wants to be remembered too. So He instituted the ordinance of the Lord's Supper and said for us to observe it "in remembrance" of Him.

Bring a calendar to class and go through it month by month and have your students note special holidays, maybe even their birthdays. Then point out that one of the factors making these occasions special is that they don't occur every day. We have time to look forward to and prepare for those occasions we celebrate. Observing the ordinances only quarterly sets them apart from our other services and makes them special.

Answers for ANSWER

Follow His Example

To participate in the Lord's Supper you must be worthy—there must be nothing between you and God or your fellow man. The Foot Washing is an added blessing and Jesus promised that you would be happy if you did these things. Below are some sentences with a hidden word in each one. The hidden words are words from the Bible text and are listed below. The one in the first sentence has been found for you.

You must pay a fee to get a driver's license.

She was happy when her work was finally done.

Everyone on the job read at least one book a week.

He did not owe lots of money to anyone.

It is messy to smash a red tomato.

She was told not to bring the topic up until after dinner.

If he shows up personally he will get the job.

I would love to know how to grow a terrace garden.



BREAD
FEET
CUP
SHARED
SUPPER
TOWEL
WASH
WATER

ANSWER TEXT John 20:1-18

SEARCH TEXT Luke 24:1-12

SUPPLEMENTAL SCRIPTURES Job 19:25; 1 Peter 1:3

OBJECTIVE The students will be able to explain that the miracle of Christ's Resurrection is the heart of the Christian faith. It establishes the risen Christ as the source of redemption and transforms the tragedy of the Cross into the source of life and hope for all mankind.

KEY VERSE FOR ANSWER He is not here: for he is risen, as he said. Come, see the place where the Lord lay. Matthew 28:6

KEY VERSE FOR SEARCH Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live. John 11:25

ANSWER
TITLE:

SEARCH
TITLE:

My Lord Is Risen

The Risen Christ

REFERENCE INFORMATION

At the time of Christ, the Pharisees proclaimed belief in the resurrection of the body (Acts 23:6), while the Saducees, who were in the minority, claimed there was none (Matthew 22:23). Even prior to that period, we find Enoch testifying to the doctrine of Resurrection in Jude 14, "the Lord cometh with ten thousands of his saints." And we find Job saying in Job 19:25-27, "I know that my redeemer liveth, and that he shall stand at the latter day upon the earth: and though after my skin worms destroy this body, yet in my flesh shall I see God: whom I shall see for myself, and mine eyes shall behold, and not another; though my reins be consumed within me." David spoke of the Resurrection of Christ in Psalm 16:8-10, which is quoted in the New Testament in Peter's first recorded sermon found in Acts, chapter 2. And finally, Daniel spoke plainly of the Resurrection in Chapter 12, verse 2, "And many of them that sleep in

the dust of the earth shall awake, some to everlasting life, and some to shame and everlasting contempt." These worthies, together with others, no doubt, of whom we have no record, understood something of the mystery of the Resurrection. But it was for Christ to open the Book for all of us to read! It was He who guaranteed our resurrection by coming forth from the tomb.

The Jewish Christians linked the Resurrection Day with the Passover, and so observed it on the fourteenth day of Nisan regardless of the day of the week. But the Gentile believers celebrated the Resurrection on the Lord's Day, Sunday. This difference was settled in 325 A.D. at which time it was ruled that Easter should be celebrated on the first Sunday after the full moon following the Vernal Equinox, the date of which varies between March and April.

YOUR OPENER

The Risen Christ

TEXT: Luke 24:1-12

SUPPLEMENTAL SCRIPTURES: Job 19:25; 1 Peter 1:3

KEY VERSE: Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live. — John 11:25

RESPONSES

1. After His Resurrection, Jesus met with His disciples on several occasions on the first day of the week. Since that time the first day has been the Christian Sabbath. Develop this thought by discussing how we also use the term “Lord’s Day,” to denote that this is a day we consecrate to the Lord Jesus Christ.

2. Mark 16:9 — Mary Magdalene
 Luke 24:13-15 — the two on the way to Emmaus
 Luke 24:34 — Simon Peter
 John 20:19 — the assembled disciples, except Thomas (verse 24)

Help your students picture the initial grief and despair the disciples felt when Christ died. Then contrast these feelings to the hope and joy they felt when they understood that He actually had risen from the dead.

3. An angel rolled the stone away. Ask your students what they think was the significance of the angel, helping them to see that supernatural power was involved. This should lead to the conclusion that there was no power on earth or in Hell great enough to prevent God’s wonderful plan of redemption for mankind from being completed.

4. Emphasis can be placed here on both the empty tomb and the presence of two of God’s special messengers, angels, appearing on the scene. The women were afraid and bowed to the ground. You could ask the class how they might have reacted in such a situation. Would they have believed the report of the angel? What would they have done next?

The story of the Resurrection of Jesus is given us by all four writers of the Gospels because the truth of the Resurrection is the cornerstone of the Christian faith. Had Christ remained in the grave there would have been no New Testament. The Resurrection changed the course of history. It established the risen Christ as the source of redemption and transformed the tragedy of the Cross into the source of life and hope for all mankind.

1. Jesus rose from the dead on the first day of the week. What significance does this have for the Christian?

2. To substantiate that Jesus had indeed risen from the dead, name some witnesses to whom Christ appeared on this Resurrection day (Mark 16:9; Luke 24:13-15,34; John 20:19). Describe the probable emotions the disciples felt when Christ died, and then as they realized He actually was alive again.

3. Verse 2 of Luke’s account says they found the stone rolled away from the door of the sepulchre. It was large, sealed with the Roman seal, and guarded by a band of soldiers. How was the stone moved? See Matthew 28:1,2.

4. Some women went early in the morning to anoint the body of Jesus. When they arrived at the tomb, what did they find and how did they respond?

13

ADDITIONAL DISCUSSION NOTES

5. Read carefully the message of the angels, verses 5 to 7. Then write how this message affects your life now.

6. To whom did the women who visited the tomb tell of their experience, and how was their story received?

7. Using John 20:8 and Luke 24:12, describe in your own words the reaction of John and of Peter when they saw the neatly arranged graveclothes and the empty tomb.

8. What is the Christian's assurance that if he dies he will be resurrected with a new glorified body? See John 14:19, Romans 8:11, and Philippians 3:20,21.

9. How many people were in the largest group recorded as seeing Jesus after His Resurrection? See 1 Corinthians 15:6.

10. Suppose a friend asked you the question, "How do you know Christ really rose from the dead?" How would you answer?

14

5. Allow your students to express their thoughts. The focus of their comments should bring out that Jesus was crucified, but on the third day rose again. This affects them personally since it was through Christ's death and Resurrection that we can experience new life in Him. Supporting Scriptures could be used: Romans 4:25; 5:10; 8:34.

6. They told the story to the eleven and others, but these did not believe. Even though the eleven disciples had witnessed many miracles, they were having real difficulty believing the testimony of the women. Ask your students why.

7. Impress the students with John's reaction of belief and Peter's reaction of wondering. In today's English, *wondering* can mean either "questioning" or "marveling." Tracing the Greek word in the original you will find that the meaning here is "marveling." Peter was astonished, dumbfounded! Then how wonderfully Jesus personally revealed Himself to them again by the Sea of Galilee. They gave all to their Lord. Do you believe and marvel? Have you given Him your all?

8. Your students' responses to this question should bring out that our hope of resurrection rests on our having the Spirit of Christ in us, and a heart belief in the historical fact of the Resurrection of Jesus Christ. See 1 Corinthians 15:20-22.

9. Over five hundred. This question presents an opportunity to stress the certainty of Christ's Resurrection. Suppose you were a reporter and you interviewed the group of five hundred witnesses who all agreed on the fact, even on the details. Certainly that would be conclusive evidence.

10. This question should stimulate two lines of thought: The overwhelming recorded historical data given us by witnesses who believed enough to give their lives in martyrdom, and present-day evidence including miracles of salvation from sin and healing of sick bodies through belief in the risen Christ. This is a beautiful opening for your testimony—"He lives within my heart!"

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What is the Resurrection?

How does it affect your life?

How did the tragedy of the Cross become our source of life?

For whom did Jesus die? Why?

Jesus died, but He rose from the grave. Why?

What can you do to show that you appreciate what God did for you by sending His Son into the world?

Why is it so important for us to believe that Jesus did rise from the grave?

Easter is a very special time of year. Why and how should the Christian celebrate Easter?

As related in the ANSWER story, what did Jesus do that made Mary know that He had risen from the grave? Has Jesus ever done the same for you?

If a friend at school asked how you know that Jesus rose from the grave, how would you explain your belief?

THINGS TO DO

Bring objects to class that might signify the Resurrection and the new life. For example: you could bring an egg with the yolk and white drawn out and explain how the egg signifies new life and the empty shell reminds us that Jesus arose from the grave. You could also bring a picture of a cocoon and a butterfly to explain how this also reminds us of Christ's Resurrection. (If you truly want a challenge, find a real cocoon and butterfly!)

To begin your class, give each student a slip of paper and ask them to write down what they think Easter is about and what Easter means to them. Discuss the responses.

Bring an Easter lily or lily bulb to class. When Jesus was here on earth He said, "consider the lilies of the field." Let us consider the lily: It was once a brown bulb with no beauty. Could anything beautiful come from something like that? But one day it begins to grow, becomes a green plant, and then blooms. Jesus was here on earth, and then one day He suffered and died on the cross. People wondered if anything good could come from that. But He came forth resurrected, and He lives today! He gives us the beauty of life and hope of salvation. Like the lily from bulb to bloom, there was real beauty in what Jesus did for us.

Bring a grain of wheat or corn to class and discuss how, when planted, the outer shell decays and life springs through the soil from the inner kernel. Liken this, as did both Jesus and Paul, to the Resurrection. Explain how the

one grain or kernel is multiplied by hundreds (in the case of corn). Liken that multiplication to the great number of souls who are saved in the knowledge of Christ's Resurrection.

Ask your class if they understand how radio waves can penetrate the walls of a building. Ask further, if anyone would wish to tell the class what electricity is. Using 1 Corinthians 15 and the instances of Jesus' appearances after He rose from the dead, describe the new body God is going to give to each of His saints at the resurrection:

It can defy gravity.

It can go through walls.

It can travel through space.

It will never die.

It will never be ill or experience pain.

At the same time, it will have all the good attributes of our present body:

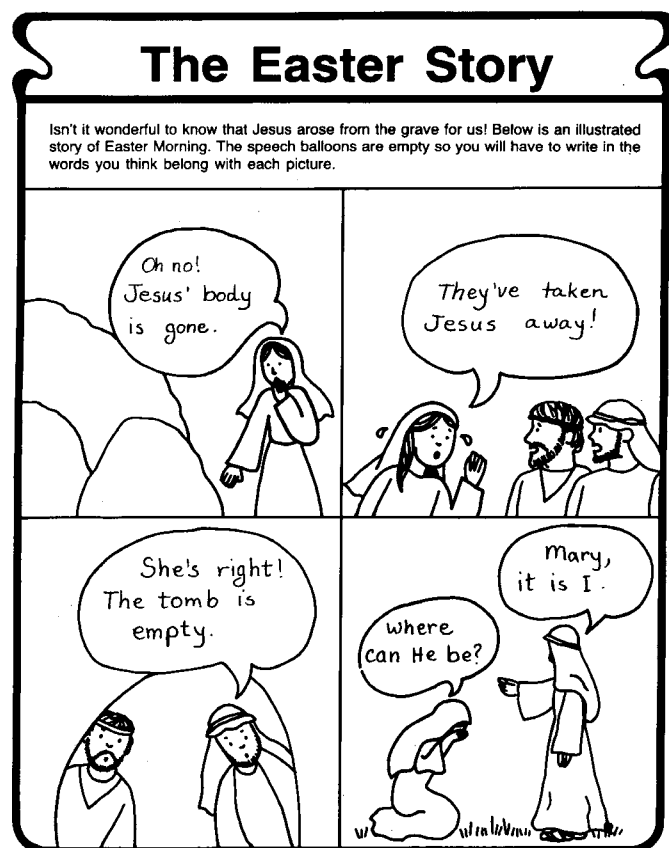
We will eat and drink in Christ's Kingdom.

We will have great social fellowship with Christ and the redeemed.

We will be able to sing.

How many more can the class add?

Answers for ANSWER



TEXT Genesis 1:26,27; Romans 8:9; 1 Corinthians 6:19,20; 2 Corinthians 6:14-18; Ephesians 2:19-22

OBJECTIVE The students will be able to relate that God made man in His image and likeness, and has designed that man should be the temple of God.

KEY VERSE FOR ANSWER Glorify God in your body, and in your spirit, which are God's. 1 Corinthians 6:20

KEY VERSE FOR SEARCH Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you? 1 Corinthians 3:16

ANSWER
TITLE:

SEARCH
TITLE:

A Reason to Live

Self

REFERENCE INFORMATION

"In the beginning God created the heaven and the earth." God spoke the universe into existence. We are not told that He had any blueprints for His creation, but rather that "the earth was without form and void." By simply speaking, God brought about remarkable changes from day to day.

However, we do know that God did have a plan for man. After He had created the world with plant and animal life, God said, "Let us make man in our image, after our likeness" (Genesis 1:26). Man was not spoken into existence. From the dust of the earth, God formed man in His own image and likeness and breathed into his nostrils the breath of life and man became a living soul. God gave him dominion over the animal kingdom, and he was given a home in the Garden of Eden with instructions to dress it and keep it.

God loved His creation and had fellowship with man right from the beginning, but Satan entered into the picture and the fellowship was broken. God would have been justified had He destroyed man and started over, but who can fathom the love of God? He loved His creation so much that He had a plan for man's redemption already formulated. From Adam's time on, God accepted the sacrifice of innocent animals for the atonement for sin, pointing to the spotless Lamb of God who would die for the sins of all mankind.

To those who will repent and call on the Lord for mercy, fellowship with God is restored. Indeed, it could be no closer, as John 14:17 tells us that His Spirit shall dwell in us. Our key verse for SEARCH states that we are the temple of God!

YOUR OPENER

RESPONSES

1. Mankind was created in the image and likeness of God. Man is designed to be the temple of God and the Holy Spirit. Although man fell far short of God's plan for him when he sinned in the Garden of Eden, God provided a remedy for sin when it is repented of. Since the time of Eden all men have sinned and come short of the glory of God, but God is no respecter of persons and He calls all men to repentance. When man turns from his sins, regretting the things he has done against God, his prayer is heard and salvation is granted. As man walks with the Lord, desiring more of His grace, consecrating his life to God, sanctification is given. Through this experience man is made holy unto God.

2. Encourage your students to give their lists of sinners saved. The names given might include such people as Peter, Mary Magdalene, the woman taken in adultery, the demoniac of Gadara, Zacchaeus, Saul of Tarsus. The names given of those saved in our time will make an interesting list. The point of this question is to help us realize that though a person may go far from God's appointed way, yet He is ever merciful to bring man back if he will heed the call. The disciples probably thought there was none so bad as Saul, yet God loved, called, and made him into someone beautiful and usable. The Lord is still doing the same today.

3. In spite of Peter's shortcomings, Jesus loved him still and looked sadly at him when the event happened. How must Peter have felt? He must have been disappointed in himself, ashamed, sad, brokenhearted. He went out and wept bitterly, repenting of what he had done. Jesus had said to him, "When thou art converted, strengthen thy brethren" (Luke 22:32). The Holy Trinity could see beyond Peter's present person to the Apostle whom he became. This is grace in action. As long as we are trying to do our best for the Lord, He will supply grace to meet our need. We may be completely dissatisfied with ourselves, but we must keep holding on. He has promised, "I will never leave thee, nor forsake thee" (Hebrews 13:5).

4. When we keep our attention on God, we gain His perspective. The Apostle Paul expressed it beautifully, "I can do all things through Christ which strengtheneth me" (Philippians 4:13). Discuss with the students that when the ten spies and the people they influenced focused their attention upon the things that surrounded them, they were kept from enjoying God, His tremendous plans for them, and His readiness to strengthen their weaknesses with His world-creating power. Lead the

Self

TEXT: Genesis 1:26,27; Romans 8:9; 1 Corinthians 6:19,20; 2 Corinthians 6:14-18; Ephesians 2:19-22

KEY VERSE: Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you? — 1 Corinthians 3:16

Jesus asked, "What is a man profited, if he shall gain the whole world, and lose his own soul? or what shall a man give in exchange for his soul?" (Matthew 16:26). This question clearly defines the value of man's soul in God's estimation. God also said, "Behold, all souls are mine" (Ezekiel 18:4). God loves the souls of men so greatly that He sent His Son to earth to provide salvation for whosoever believes in Him. God is "not willing that any should perish, but that all should come to repentance." 2 Peter 3:9

1. We have been studying about being respectful toward things that are holy. In this lesson we will be studying the relationship between God and mankind. In what way or ways can a man qualify as being holy?

2. God did not send Jesus to earth to die for His friends only. "God commendeth his love toward us, in that, while we were yet sinners, Christ died for us. . . . For if, when we were enemies, we were reconciled to God by the death of his Son, much more, being reconciled, we shall be saved by his life" (Romans 5:8,10). Name several notable sinners who were saved through the Gospel of the Lord Jesus Christ in New Testament times. Name several who have been saved in our time.

3. Sometimes in our endeavors to serve God we are disappointed that our efforts fail to succeed to the extent that we desire. Our purpose may be ever so high and noble, but the end result is so short of our expectations. Peter fully expected that he would remain the faithful disciple, though every other might fail. Jesus knew before it happened that Peter would deny Him, yet what was Jesus' attitude toward Peter? If we are trying to do our best for Him, what is Jesus' attitude toward us?

15

ADDITIONAL DISCUSSION NOTES

4. When we want to be our best for the Lord it is necessary to keep our focus on Him. Twelve spies went into the Promised Land to see what kind of land it was. They all consented that it was a good land—all that God had promised. But ten spies brought back a discouraging report: the people of the land were giants, the cities were walled, and it was a land “that eateth up the inhabitants thereof.” Joshua and Caleb, though they saw all these things, kept their focus on God and His promises. Their admonition: “Only rebel not ye against the LORD, neither fear ye the people of the land; for they are bread for us: their defense is departed from them, and the LORD is with us” (Numbers 14:9). How can we keep our focus upon God, thus doing and being what He wants?

5. “Who am I, O Lord God?” (2 Samuel 7:18) asked King David when the prophet brought him word that the Lord had promised to establish his house and kingdom forever. The young man David had started from very unpretentious beginnings, and he seemed to maintain an attitude of humility throughout his life, even after becoming king of the Children of Israel. What are some of the other evidences that we have in Scripture that show David’s humility? (See 1 Samuel 24:14 and Psalms 34:6; 40:17.) Why is it important that we maintain a humble attitude before God? See James 4:6.

6. As Solomon’s Temple was being built in Jerusalem, it was intended to be “exceeding magnifical, of fame and of glory throughout all countries” (1 Chronicles 22:5). The people gave willingly of their substance in order that the House of God might be renowned throughout the world as the place where God’s Spirit dwelled. This was to be a house of sacrifice and worship for all who came according to God’s Word. Of what material is God’s temple made in the world today? What similarities might be drawn between Solomon’s Temple and God’s temple today?

7. Solomon’s Temple was dedicated and the glory of the Lord filled the house. “Now have I chosen and sanctified this house, that my name may be there for ever” (2 Chronicles 7:16). And so it is with God’s temple today. “If any man defile the temple of God, him shall God destroy; for the temple of God is holy, which temple ye are” (1 Corinthians 3:17). In what ways might the temple of God be defiled in our time?

16

YOUR WRAP-UP

discussion to include Joshua and Caleb’s point of view: They were not depending upon themselves; they were depending upon God and His promises. Because God was with them, they did not fear the enemy for the battle was already won. With this focus, the Bible says of Caleb, “He hath wholly followed the LORD” (Deuteronomy 1:36).

5. As the Scriptures show, David referred to himself as a dead dog and a flea; David asked God why He had brought him and his house to such a high estate; he described himself as poor and needy, even after he had been king a great while with much material wealth. David was nothing in his own eyes, and as he maintained this attitude he remained a man after God’s own heart (Acts 13:22; 1 Samuel 13:14). It is important that we have a humble attitude before God in order to be saved (Luke 18:13), in order that God will dwell with us (Isaiah 57:15). It is one of God’s requirements for pleasing the Lord (Micah 6:8). God resists the proud, and gives grace to the humble.

6. The key verse gives the answer to the first question—the people who are saved become the temple of God. Solomon’s Temple was exceedingly beautiful, adorned with precious metals and magnificent carvings and art work. God’s temple today is to be adorned—not the outward adorning of “wearing of gold, or of putting on of apparel; but let it be the hidden man of the heart” (1 Peter 3:3,4). In Solomon’s time, God received glory and honor through the physical edifice. Today, He receives reverence and homage through the indwelling of His Spirit in the lives of those who are redeemed. God and His salvation are seen in the world through the lives of those who have been saved and changed. Solomon’s Temple had an altar for sacrifice. Today’s temple has provision for living sacrifices and consecrations. “Ye . . . are built up a spiritual house, an holy priesthood, to offer up spiritual sacrifices, acceptable to God by Jesus Christ” (1 Peter 2:5).

7. Allow time for the students to give their answers, which possibly will include fornication, adultery, unclean habits (such as using tobacco, drugs, or alcohol), murder, envy, idolatry. In Galatians we read that those who do these things shall not inherit the Kingdom of God. The Bible says these types of people “shall have their part in the lake which burneth with fire and brimstone: which is the second death” (Revelation 21:8). Bring your lesson to its conclusion by stressing the way to escape the judgment. Jesus Christ stands knocking at each heart’s door. “If any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me” (Revelation 3:20). The person’s sins will be forgiven, and the glory of the Lord will fill the house.

SUPPLEMENTAL QUESTIONS

What is said about the creation of man which distinguishes and separates him from the other creatures?

What is meant by "the flesh"? "the Spirit"?

How can you glorify God in your body and in your spirit?

What must be our attitude toward sin and sinners today?

How does God help the Christian in his battles of life?

With what kind of building are the saints compared?

Upon what Foundation is the Gospel built?

THINGS TO DO

Draw or copy a very simple shape of a man onto a medium-sized sheet of heavy paper. Draw a heart on the man's chest. Cut the paper into puzzle pieces, leaving the heart together as one shape. Let your class help you put the puzzle together, saving the heart shape till last. Just before you put the heart shape into place, tell your students that this heart represents the most important part of man. It was the soul of man that was made in the image and likeness of God. It is the part that will live forever.


At the beginning of your class time divide the students into two groups. Have each group choose one person to be a reporter. For each reporter make a copy of the following questions and give them a set amount of time to conduct an interview with their groups. Then come together again as one group and compare reports. This is not a contest. But because of the smaller groups it is a way of giving all students a chance to express their views. Questions: WHO created man? WHEN was man created? WHERE was man created? WHAT set man apart from the animals? WHY did God give man a soul?

Junior-age children are hero worshipers. They want someone to look up to and try to be like. There are many public figures who are hailed as heroes today. Let's give the children some solid things to look for in a hero. Draw a line down the center of a large chalkboard. Title one side, A HERO FOR GOD! Title the other side, NO HERO AT ALL! Let the children help you fill in things that would be characteristic of each "Hero." Examples: loves God/loves self; drug free/takes drugs; prays/too busy to pray. Let them help you figure out how each of the choices would fit in with the subjects in the text: flesh, spirit, temple, idols, Jesus as foundation, unequally yoked, etc.

Answers for ANSWER

In God's Image

God made man in His image. The key verse for this lesson tells us that we are to use our body and spirit to glorify God. Complete the puzzle below by filling in the words from the key verse. The first word is already done for you.



GLORIFY
GOD
IN
YOUR
BODY
AND
IN
YOUR
SPIRIT
WHICH
ARE
GOD'S

BODY
GLORIFY
WHICH
AND
YOUR
SPIRIT
GOD

TEXT 1 Corinthians 10:23,24,31-33; 1 Timothy 4:13-16; 2 Timothy 3:16,17; 4:1-5; 1 John 2:15-17

OBJECTIVE The students will be able to explain that the doctrines are the fundamental teachings of the Christian faith revealed to us in God's Word. They will recognize that the ministry is charged in God's Word to establish guidelines or policies for the church that are in harmony with Bible doctrines. The students will see that a high standard of Christian living with unhindered fellowship is the primary purpose for such guidelines.

KEY VERSE FOR ANSWER If any man will do his will, he shall know of the doctrine, whether it be of God, or whether I speak of myself. John 7:17

KEY VERSE FOR SEARCH Therefore, brethren, stand fast, and hold the traditions which ye have been taught, whether by word, or our epistle. 2 Thessalonians 2:15

RESOURCE MATERIAL Tract No. 76 A Christian's Standard

ANSWER
TITLE:

SEARCH
TITLE:

Playing by the Rules

Doctrines and Guidelines

REFERENCE INFORMATION

Doctrines and guidelines of the church are closely related to discipline. The Apostle Paul viewed discipline as much more than correction or punishment. He related it to instruction, training, guidance, leadership, and control.

Discipline is an integral part of the function of the church. True discipleship means living a life self-disciplined enough to submit to the discipline of Christ and His chosen administrators. There is no disciple where

there is no discipline. There can be no church where there is no discipline of the members. The church is a body of believers submitted to Christ and to the spiritual leaders who "watch for their souls." Church discipline must involve training, guidance, and correction.

An increasing percentage of our society is undisciplined, unrestrained, and self-willed, but the child of God submits himself with joy to the lordship of Christ and the leadership of the church.

YOUR OPENER

RESPONSES

- 1. Your students may respond that it is our responsibility to know the doctrines. Discuss with your class how this can be accomplished. They may bring out that we learn to know the doctrines by taking advantage of being in Sunday school, attending Bible studies and meetings where the Word is preached, and also in personal devotions. Be sure your students' attention is focused on the absolute authority of the Word in governing and directing the actions of those who follow Christ. Jesus said, "If ye continue in my word, then are ye my disciples indeed; And ye shall know the truth, and the truth shall make you free" (John 8:31,32).
- 2. Allow time for your students to offer their responses. Endeavor to help your class see the immense weight of responsibility carried by the ministry in the sight of God. Point out that God told Ezekiel that he would be held responsible if he failed to warn the people when God's Word was spoken. See Ezekiel 3:18,19; 33:1-9.
- 3. The believer is responsible to obey and submit. Ask your students to offer some examples of occasions—other than in their spiritual lives—when rules or directives guide their actions. They may bring up such examples as traffic rules, rules for games, and rules for organization membership. Then ask them to elaborate briefly on what the consequences of breaking these rules might be. Conclude your discussion of this question by paralleling this to the spiritual. If they fail to follow in obedience and submission they, too, will suffer consequences. One consequence would be that they would not be in full fellowship with the group of believers, or be qualified to participate as a worker in the functions of the church.

Doctrines and Guidelines

TEXT: 1 Corinthians 10:23,24,31-33; 1 Timothy 4:13-16; 2 Timothy 3:16,17; 4:1-5; 1 John 2:15-17
KEY VERSE: Therefore, brethren, stand fast, and hold the traditions which ye have been taught, whether by word, or our epistle. — 2 Thessalonians 2:15
RESOURCE MATERIAL: Tract No. 76 — A Christian's Standard

The Word of God gives us fundamental truths or doctrines, which help us understand the basic principles of the Bible. It also gives instructions on how we as individuals or as part of the church may please God. The doctrines set forth in the Word are the foundation of the Gospel. The ministry has the authority and responsibility to teach the doctrines, using them as a basis for discipline and establishing guidelines in the church. By adhering to these teachings and guidelines, the individual and church are brought into perfect union with Christ and with each other.

- 1. One definition of the word *doctrine* is, "a particular principle taught or advocated." What is our responsibility regarding the doctrines as given in God's Word? See John 7:17.
- 2. In 2 Timothy 4:1,2, we read about the authority and responsibility of the ministry to preach the doctrines and establish the guidelines for the individual and the church. What do you feel is the meaning and importance of each of the instructions stated?
- 3. Having recognized the authority and responsibility of the ministry, what does Hebrews 13:17 tell us is the responsibility of the believer? What are the consequences if one fails to fulfill these responsibilities?

ADDITIONAL DISCUSSION NOTES

4. It has been said that the doctrines are the “bones” of the Gospel, for they form the framework of our belief. What doctrines are taught by the following Scriptures?

Mark 1:15 and Acts 20:21

John 1:12,13 and Romans 5:1

John 17:15-17 and Hebrews 12:14

Luke 24:49 and Acts 2:4

James 5:14-16

John 14:3 and 1 Thessalonians 4:16-18

5. God has a reason for all things. He inspired the Word from which doctrines originate. What is the end result of obeying the doctrines of God’s Word?

6. 1 John 2:15-17 is just one of the Scriptures that can be used in helping to establish guidelines for Christian living. What do you think this Scripture means when it refers to loving the world?

7. In considering our Key Verse, what do you think is meant by the phrase, “stand fast, and hold the traditions”?

4. Mark 1:15 and Acts 20:21 — Repentance
John 1:12,13 and Romans 5:1 — Justification
John 17:15-17 and Hebrews 12:14 — Sanctification
Luke 24:49 and Acts 2:4 — Baptism of the Holy Ghost
James 5: 14-16 — Divine Healing
John 14:3 and 1 Thessalonians 4:16-18 — Rapture of the Church

5. 2 Timothy 3:16,17 shows us that the man of God may be perfect. Help your students understand that one who desires to please God and wants His best for his life will realize that obedience to God’s Word—whether it be recognized as doctrine or a guideline as outlined by the ministry—is essential. To disobey is rebellion against God and will be judged accordingly.

6. In discussing this Scripture, your students will likely bring up some worldly activities. Help them understand that policies or guidelines as established by the ministry in regard to worldly activities are prayerfully made to assist the believers in wholly following God rather than opening their lives and hearts to harmful worldly influences.

7. Allow time for your students to offer their answers. Emphasis should be placed on the importance of maintaining a pure Gospel and upholding the doctrines and guidelines they have been taught. Then ask your students what might bring about a change in a church guideline. The resulting discussion should bring out that guidelines are subject to adaptation due to international locale, era of time, or other circumstances. This should reinforce the necessity of our maintaining a spiritual sensitivity toward God’s will, a burden to hold up the ministry in prayer and demonstrating our confidence in them by following their spiritual guidance.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What is a dictionary definition of *doctrine*?

Name some of the doctrines as taught in church. What is the biblical origin of these doctrines?

Which ones should we be sure to teach and obey? Give an explanation of your answer.

Discuss some things that might lead to, or indicate, a love of the world, which 1 John 2:15 forbids.

In our ANSWER story, what rule did Dixie not obey? What was the outcome and how does it parallel our obeying the doctrines and guidelines of our church? Why do we obey the guidelines of the church, as well as the doctrines?

Give some reasons why it is important to know and observe doctrines and guidelines for Christian living.

Is a person's attitude important when obeying a given guideline?

Even as you obey, should your emphasis be on the rule or the obedience?

Will God insist that you obey or does He give you a choice?

Where is the blessing if you won't obey?

THINGS TO DO

Wear some exceedingly inappropriate shoes into your class, such as dirty sport shoes or heavy work shoes that don't go at all with the rest of your attire. If the students comment or stare, tell them shoes are important to make walking easier, protect our feet, and meet special needs (work shoes, sport or dress shoes). The shoes themselves do not walk, run, jump, etc. There have to be feet in them, and life in those feet. We don't see the bare feet or the life in the feet when we look at a person, we see the shoes. They tell us something about the person. Parallel this to the fact that people cannot look into our heart or our mind and know what we believe. But they will see where we go, the way we act, and the things we do. Our Christian walk will be evident and a testimony to others if we obey the rules, and follow the guidelines laid down. If we profess a high standard but do not live it, it will be just as apparent to others as the inappropriate shoes were when you walked into class.

Bring to class a simple recipe and discuss what might happen if one or more ingredients were left out. Maybe some simple thing, like a fruit punch could be made,

but leave out the punch mix or sugar, and let the students sample the result. Bring out that in most recipes every ingredient is essential to produce the desired result. Every part of the Word of God is vital for instruction, guidance, discipline, etc. We don't want to leave out any part of it.

List some doctrines and some guidelines. Have the students put them into appropriate columns or have each student name one thing that they think is important for a Christian to do. Let the class discuss whether each one would be a doctrine or a guideline.

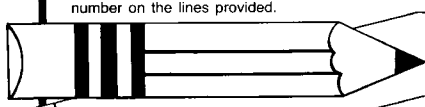
Wear a happy-faced mask to class to illustrate another approach to the doctrines and guidelines issue. The fact is that many people say they believe in all the doctrines but don't wish to obey them that watch for their souls, (a doctrine in itself!). Or the opposite attitude, that they keep all the guidelines but deep inside don't really believe or know why they do. In all these cases the people are wearing a "mask." These doctrines and guidelines must be used as a team in order for either of them to be of any real use. Encourage your students to look within themselves to see whether or not they are wearing a mask. Removing a mask makes a person rest easier with nothing to hide.

Answers for ANSWER

Be A Winner!

Our ANSWER story shows that it is important to obey rules if you want to be a winner. In the puzzle below are just three of the things God wants you to do to be a winner in life. There are more that you and your teacher can talk about. Start with the squares on the top row. Choose a number and write all the letters from the squares with the same number on the lines provided.


1. TE	2. PA	3. B	1. LLG	2. YB	3. EB
2. AC	3. AP	1. ODY	2. KAN	3. T	1. OU
3. IZ	1. AR	2. YTH	3. ED	1. ESO	2. ING
1. RR	2. YO	3. IN	1. YFO	2. UHA	3. W
2. VE	3. A	1. RYO	2. ST	3. T	1. UR
3. E	1. SI	2. OL	3. R	1. NS	2. EN



1. Tell God you are sorry for your sins

2. Pay back anything you have stolen

3. Be baptized in water



TEXT Isaiah 58:13,14; Matthew 12:1-13

SUPPLEMENTAL SCRIPTURE Exodus 20:8-11

OBJECTIVE The students will be able to explain that the Lord's Day is a day consecrated to Him. And in honoring His day by setting it apart from other days of the week, we can expect God's blessing.

KEY VERSE FOR ANSWER I was in the Spirit on the Lord's day. Revelation 1:10

KEY VERSE FOR SEARCH And upon the first day of the week, when the disciples came together to break bread, Paul preached unto them, ready to depart on the morrow. Acts 20:7

ANSWER
TITLE:

SEARCH
TITLE:

What’s So Special About Sunday?

Lord’s Day

REFERENCE INFORMATION

The term “Lord’s Day” is especially associated with the Lord Jesus Christ. It denotes a day consecrated to Him. The expression occurs only once in the Bible, in Revelation 1:10, where clearly John is dating his vision. The form of his expression marks a distinction between the prophetic “day of the LORD” and the first day of the week on which Christ arose. The Gospel emphasis upon “the first day of the week” as the day of Resurrection stresses its distinctiveness. It was the Resurrection victory on that day which marked it as sacred to the Christian Church.

The seventh day following the six days of God’s Creation

was the first instance where one day out of the week was set apart as a day of rest. The Sabbath Day, our Saturday, is still observed by the Jewish nation as their day of rest, and it is also remembered by them as a perpetual covenant. (See Exodus 31:16) The Lord’s Day, our Sunday, is the day set aside by Christians around the world as a day of rest and of honor to our Lord Jesus Christ. Though for some it is not always possible, the child of God looks forward to each Lord’s Day, when he can gather with fellow Christians and set aside worldly concerns, enter into the house of God and read the promised blessings of the Lord.

YOUR OPENER

Lord's Day

TEXT: Isaiah 58:13,14; Matthew 12:1-13

SUPPLEMENTAL SCRIPTURE: Exodus 20:8-11

KEY VERSE: And upon the first day of the week, when the disciples came together to break bread, Paul preached unto them, ready to depart on the morrow. — Acts 20:7

The blessing of the Lord has always been the portion of those who have hallowed His Day as a day of worship and rest from worldly labor. The practice of keeping the Lord's Day holy has never been a burden to the true child of God. He looks forward to the day when he can gather with the saints of God and set aside worldly concerns, enter into the house of God and reap the blessings of the Christian Sabbath.

RESPONSES

1. Allow time for the students to give their thoughts regarding this question. The discussion should bring out that God spoke well of this day, hallowed it, and set it apart.

2. They were to remember to keep the Sabbath holy, and to rest from their secular work. Discuss what it means to keep a day holy, and how we should honor the Lord by setting that day apart.

3. Allow students to give their responses. Lead the discussion to the thought that Christ fulfilled all the Law. He strengthened and repeated all of the Ten Commandments except the fourth commandment. Yet He honored the Sabbath by doing acts of mercy on that day. Jesus tried to show the religionists of His day the intended use of the Sabbath Day. He would guide His true followers into the proper observance of the Lord's Day.

4. Focus on Christ's fulfillment of the offering of firstfruits. "But now is Christ risen from the dead, and become the firstfruits of them that slept" (1 Corinthians 15:20). The Resurrection took place "on the morrow after the Sabbath." Here are scriptural grounds for observing Sunday as a holy day unto the Lord.

1. The seventh day, following the six days of creation, was the first instance that one day was set apart from the rest of the week. This shows us that God himself instituted the setting apart of one day out of the week. What do you think is meant by the statement that God "blessed" and "sanctified" it? See Genesis 2:2,3.

2. In the Ten Commandments, what were the Children of Israel commanded to do on the Sabbath Day? See Exodus 20:8-10.

3. Jesus called Himself the Lord "of the sabbath day" (Matthew 12:8). Explain what you think is meant by that verse.

4. Under the Law, the Israelites were instructed to bring the offering of the "firstfruits." This

ADDITIONAL DISCUSSION NOTES

offering was made “on the morrow after the sabbath” (Leviticus 23:9-12). Paul gives us the significance of this offering in 1 Corinthians 15:20. Considering what day Jesus was resurrected from the dead, explain why we keep Sunday as our holy day.

5. The following Scriptures depict significant events that occurred on Sundays. Look up the Scriptures and list the event depicted for each.

- Mark 16:9
- Luke 24:13
- Luke 24:36
- John 20:26
- Acts 2:1
- Acts 20:7
- Revelation 1:10

6. Make a list of “lawful” activities that you would not feel right about doing on the Lord’s Day.

7. List some of the things you can do to show respect for the Lord’s Day.

8. Isaiah 58:13,14 helps us see that God will bless those whose activities on the Lord’s Day please Him. Compare your lists from 6 and 7 with this Scripture and make a check beside each one which fits into these verses.

- 5. Mark 16:9 — Christ arose from the grave.
- Luke 24:13 — Christ appears to the disciples on the road to Emmaus.
- Luke 24:36 — Christ’s first appearance to the disciples. Note that this appearance is still on Sunday, the day of His Resurrection. See verses 13,31,33,36.
- John 20:26 — Christ’s second appearance to the disciples (including Thomas) one week after the first appearance.
- Acts 2:1 — Holy Ghost poured out on the Day of Pentecost. “The morrow after the seventh sabbath shall ye number fifty days . . .” (Leviticus 23:16).
- Acts 20:7 — Disciples gathered to break bread.
- Revelation 1:10 — Beginning of Revelation to St. John.

Help the students see that from the time of Jesus’ Resurrection, Sunday has been the day Christians have kept as the Lord’s Day. According to Bible scholars, the Hebrew way of designating a span of time included the first day and the last day, and all days in between. Thus, Jesus died on Friday and rose on Sunday—an actual time span of less than two days, but referred to in the Bible as three days and three nights (Matthew 12:40). Morning and evening or night and day, is the Hebrew phrase for a natural day. A week later would be termed “on the eighth day.”

6. Allow students to respond with their lists. Hopefully, they will bring up subjects like: shopping, washing the car, mowing the lawn, gardening, golfing, swimming, boating, fishing, and hunting. Most important is that the Lord will honor those who cease from secular labor.

7. Use the students’ responses to emphasize the importance of resting from our daily labors on Sunday, and remembering to worship the Lord.

8. Your students should see that each of the items they listed in questions 6 and 7 will fit into these verses. Wrap up the discussion with the thought that when we set apart His day to show honor to Him, He will cause us to “ride upon the high places of the earth . . .” If ever in doubt, the students should be reminded that they will never be short-changed if they give God the benefit of the doubt.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

In our ANSWER story, why did Rick say he honored the Lord's Day? What do you think happened after our ANSWER story ends? What would be your conclusion?

Which day is the Lord's Day? Why do Christians observe Sunday, the first day of the week, as their special day of worship to God?

How should the Lord's Day be different from all other days of the week?

What is the purpose of setting this day aside? Why did God command this?

What did Jesus demonstrate about the Sabbath Day in Matthew 12?

In Old Testament times, what did the Lord promise to do for those who kept His day? Isaiah 58:13,14

Do we forget about the Lord during the other days of the week, seeing that we have already set a whole day aside for Him? How should we remember the Lord during other days of the week?

Suppose a school friend asks you why you won't go to the ball game or to a party on Sunday. What would you answer him?

THINGS TO DO

To open your class, bring a calendar/planner that shows the days of the week, and write down the things that you usually do on each of those days. Leave Sunday completely blank. This illustrates how you are leaving Sunday for the Lord and His work.

To introduce the theme of setting Sundays aside for the Lord, bring in some things from home that you set aside for special guests or special occasions; for example, your best china or silverware, your best clothes, or best towels. Show how you are reserving these items for special

guests and occasions just as you are reserving Sundays (the first day of the week) for the Lord.

Have the class make a list of things they would need for a picnic or party such as food, drinks, plates, and napkins. Discuss how they prepare for the event. Then discuss and make parallel lists of how to prepare for the Lord's Day in the Spirit and mind, as well as everyday activities: study lesson, learn key verse, meditate on the Lord, have clothes ready for church, groceries bought, gas in the car, etc.

Answers for ANSWER

Sunday Suggestions

Sunday is a day that Christians have set apart to honor God. It is a special day. Fill in your Sunday appointments in the right way. Unscramble the words and fill in the four you should do on Sunday to please God.

- | | |
|--------------|------------------|
| 1. ORWHIPS | <u>WORSHIP</u> |
| 2. POSRTS | <u>SPORTS</u> |
| 3. EEPLS | <u>SLEEP</u> |
| 4. OROH | <u>HONOR</u> |
| 5. ARTPY | <u>PARTY</u> |
| 6. RAISEP | <u>PRaise</u> |
| 7. NTEREAINT | <u>ENTERTAIN</u> |
| 8. LORIFGY | <u>GLORIFY</u> |



TEXT 2 Samuel 24:17-25; Romans 12:1,2

OBJECTIVE The students will be able to explain that there is nothing so essential to the growth of Christian experience as consecration. There is nothing that will as surely bring the power for service into one's life as keeping that life constantly on the altar and at the bidding of God's will.

KEY VERSE FOR ANSWER I delight to do thy will, O my God: yea, thy law is within my heart. Psalm 40:8

KEY VERSE FOR SEARCH I will surely buy it of thee at a price: neither will I offer burnt offerings unto the LORD my God of that which doth cost me nothing. 2 Samuel 24:24

ANSWER
TITLE:

SEARCH
TITLE:

Gift to God

Consecration

REFERENCE INFORMATION

The dictionary definition of *consecrate* is “to set apart as holy; make or declare sacred for religious use,” also “to devote entirely; dedicate.” In the Bible we have examples of consecrating both lives and material possessions to the Lord.

When God gave Moses the Law on Mt. Sinai, He gave explicit instructions concerning the consecrating of the priests, the tabernacle, and all that pertained to the tabernacle. Everything was to be holy unto the Lord. The ceremony of consecration was not to be without the shedding of blood. A bullock was offered as a sin offering for Aaron and his sons. Then two rams were to be offered, one for a burnt offering and the second was called “a ram of consecration.” Its blood was put on the priests—the tip of the right ear, the right thumb, and the right great toe—evidently symbolizing entire consecration. Also, blood was sprinkled

on the altar and on the priests’ garments and they were considered holy unto the Lord.

While we do not offer animals as they did in Old Testament times, there are many similarities that can be noted. God called Aaron and his sons to present themselves before the Lord. Today the call is universal, but we must answer the call even as Aaron and his sons did. A sin offering was made, but Christ offered Himself, shedding His Blood for us.

Many offerings of animals were made for different purposes, but the Apostle Paul exhorts us to “present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service” (Romans 12:1). We can expect our lives to be blessed of the Lord if we are fully consecrated to Him.

YOUR OPENER

RESPONSES

- 1. Animal and bird sacrifices were used to receive atonement for sin. But in addition, some sacrifices were used to show consecration. God has always desired that mankind should worship Him. In order to truly worship God, we must consecrate ourselves to Him. When a man is saved he not only repents of his sins, he promises to serve God. Ask your students to describe the route to the deeper experiences that God has for all who seek Him. Consecration, of course, is the key to all that we receive from God.
- 2. He would not offer or consecrate something that did not belong to him. Probably there would have been no answer to David's prayer if no consecration had been involved. Ask the students if they can consecrate something they do not own. Someone may say he can consecrate his future to God. This is true in the sense he can determine to do so, but this is why daily consecration is necessary. We live, really, only one moment at a time. Another may say he can consecrate a hope; for example, he hopes to have an automobile and, if and when this materializes, he will use it in the Lord's service.
- 3. The Lord was intreated for the land and the plague was stayed from Israel. David's prayer of anguish brought direction from the Prophet Gad for David to make an altar unto the Lord at the threshingfloor of Araunah.
- 4. When all his possessions were swept away, Job could still say, "Blessed be the name of the LORD." Rehearse with your students how true, wholehearted consecration puts more value upon our relationship with God than on temporal things. How many of us could pass the test that Job went through? Help the students understand that only by loving God with all our heart, soul, mind, and strength could such victory be gained; and that only comes by consecrating our all to Him.

Consecration

TEXT: 2 Samuel 24:17-25; Romans 12:1,2
KEY VERSE: I will surely buy it of thee at a price: neither will I offer burnt offerings unto the LORD my God of that which doth cost me nothing. — 2 Samuel 24:24
RESOURCE MATERIAL: Tract No. 46 — Consecration

There is nothing so honored of God as a holy, consecrated life, nothing as essential to growth in Christian experience, and nothing that will as surely bring the presence of God into the life. Consecration is the route to everything we receive from God: salvation, sanctification, the baptism of the Holy Ghost, divine healing, or any other blessing. Consecrations of years back will not suffice to retain God's blessing, but one's life must be yielded to God daily.

- 1. In Old Testament times what things were often used to show consecration (Exodus 29:21,22)? Why do you think God instituted the rituals surrounding these sacrifices?
- 2. Why did David insist on paying for the threshing floor and the oxen? What would have been the probable result if David had accepted Araunah's offer and sacrificed without any payment?
- 3. What was the result of David's actions at this time?
- 4. How can we tell that Job's life and possessions were consecrated to God? See Job 1:21.

ADDITIONAL DISCUSSION NOTES

5. When God called upon Abraham for a deep consecration, what was his reaction (Genesis 22:2,3,9-13)? Was Abraham's consecration of Isaac complete before this trial came? Explain.

6. What types of offerings are we to give in consecration today?

7. What were the words of Saul when Jesus appeared to him on the Damascus Road (Acts 9:6)? How does his response relate to being truly successful in the Lord's service?

8. Before he came to Jesus, Saul had great hopes and ambitions: he studied the Law of Moses under Gamaliel, the foremost teacher of that day; he had ambitions of becoming a ruler of the Jews; perhaps he would one day be a member of the Jewish high court, the Sanhedrin. But he forsook all those worldly ambitions in order to follow Christ. How can we know that the Apostle Paul had made deep consecrations to God? See Philippians 3:7,8.

9. What was Jesus Christ's constant attitude toward His heavenly Father? See Matthew 26:39 and John 4:34.

5. Abraham arose early in the morning to obey what the Lord required of him. The point of the second question is to lead into a discussion about how sometimes God will test our consecrations so that we will know whether we are fully consecrated. God already knows. If we draw back in any way, then the consecration is not complete.

6. If your students have not looked specifically to the text for their answer, they may come up with such thoughts as time, money, and families. Accept these answers, then direct their attention to the text in Romans which instructs us that we are to present our bodies a living sacrifice. Being saved, we have committed our lives to Him. Christ is the One who must have the preeminence. Our lives are not to be conformed to this world, but transformed by the renewing of our minds.

7. "Lord, what wilt thou have me to do?" This question shows that from the moment Saul realized that Jesus Christ was truly the living Savior, he repented of his sins and consecrated his life, asking what the Lord would have him do. In order to be truly successful in the Lord's service, we must be willing to do whatever God requires of us.

8. He said, "What things were gain to me, those I counted loss for Christ." Ask the students: "Did Saul (later to be known as Paul) keep his consecrations?" Paul answers the question in his own words, "I have fought a good fight, I have finished my course, I have kept the faith" (2 Timothy 4:7).

9. "Not as I will, but as thou wilt." Involve your class in talking about how Jesus' mission on earth and whole delight was to do the Father's will. Can there be any higher goal in our lives today? This is true consecration!

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What does the word *consecration* mean to you?

Can you think of occasions in your life when you made some consecrations?

Why do you feel it is important to make consecrations?

Name some things involved in presenting our bodies "a living sacrifice, holy, acceptable unto God."

Why is this still just "reasonable service"?

If not careful, in what ways might a Christian begin to conform to this world?

Why did King David not want to accept Araunah's offer of his threshing floor and the animals for an offering?

In the ANSWER story, how did Patti's decision in the end remind her a little of King David's choice in this lesson?

THINGS TO DO

Bring to class an incomplete craft project; model car or plane, seed picture, painting, etc. In these the students can see the beginning of something that could have been beautiful, entertaining, useful, or of value. Left incomplete it is none of these things and will probably be left on a shelf or in a drawer, forgotten, or maybe eventually discarded. Consecrations which are not followed through will not enrich your life or anyone else's. It bothers you to even remember them, just as an incomplete project will, and the blessings and benefits you might have gained will be lost.

Bring to class some unusual kitchen gadget or a small tool from your workbench, preferably something with which the students would not likely be familiar. Ask them to guess what it is, what it is used for. Be prepared to demonstrate its use after some discussion. Then point out that there are innumerable gadgets and tools, some small, some very complicated. We can be told how to use them. We can read directions and look at illustrations but until we actually see them put to use, maybe even try


them ourselves, we can't be sure they really work. Just so, we can be told about faith, prayer, and consecration. But until we become personally involved, we will never know that they can work for us.

Take a glass pitcher of water to class. Tell your students that it represents a consecration to God. For example, a consecration to go to the mission field in a faraway country. Tell them you keep that pitcher clean and put fresh water in it daily. You want it ready if and when God needs it. God may never call you to go to a foreign country but He will know that if He does, you will be ready. That is just one consecration to God. You have surely made others that the Lord will ask you to fulfill. Are your consecrations up to date? Can God still count on you?

Answers for ANSWER

A New Picture

Put God's will and His work first and you'll have a whole new picture of your life. The words listed below are from the text. Find them in the puzzle and circle them. Choose one or two of the words from the list and use them to write about what consecration means to you. Use the lines provided below.



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

GOD
 LAW
 COST
 GOOD
 HOLY
 LIFE
 LOVE
 MIND
 WILL
 ALTAR
 GIVEN
 HEART
 POWER
 WORLD
 BODIES
 LIVING
 GROWTH
 PERFECT
 PRESENT
 SERVICE
 OFFERED
 RENEWING
 SACRIFICE
 ACCEPTABLE
 REASONABLE
 TRANSFORMED

TEXT Deuteronomy 6:1-15; 2 Timothy 1:5; 3:15

SUPPLEMENTAL SCRIPTURE Deuteronomy 11:18-21

OBJECTIVE The students will be able to explain that it is the responsibility of the parents to teach their children the truths of God's Word. And as the family participates in studying and praying together, they will have the blessing of God.

KEY VERSE FOR ANSWER Come, ye children, hearken unto me: I will teach you the fear of the LORD. Psalm 34:11

KEY VERSE FOR SEARCH Train up a child in the way he should go: and when he is old, he will not depart from it. Proverbs 22:6

ANSWER
TITLE:

SEARCH
TITLE:

A Change in Andy

Family Altar

REFERENCE INFORMATION

The Law of Moses was very definite in its requirement that parents must train their children in the knowledge of God and His commandments. Concerning these divine precepts it said, "Teach them thy sons, and thy sons' sons" (Deuteronomy 4:9). Concerning the carrying out of this commandment, one writer has said, "Religious education in the family became, as it has continued, a special mark of Judaism." It became the very solemn duty of Hebrew parents to teach their children the commandments of the Law, and also to explain to them the real meaning of the religious observances. No doubt it has been this emphasis upon religious educa-

tion in the family which has contributed so largely to the permanence of the Jews in history. And it is also true that any failure of the Jews to fulfill their God-given mission in the world may be traced in part, to their failure in family religious training.

For the perpetuation of God's ideas among the people, they were not to depend on public instruction alone, but were to teach the Law diligently at home and in every aspect of their lives. "Train up a child in the way he should go: and when he is old, he will not depart from it." Training doesn't just happen.

YOUR OPENER

Family Altar

TEXT: Deuteronomy 6:1-15; 2 Timothy 1:5; 3:15

SUPPLEMENTAL SCRIPTURE: Deuteronomy 11:18-21

KEY VERSE: Train up a child in the way he should go: and when he is old, he will not depart from it. — Proverbs 22:6

RESPONSES

1. Genesis 18:19 . . . and they shall keep the way of the LORD. — Abraham

Joshua 24:15 . . . we will serve the LORD. — Joshua

Ask your students to name some of the benefits Abraham and Joshua received because they were examples of righteousness. They were obviously men who influenced others to godliness.

2. “Continually,” because he was concerned about the spiritual condition of his children. Ask your students if they feel this was a pattern Job established only after his children had grown and left home. Direct their attention to verse one, which brings out that Job was “perfect—upright.” No doubt he had prayed for his children from their birth. Ask your students if they feel there is any point at which the parental responsibility ends, at which they can or may as well stop praying.

3. Discussion of the parallel should bring up several points. The exchange of the baton is crucial between runners. Just so is the giving of the Word from parent to child. What is the result if the baton is dropped? What is the result, almost surely, if the parents fail in their responsibility? Who wants to lose a race? Who wants to see the loss of a soul?

A family altar or a systematic approach to devotions and religious instruction is a practice ordained by God. It is the responsibility and privilege of parents to present the knowledge of God to their children. This can be done through the study of the Word of God, prayer, and through the example lived by the parents. Instruction in God's Word was not optional. God commanded the Children of Israel to diligently teach their children.

1. Some of the earliest examples of family altars are found in the Old Testament. Using the following Scriptures as references, finish the verses and name the person each verse is referring to.

Genesis 18:19 — For I know him, that he will command his children and his household after him,

Joshua 24:15 — But as for me and my house,

2. The family altar includes praying for the children as well as instructing them in God's Word. How often and for what reason did Job do this? See Job 1:5.

3. God commanded the Children of Israel to teach the Law to their children so it would be well with them, “lest the anger of the LORD thy God be kindled against thee.” Compare running a relay race to passing on the Word of God to our children.

ADDITIONAL DISCUSSION NOTES

4. If a man is faithful to teach his children the truth of God's Word, what is the reward or promise (Proverbs 22:6)? In view of this Scripture, how is it that some people who received godly training in their youth are not Christians today?

5. The family altar is not just a few moments of meditation, but the spirit of family worship should prevail continually. There are many things which can choke out the Word and make it unfruitful. It is important that the concerns of the parents do not negate the time of family worship. What can be done to keep the spirit of worship in the home?

6. How old should a child be before the parents start teaching him the Word of God? (See Isaiah 28:9 and 2 Timothy 3:15.) What are some of the ways in which teaching can be started at an early age?

7. Should the responsibility of teaching the Word of God to children be that of the Sunday school teacher and the preacher alone? Qualify your answer.

8. Reading lengthy portions of Scripture and having prayer might be a very limited form of family worship. List some interesting ideas for variety during this valuable time together.

THOUGHT PROVOKER: The average child watches 18,000 hours of television by the time he graduates from high school. This is about 2 hours and 45 minutes each day. Do you think God should have equal time?

4. The promise is, "When he is old, he will not depart from it." Guide your students to the realization that godly training, though not a guarantee of salvation, will not be erased or forgotten. Its effect and influence will remain, even though some may resist committing their lives to the Lord.

5. Your students' suggestions may include consistency in worship, putting Christ first in the decisions made, setting a godly example in all behavior, talking about the things of God.

6. As soon as the child is weaned the teaching should begin. Suggestions regarding teaching at this very early age may include singing Sunday school songs to infants, showing them pictures of Jesus, and helping them identify the Bible. The point of this should be that we cannot wait until a child can think for himself. The devil does not wait that long before he plies his wares.

7. No. However, some families do not have any family altar. Because of this, Sunday school teachers and ministers do have a responsibility to do their best in teaching God's Word. But the main responsibility is that of the parents because the sooner the Word of God is planted in the heart, the greater the defense will be against the wiles of the devil.

8. Allow time for your students to offer their suggestions. Their thoughts may include varying the manner of presentation, gearing the story to the age level and understanding of the children, using objects or pictures to illustrate points, striving to make the family-altar time one of warmth, pleasant companionship, and sharing.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Why do you think a family altar is important?

How many times a day do you think you should pray?

Why should you pray?

When should you have family altar?

How would you handle the observance of family worship when you have a visitor?

Do you feel the family altar benefits the family? Give a reason for your answer.

How should the family worship God in their home? What are some things that are done during this time of fellowship?

What are some ideas to make the family altar interesting on preschool, primary, junior, teenage, and adult levels? What commandments of God were the Children of Israel to teach to their children?

What do you think would happen to a family that does not believe in or has neglected God? Can you give some illustrations?

There is a saying that the family that prays together stays together. What does this mean?

In our ANSWER story, Andy resisted and resented family worship. Do you think this really happens sometimes? What might be some reasons for an attitude like this?

THINGS TO DO

Demonstrate what the family altar is. Show what is done during the time of family devotions. If there are students who have Christian families, have them share with the class what is done in their family devotions.

Bring a family heirloom and explain what it is. Relate this to the Gospel. Like the heirloom, the Word is handed down from generation to generation. Emphasize how valuable God's Word is to us and that we must pass it on to our children.

Make a family of clothespin dolls. Use felt markers to draw their features. The family should have especially happy faces. Glue small magnets on the backs of each one. Show this family reading and praying together, and then use a large magnet to draw the family members together. Use this to illustrate how family worship can bring us closer to each other, and also allow us to be moved by God. The blessings of God are with the Christian family.

Have a panel discussion on how parents influence their children to do right or wrong. Talk about how we imitate our parents' good habits and sometimes their bad habits. Discuss how important it is that the student can "turn the table" and become a good example to parents who need God. Explain why prayer and reading the Bible is important.

Answers for ANSWER

What Is Needed?

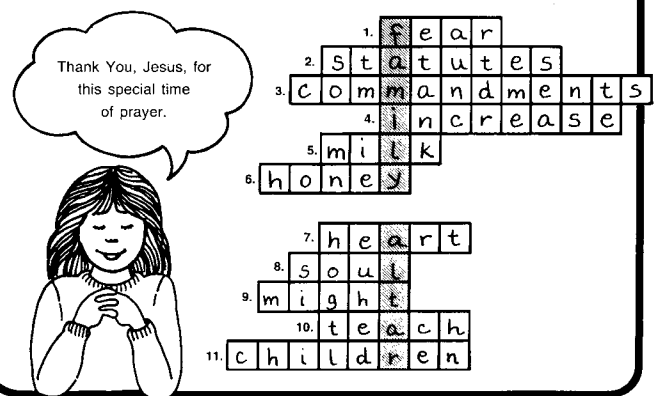
When families pray together they are blessed by God. Read Deuteronomy 6:1-15 and fill in the blanks in the sentences below. Then copy the words in the proper spaces on the puzzle. The words in the shaded area of the puzzle will tell you what is needed in a Christian home.

That thou mightest (1) fear the LORD thy God, to keep all his (2) statutes and his (3) commandments, which I command thee, thou, and thy son... (verse 2)

Hear, therefore, O Israel, and observe to do it; that it may be well with thee, and that ye may (4) increase mightily, as the LORD God of thy fathers hath promised thee, in the land that floweth with (5) milk and (6) honey. (verse 3)

And thou shalt love the LORD thy God with all thine (7) heart, and with all thy (8) soul, and with all thy (9) might. (verse 5)

And thou shalt (10) teach them diligently unto thy (11) children. (verse 7)



TEXT Psalm 139:1-14 Omnipresence
Psalm 135:5,6; Mark 4:35-41 Omnipotence
Hebrews 4:13; 1 John 3:20 Omniscience

OBJECTIVE The students will be able to explain that the power of God attests to the reality of a supernatural force. God is (1) present everywhere, (2) all-powerful, and (3) knows all things.

KEY VERSE FOR ANSWER The eyes of the LORD are in every place, beholding the evil and the good. Proverbs 15:3

KEY VERSE FOR SEARCH Thine, O LORD, is the greatness, and the power, and the glory, and the victory, and the majesty: for all that is in the heaven and in the earth is thine; thine is the kingdom, O LORD, and thou art exalted as head above all.
1 Chronicles 29:11

ANSWER
TITLE:

SEARCH
TITLE:

Imagination Manual

God’s Power

REFERENCE INFORMATION

Often when people are discussing the attributes of God there are three descriptive words used that are unlimited in scope. In fact, they can correctly be applied only to God. None of these exact words appear in the Bible, yet their meaning is clearly shown in many scriptural texts. The words are “omnipresence,” “omnipotence,” and “omniscience.”

The word *omnipresence* simply means that “the presence of God is everywhere.” He fills the universe in all of its parts and is present everywhere at once. See Psalm 139:7-12; Proverbs 15:3; Jeremiah 23:23,24.

The word *omnipotence* denotes “the awesome power of the Almighty God.” Perhaps it should be described as His ability to do whatever He wills. The very nature of God limits what He will do—He will not sin, nor will He ignore sin, neither will He do something absurd nor

self-contradictory. The writer of Hebrews says, “That by two immutable [unchanging] things, in which it was impossible for God to lie” (Hebrews 6:18), shows the limits the Lord puts on Himself. See Psalm 135:6; Jeremiah 32:17; Matthew 19:26.

Omniscience is “the faculty of God to know all things—past, present, and future.” It is hard to imagine knowing all of the past and present, but to know the future is beyond the grasp of our finite minds. The Bible clearly demonstrates God’s knowledge of the future by prophetic messages that He gave to the Old Testament prophets. Some were fulfilled very soon after they were uttered. Others were fulfilled at much later dates but still in Old Testament times, and many came to pass in the New Testament era. We can still see them being fulfilled in the day in which we live! See Job 34:21; Matthew 10:29,30.

YOUR OPENER

God’s Power

TEXT: Psalm 139:1-14 — Omnipresence; Psalm 135:5,6; Mark 4:35-41 — Omnipotence; Hebrews 4:13; 1 John 3:20 — Omniscience

KEY VERSE: Thine, O LORD, is the greatness, and the power, and the glory, and the victory, and the majesty: for all that is in the heaven and in the earth is thine, thine is the kingdom, O LORD, and thou art exalted as head above all. — 1 Chronicles 29:11

RESPONSES

1. His omnipotence. As the students discuss the omnipotence of God in His calming of the storm, bring out that He still has power to control the elements in our day. Ask the students if any of them can cite examples of God’s omnipotent power from their own experience: for example, Brother Vern Edmond’s testimony of how God stopped a severe hailstorm just at the fence line of their property when prayer was made. (See Light of Hope, November-December 1990, Volume 83-6.)

2. His words were “Peace, be still.” The result was that the wind ceased, and there was a great calm. It might be interesting to note that this was not a partial solution—it was immediate and complete. The wind did not gradually abate—it ceased. The sea did not gradually become smooth—there was a great calm. In considering the second question, your students should see that when Jesus whispers “peace” to a troubled heart, the change is immediate and complete, just as it was in the case of the physical storm.

3. The element of fear was also present. Rehearse with your students that by going to Jesus, these men showed an element of faith. However, in Luke’s account Jesus said, “Where is your faith?” indicating they were not using what they had. Before the storm came, they had faith in themselves and their ship, but the storm swept away their faith in temporal things. Fear took over. What were they to do? Try Jesus! They awakened Him, and saw an immediate answer. Bring out that today, too, the harder men try to right situations which are beyond their control, the worse their situation seems to grow. When one asks Jesus to help, He is there to answer.

The all-powerful (omnipotent), all-knowing (omniscient), and ever-present (omnipresent) God can be understood in a measure by looking at what God created. The God who controls the universe also sees and knows all the actions and understands the thoughts of mankind. God is a spiritual, holy, loving, and just God who dwells in Heaven and, by His Spirit, also dwells in the hearts of believers.

1. What aspect of God’s greatness is evidenced in the account of Jesus stilling the tempest? Mark 4:35-41

2. What did Jesus say to the elements and what was the result? Compare this calming of a physical storm to the calming of a spiritual “storm.”

3. There was an element of faith in the question, “Carest thou not that we perish?” But, using Matthew 8:26 and Luke 8:25, what other element was present?

ADDITIONAL DISCUSSION NOTES

4. God's power can only be available to us by faith (Matthew 21:22). There is a measure of faith in every person. There is an unlimited power source in God, which becomes accessible to us as we exercise our faith in Him. How can we do this?

5. God, being omniscient, knows the thoughts of our hearts. Name several specific ways this should affect our personal lives.

6. In Psalm 139:7 it says, "Whither shall I flee from thy presence?" If we love and obey God, why would we want to flee from His presence?

7. God created and sustains each one of us (Hebrews 1:2,3). To what extent does He still have control of mankind?

8. Does God control your personal life now? What steps can each of us take to give Him control more fully?

4. Allow time for your students to offer their thoughts. Suggestions given may include: studying the Word (Romans 10:17); putting our faith into action (2 Corinthians 5:7; James 2:17); praying for faith (Mark 9:24; Ephesians 6:16). This might be a good opportunity to ask your students to share personal examples of incidents that strengthened their faith.

5. Your students will possibly come up with a number of different thoughts concerning this question. You might wish to emphasize the vital importance of keeping our hearts pure and blameless before God, keeping our hearts in tune that we might know His will, and being sure that our motives and desires are in accordance with His Word. Refer to 1 Samuel 16:7; John 2:25.

6. We would not want to flee. David was not wanting to flee from God's presence, for he was a man after God's own heart. His question was one of wonder at God's omnipresence, for others to consider. Ask your students what separates us from God. They should see that sin separates in the sense of spiritual fellowship, but God's presence is still everywhere, convicting men of sin and of judgment to come.

7. God is in complete control. Jesus said, "All power is given unto me in heaven and in earth." The free will of man lets him choose to love and obey God or to rebel with eternal consequences. As surely as those who honor and serve God are within His divine protection and guidance, those who reject Him and His love are subject to His judgment and ultimately its eternal consequences.

8. Your students may suggest deeper consecrations, more prayer in order to draw closer to the Lord, etc. Use these suggestions as a wrap-up for your lesson, helping your students recognize the vital importance of being totally in tune with the Author and Director of their existence.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Do you really believe it is possible for God to know all things, be everywhere and have all power? Can you prove your belief? Tell of a personal experience.

When the storm arose on the Sea of Galilee do you think the men went to Jesus for comfort, or do you think they knew He would calm the sea? Or did the men just want Jesus to help bail out the water?

Since God is all-powerful, knows everything and is present everywhere, why aren't there more Christians?

How would you describe God to your friends at school who don't believe in Him?

Can you put any limit on what God can do? Why or why not?

Why do you think people don't believe in God? How can you explain to them why you do believe?

Now that you know more about God, would you think or do anything differently? Why?

In Psalm 139:3 we read, "Thou compassest my path." What does this mean?

Do you let God control your life? How?

THINGS TO DO

To introduce the lesson, bring a pair of glasses (or binoculars), a battery, and a glass jar marked "air." Show how each object demonstrates a characteristic of God. The glasses, for example, represent God's omniscience—the ability to see and know everything. The battery represents the power of God; and the glass of air represents the omnipresence of God—just as air is everywhere, God is everywhere at once.

Make a gameboard approximately 11" x 17" in size. Draw a lightning bolt at the top of the board. Then draw two rows of circles (five in each row) across the bottom. Cut out sixteen 3" circles from colorful paper. Label ten circles ZIP and six circles ZAP. Put them into a bag. (You can either pin the cut-out circles into place when the time comes, or glue Velcro to the circles for easy application.) Prepare eighteen or more questions about the text on omnipresence, omnipotence, and omniscience. Divide the students

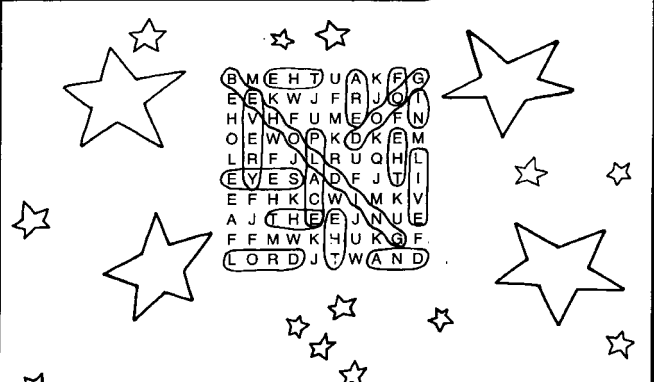
into two teams, one team for each row of circles. When a question is answered correctly that person draws a circle out of the bag without looking. The object is to get ZIPs (which represent God's power). ZAPs are bad! If a team gets three ZAPs before their line is full they lose the game. The team that fills their line first, without getting three ZAPs, is the winner. Make sure each team has an equal number of turns before determining the winner.

Make a comparison between the power of God and electric power. Bring a lamp to class and plug it in. Explain how electricity flows from the outlet to the bulb and enables the bulb to light up. Explain that just as you cannot see the electricity, you cannot see God or His power. But one thing you do see is that the bulb lights up just as you would see the result of God's power in a situation or life. You can choose other similar parallels that would help the students to understand God's power.

Answers for ANSWER

How Big Is God?

God is Omnipresent (everywhere), Omnipotent (all powerful), and Omniscient (knows all things) — big words for a big God! The key verse should help you to understand how big God really is. Write the key verse for this week on the blank lines below and then find each word in the Word-Find.



The eyes of the Lord are in every place beholding the evil and the good.

Proverbs 15:3

TEXT Matthew 25:14-30; 1 Peter 4:10,11

OBJECTIVE The students will be able to explain the importance of using the abilities God has given them knowing that the call He has placed upon their lives will be commensurate with the talents they possess. When these talents are offered to God, they will be blessed by Him.

KEY VERSE FOR ANSWER With good will doing service, as to the Lord, and not to men. Ephesians 6:7

KEY VERSE FOR SEARCH Wherefore we receiving a kingdom which cannot be moved, let us have grace, whereby we may serve God acceptably with reverence and godly fear. Hebrews 12:28

ANSWER
TITLE:

SEARCH
TITLE:

Doing Something for God

God's Work

REFERENCE INFORMATION

The duties men are called by God to perform are suited to their situations and the talents they receive. The talent which each man has suits his own state best. Five talents would be too much for some men; one talent would be too little. He who receives much must make proportionate improvement. From him who has received little, the improvement of only that little will be required.

There were three different currencies used in Palestine in New Testament times: official, imperial money (Roman); provincial money (Greek); and local Jewish money. The exact monetary value of the talents in the parable we are studying is uncertain; however, the significance of the story lies in the fact that the amounts distributed were not equal, rather than in the exact dollar value being considered.

YOUR OPENER

RESPONSES

1. Your students will supply the following answers to these questions.

- One received five, another two, and the last, one.
- Each was given according to his ability.
- They received their talents from the master.
- The parable does not state this directly, but we can assume from the fact that the servant knew the character of the master (verse 24) that he also knew what the master would expect of him: to put the money to use.
- The first two had doubled the amount of their talents, the last had only kept the one.

2. Your students will likely bring out that, in the parable, each servant received something. They should conclude that every Christian will receive at least one talent. The talents in the parable were given by the master; our talents are given by God. The servants in the parable chose whether or not to use their talents for their master; we decide if we are willing to use our talents for God. In the parable, the master did not return to bestow more talents on those who were using what they had received; it was the servants' diligence which brought the increase. God expects us to improve the talents He has given us so we can be effective in His work.

3. The most common answers will probably be: musical talents, prayer, and preaching. Lead the discussion to include other talents common to your students' age group. Examples might be: testifying, showing kindness to new students, the ability to greet or talk to people, giving to the needy, or visiting the sick. Show how all can develop their talents along these lines.

4. There is no direct answer given to this in Scripture, but undoubtedly your students will conclude that the servants must have been diligent and alert to every possible way to increase their talents. Perhaps they went to the market and bought and sold for a profit. No doubt they did some careful research and invested wisely, knowing they were using their master's money.

God's Work

TEXT: Matthew 25:14-30; 1 Peter 4:10,11

KEY VERSE: Wherefore we receiving a kingdom which cannot be moved, let us have grace, whereby we may serve God acceptably with reverence and godly fear. — Hebrews 12:28

In this parable a master distributes talents to his servants according to their abilities, to be put to profitable use. Expressions such as, "using his talents well," are probably derived from the figurative use of the word *talents*. In this lesson we will draw a parallel between the monetary talents mentioned in the parable and the talents or abilities God entrusts to us. We will find that those who choose to use their talents in God's work are rewarded by Him, while those who are unfaithful and careless with their talents will not only miss the blessings in store for them, but will suffer eternal loss.

1. In dealing with this parable a number of facts are presented:

How many talents did each servant receive?

Why did they receive different amounts?

From whom did the servants receive their talents?

For what purpose were they given?

When the lord of those servants returned, how many talents did each have?

2. Even though this parable was given in reference to monetary talents, in what way could it be similar to, or have a spiritual parallel to a Christian's experience?

3. Make a list of talents or abilities that you believe can be used in the work of the Lord.

4. In the Biblical parable, it is apparent that the servants did more than just put their talents out to the exchangers, or to gain interest. How do you suppose the servants increased their talents?

ADDITIONAL DISCUSSION NOTES

5. How can our God-given talents be improved? Give an example.

6. Put yourself in the place of an office manager: There is a job to be done and you must decide which worker should be given the job. What would you base your decision on? Which of these criteria could be applied to the receiving of spiritual abilities and talents?

7. What is required of us in order to receive a reward for the use of our talents? What are the results if we do not use them?

8. How does one qualify to have his talents used in the work of the Lord?

9. How does a person show by his life that he is consecrated and faithfully pursuing the course the Lord has laid out for him? What are some of the ways the Lord's work is benefited when this is done?

5. Let students discuss their answers. They should realize that talents do not improve by themselves, but by hard work, self-discipline, and practice. An obvious example is a musician who will seek out the best teachers available, study hard, and practice diligently.

6. Your students will bring out capability, diligence, dependability, thoroughness, etc. They should conclude that all of these could apply to the receiving of spiritual abilities and talents.

7. Discuss the students' answers. God rewards according to faithfulness, and He requires us to be faithful, resourceful, and diligent in what He has given us to do in His work. The results of not meeting the requirements will be a decline in our spiritual condition, and if unrepented of will in the end bring judgment and eternal damnation.

8. Stress the importance of consecrating such talents to God, which would include living by the guidelines set up by those overseeing God's work. Ask your students how the call placed upon one's life will be commensurate with the talents he allows God to use.

9. Suggestions offered may include: honoring those who do the Lord's work and not being critical of them, and supporting the work by tithes and offerings. We can also show our respect by taking an active part and being faithful in living up to our privileges in every phase of the work of God. Not only is the Lord's work being accomplished, but the person who does these things is an example and inspiration to the new converts, and the body of Christ is built up and encouraged. Also, his personal faith is increased because he obeyed the Lord.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

An employer expects his employees to accomplish something while at work. What does God want us as Christians to accomplish?

How much work does God expect us to do?

What work needs to be done in our church?

What work is common to all Christians?

What talents and abilities can be used in service to the Lord?

Who is able to do God's work? Who will God use to do His work?

Why does God work through people?

In our ANSWER story, Karen asked Julie how she could find out what God wanted her to do. What was Julie's answer? Do you think it was a good one? Why or why not?

Has God ever shown you something you could do for Him? How did He show you?

THINGS TO DO

Write one of the following questions on a chalkboard, flipchart, or overhead transparency:

What talents and abilities can be used for the Lord?

What work is common to all Christians?

What work needs to be done to keep our church running?

Have students quickly suggest answers, and make a list of the students' responses.

Have the students evaluate how much work they do for the Lord by making circle or pie charts, listing their daily or weekly activities. Students can take their charts home to pin up in their rooms as a reminder for improvement.

Distribute 3" x 5" cards to the students and ask them to finish the following sentence (or a sentence of your choice): "If I were to take this lesson seriously, I would have to . . ."

Bring some objects to class which suggest ways we might be able to work for the Lord: a broom, a church invitation, a piece of music, etc. It might be interesting to include some more obscure items and ask the students to

figure out how they might be used: keys to a car (visitation), a ballpoint pen (card to a shut-in), etc.

Have the students make a recruiting poster asking people to join God's service. They could stress one of the following points:

Why it is necessary for people to join God's service.

The benefits of joining God's service.


The qualities of a worker for the Lord.

Bring a paycheck to class. Discuss how this is the motivation which inspires many people to do their job. Discuss what the "paycheck" will be for work that is done for the Lord.

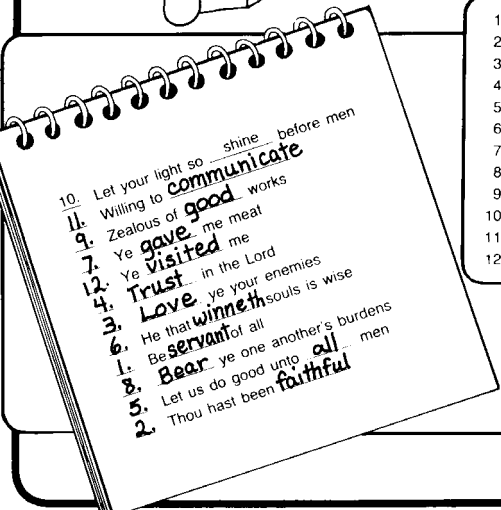
Bring a merit badge, trophy, or plaque which gives commendation for a job accomplished or done exceptionally well. Discuss the fact that rewards for doing the Lord's work may not be tangible, but they are real and lasting.

Answers for ANSWER

Doing Our Part



Everyone has a talent to use in God's service. It could be singing, praying, preaching, writing, visiting or many other things. If you give your talent willingly, you will be richly blessed. Below are some Bible texts and parts of verses. Each verse has a word missing. Look up the Bible text, find which verse it goes with and then fill in the missing word. The first one is done for you.



10. Let your light so shine before men
 11. Willing to communicate
 9. Zealous of good works
 7. Ye gave me meat
 12. Ye visited me
 4. Trust in the Lord
 3. Love ye your enemies
 6. He that winneth souls is wise
 1. Be servant of all
 8. Bear ye one another's burdens
 5. Let us do good unto all men
 2. Thou hast been faithful

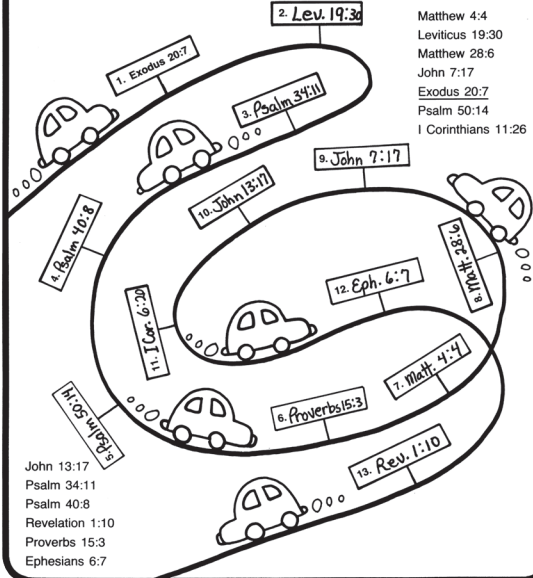
1. Mark 10:44
2. Matthew 25:23
3. Luke 6:35
4. Psalms 37:3
5. Galatians 6:10
6. Proverbs 11:30
7. Matthew 25:35
8. Galatians 6:2
9. Titus 2:14
10. Matthew 5:16
11. I Timothy 6:18
12. Matthew 25:36

Answers for Extra Activity Pages in *The Answer*

Activity Page 41

Traveling Through the Bible

All of your key verses have a Scripture text at the end of the verse. The Scripture text is like a address — it makes it easy for you to find the verse you want. All the texts are listed below. Put them in the order that you would find them in the Bible. The first one is done for you. Have fun and don't lose your way!



Activity Page 42

Respect for Things Holy

In our walk with the Lord we need to have respect for things that are holy. Choose one of the subjects from this quarter (they are all listed below) and write a Cinquain poem about it on the lines provided. A Cinquain poem has five lines and doesn't have to rhyme. This might be fun to do with a friend.



BIBLE
GOD'S HOUSE
THE RISEN CHRIST
RULES
LORD'S NAME
VOWS
LORD'S SUPPER
FOOT WASHING
FAMILY ALTAR
CONSECRATION
LORD'S DAY
GOD'S POWER
GOD'S WORK
SELF

God's House

One word telling the subject of poem

Sacred, Holy

Two words describing the subject

Inspiring, Moving, Fulfilling

Three words telling about the subject, ending with "ing"

A Place of Prayer

Two or three words telling how you feel about subject

My Church

Another name for subject

Activity Page 43

Can You Find Them?

Below are some hidden pictures of a few things mentioned during this quarter. Find and color the picture of each word listed.

ANGEL, BASEBALL, BIBLE, CHURCH, CUP, FOOT, PRAYER, STARS, TOWEL



Activity Page 44

Search for the Solution

Solve this word puzzle and find what we should have for holy things.

1. Circle the 5th letter in ALTAR
2. Circle the 2nd letter in JESUS
3. Circle the 4th letter in VOWEs
4. Circle the 1st letter in POWER
5. Circle the 5th letter in BIBLE
6. Circle the 1st letter in CHURCH
7. Circle the 4th letter in FOOTWASHING

Write the letters in order
on the lines below.

I must have RESPECT
for things holy.

Hmmm...



[illegible]

Teacher's Name_____

A Bible study resource guide for teachers

Apostolic Faith Church

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