

# DISCIPLESHIP THROUGH THE BIBLE

**50 LESSONS IN CHRISTIAN LEADERSHIP  
FOR YOUTH AND YOUNG ADULTS**

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# COPYRIGHT AND TERMS OF USE

**J**ohn Wesley wrote in the preface to the 1779 Collection of Hymns for the Use of the People called Methodists,

I beg leave to mention a thought which has been long up on my mind, and which I should long ago have inserted in the public papers, had I not been unwilling to stir up a nest of hornets. Many gentlemen have done my brother and me (though without naming us) the honour to reprint many of our hymns. Now they are perfectly welcome to do so, provided they print them just as they are. But I desire they would not attempt to mend them, for they are really not able. None of them is able to mend either the sense or the verse. Therefore, I must beg of them these two favours: either to let them stand just as they are, to take things for better or worse, or to add the true reading in the margin, or at the bottom of the page, that we may no longer be accountable either for the nonsense or for the doggerel of other men.

[http://www.cyberhymnal.org/bio/w/e/s/wesley\\_c.htm](http://www.cyberhymnal.org/bio/w/e/s/wesley_c.htm). Accessed Feb 24, 2008.

The curriculum, Discipleship Through the Bible, was prepared carefully and with much thought in regards to the biblical message and the educational process for effective learning by the students of the Curriculum Design, 2008-09 and the Instructional Methods and Technology, 2009-10 classes at Asia-Pacific Nazarene Theological Seminary under the direction of Professor Rovina Hatcher. We give permission for these materials to be used for the glory of God in local churches as distributed. However, in the spirit of John Wesley, we ask that no written changes be made to these materials and then passed on to other churches and users. We recognize that teaching is a creative process and good teachers will make adjustments to a planned lesson in fitting with the needs of the learners of the given situation from their own expertise; this is assumed and permissible.

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# PREFACE

*T*he students in the curriculum and instruction classes at APNTS have worked diligently to create discipleship materials for youth ministries in the Asia-Pacific region and perhaps beyond. We are offering these materials to the local churches to be used and reused.

There are two main goals of the curriculum: leadership development and a grasp of the meta-narrative of the Scripture. It was felt that adolescents and youth know many Bible stories but they do not have an understanding of how those stories fit together in the overall biblical message. Thus, the curriculum is arranged chronologically through the Bible and the timeline activity in each session will assist the participants to see the connection of the biblical persons' stories with one another. Also a major concern among young Christians is leadership development. Thus, a leadership characteristic was selected for each biblical person and the weekly study focuses on that characteristic. A journal is to be kept by the young persons each week showing their reflections on their Bible study and their growth. The journal and the biblical timeline are two crucial activities in each session to accomplish the objectives throughout the curriculum.

The instructional methods have been developed using Benjamin Bloom and associates' Taxonomy for Learning. This is well known among educators and involves cognitive (mind), affective (emotions and will), and psychomotor (bodily actions) learning. This provides a holistic approach to learning. We strongly encourage the teachers to use the instructional methods provided. This may be a new way of teaching for many of us, but the interactivity of the learners with one another and with the material enhances their learning. It will be worth the additional time required for preparation for the lessons. As one teacher reported, he spent more time preparing but did less during the session; we are putting the learning into the hands of the learners. However, the teacher will need to choose the activities that are appropriate for his or her students and situation. It is not intended that all the activities for each lesson be completed in the sessions.

Professor Rovina Hatcher  
Christian Education Department  
Asia-Pacific Nazarene Theological Seminary

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## *THE OLD TESTAMENT*

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## *THE NEW TESTAMENT*

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# CURRICULUM OBJECTIVES

## *To Know...*

### **Students will learn leadership qualities from key Biblical persons.**

- The students will identify the different kinds of leadership qualities exhibited by the Biblical persons studied.
- Students will understand God's purpose for Christians as influential leaders.
- The students will understand the process of leadership development.

### **Students will understand the primary essential salvation message of the Bible**

- Students will complete weekly Bible reading assignments.
- Students will make weekly journal entries on their insights from the Bible reading.
- Students will be able to identify where specific Bible characters figures fit in history and tell how they relate to God's ultimate plan for humanity.

## *To Be...*

### **Students will recognize their own leadership potential**

- The students can demonstrate the leadership qualities studied.
- Students will demonstrate self-control in their conduct.
- Students will share examples of how they have applied leadership qualities in their own lives.
- Students will be recognized by their peers as a positive influence.

## *To Do...*

### **Students will develop their Christian character witness.**

- All students will be able to explain what it means to be a Christian.
- The students will be able to explain the plan of salvation to someone else.

# HOW TO USE

The lessons are broken into three sections: Engage, Explore, and Experience. There are Activity Options throughout all sections of each lesson. Each lesson is designed for a two-hour meeting. If the meeting time is less than this, the lessons can be divided into two sessions to accommodate the activities. The teacher may select the activities that are appropriate for his or her students and situation.

## *ENGAGE!*

These activities are designed to provide a worship atmosphere but still maintain the participatory focus of the curriculum.

## *EXPLORE!*

The main feature in this section is the Bible Study. Since the design of the curriculum is participatory, the Bible study invites the students to interact with the Scripture and one another. The students are assigned passages to read during the week prior. Then when they come to the Bible study, they have already read and reflected on the biblical story for the week. They are ready to delve deeper into the leadership quality of the Bible person and its meaning for their lives. Questions are provided to guide the discussion of the learners. It is not necessary to have a group leader or teacher for this study, but a facilitator to guide the learners in the discussion for the Bible study session. It is recommended to break into small groups of 4-5 persons for the Bible study discussion.

The biblical timeline is an important learning device assisting the students to connect each biblical character with the stories preceding and following. Each week's story has a symbol to represent the biblical character. (Graphics for the timeline symbols are included in the Appendix of this book.) A timeline can be created along the wall in the meeting room with a symbol added each week. If a dedicated room is not used for the youth meeting, another option is to photocopy the symbols on sticker paper for each student to attach in their journal each week.

## *EXPERIENCE!*

Here the learners are asked to apply what they have learned and discussed in the Bible study to their real-world life. Students are frequently asked to write in their journals, which begins as a blank notebook, during the Experience section as well as for reflection assignments.

# 1 ADAM AND EVE

## STEWARDSHIP:

Caring for what God has entrusted to me

### ENGAGE!

#### WORSHIP

*Take some time to get acquainted if the students are new to you or each other.*

**Scripture:** Psalm 148

**Suggested songs:** You are Mighty, God of Wonders

#### MOTIVATIONAL ACTIVITY

*Get everyone's attention and focus to the lesson by casually discussing the following:*

Recall a time that you disobeyed and a really bad thing that happened because of it.

- What was the consequence and how did it feel?
- What might have caused you to disobey?
- What makes a task or responsibility seem "un-doable"?

### EXPLORE!

**SCRIPTURE PASSAGE(S):** Gen. 1:24-2:9; 2:15-25, Genesis 3

**KEY VERSE(S):** Gen. 1:28, 2:15

*You may wish to divide the group and have them do "dramatic readings" or other dramatization of the scripture passages.*

#### BIBLE STUDY

1. Read Genesis 1:24-2:9. What does it mean that God created the man and woman in his own image? In what ways are we like God?
2. How does it make you feel to know that you are created in God's image? Does it change the way you see yourself? The way you see others?
3. Read Gen. 1:28 and Gen. 2:15. What roles did God give the first people? Do those roles apply to us today?
4. How can we fulfill the role of caring for the earth? What other ways can we be good stewards of what God has entrusted to us?
5. Read Gen. 3. Adam and Eve disobeyed God's instructions. What were the immediate consequences of their sin? The long-term consequences?
6. How does failure to obey God's instructions affect our stewardship?

## HISTORICAL TIMELINE

Throughout this series of lessons, we will be marking a timeline to show when the people we study lived and what their relationship was to each other historically. Start a time line and mark the starting point. Draw or attach a symbol, such as a tree, to represent Adam and Eve. Below the line, write: Stewardship – caring for what God has entrusted to me.



Stewardship—caring for what God has entrusted to me

### ACTIVITY OPTION

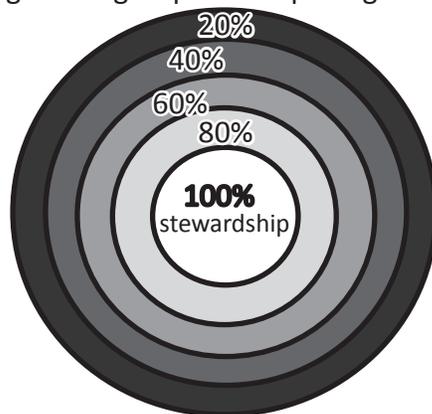
#### STEWARDSHIP TARGET

##### Materials:

Bibles, a sheet of manila paper, sticker paper, markers

##### Instructions:

1. Divide the class into three groups. If you have a class of less than 6 students, they can just work together as one group.
2. Give each group a piece of sticker paper and markers.
3. Draw a large target on the manila paper, labeled as shown below, and attach it to the wall.
4. Assign each group a Bible passage to work on (see references below).



Suggested references:

I Kings 4:20-34 (Solomon)  
 II Kings 1:1-18 (Elijah)  
 Genesis 41:37-57 (Joseph)

5. Once they have identified the person their passage is about, they should write the name of that person on their sticker paper.
6. After discussing that person in relation to stewardship, they should decide where to put the sticker on the target, based on what they think is the level of that person's stewardship.
7. Once all the groups have placed their sticker paper on the target, ask each group to explain why they gave their Bible character that rating and then discuss the following:

1. Reflect on your own life. What are some of the talents that you think God has entrusted to you?
2. If you had to put your name on the target, where would you put it?
3. Why? (Don't require students to give an answer out loud if they seem hesitant. To avoid embarrassment, you may allow them to write their thoughts in their journal.)
4. What might you do to change your rating?

*Adapted from source:*

*Rydberg, Denny. "TrustBuilders" Group Publishing Inc., Loveland, Colorado 1993 p. 38*

## EXPERIENCE!

### LEARNING ACTIVITY

Provide a large sheet of paper.

Have students draw things it is their responsibility to care for.

### ACTIVITY OPTIONS

#### FIX AND TELL

##### Materials:

strips of cartolina  
small tokens for the winning group

##### Instructions:

Divide students into two groups. The teacher will show a strip of cartolina with a scrambled word. Any member of the two groups who knows the correct answer should stand up and call out the correct word ("fix"). The group gains a point only if they can also "tell" something about the given word related to the day's scripture passage. The group that gains the most points wins the prize.

##### Sample Words:

EPHES	-----	SHEEP
ETHS	-----	SETH
DENGAR FO EEND	-----	GARDEN OF EDEN
ERET FO EIFL	-----	TREE OF LIFE
GAELN	-----	ANGEL
REEPSTN	-----	SERPENT
ARCTENIO	-----	CREATION
TUDS	-----	DUST
SURCE	-----	CURSE
METPTDE	-----	TEMPTED

\*( add your own scrambled words)

**STEWARDSHIP INVENTORY****Materials:**

Stewardship Inventory hand-out  
pencils/pens  
student journals

**Instructions:**

Write the “Stewardship Inventory” questions on the board for the students to copy into their journals:

1. List the gifts and talents that God has given you. (These may be material or something you are especially good at.)
2. Rate yourself on a scale of 1 to 10 with regard to your stewardship of these gifts and talents. What score do you think you can give to yourself on each item? Explain.
3. What can you do to improve your score?

**CLEAN AND GREEN PROJECT****Materials:**

cleaning materials, stick brooms, shovels, sprinkler etc.

**Instructions:**

Divide the pupils into two groups right after the discussion of the Bible Study. Tell each group to find time during the week to do something around the church or community that shows good stewardship of the Lord’s earth (eg. sweeping the church grounds to maintain cleanliness, weeding in the church garden or fixing leaking faucets to conserve water). They should make a report of what they did at the next study session.

**PERSONAL APPLICATION**

Divide into action groups. Decide on one thing you will do this week to care for God’s creation, either individually or as a group (eg. cleaning around the church, clearing the canal, fixing leaking faucets, etc.) Make plans to accomplish your decision and be prepared to report on it next week.

## ASSIGNMENT

Students will each need a notebook to use as their personal journal. Keeping the journal will help them remember and put into practice what they have studied, and provide a place for them to do weekly assignments.

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Romans 5:18-19. Think about how to say it in your own words in a way that even a child could understand and share it with someone this week.
3. Read Genesis 4:1-16.

## 2 CAIN AND ABEL

### REVERENCE:

Having the right heart attitude toward God and His holiness

### ENGAGE!

#### WORSHIP

**Suggeste Scripture:** Psalm 86:11

**Suggested songs:** *You are Holy (Prince of Peace), A Pure Heart, Refiner's Fire, Mahal na Mahal Kita, Panginoon*

#### MOTIVATIONAL ACTIVITY

1. Follow up on last week's assignments. Have students report on how they fulfilled their commitment to care for God's creation. Also, ask them to report if they were able to share the idea of Romans 5:18-19 with someone.
2. Show a photo of people at worship. Discuss the attitudes expressed on their faces. Which ones seem to be truly worshipping the Lord? Have the students discuss their own attitudes during times of worship.
3. Have students tell of a time when
  - they felt envious of someone else's achievements, or
  - a parent or grandparent seemed to favor the efforts of a brother or sister, or
  - someone else got a role or responsibility that they really wanted, or
  - they could never seem to please the teacher but others were praised.

How did you feel toward the others involved?

### EXPLORE!

**SCRIPTURE PASSAGE(S):** Genesis 4:1-16

**KEY VERSE(S):** Genesis 4:6-7

#### BIBLE STUDY

1. Read the Scripture passage and discuss. Verses 2-4: What differences do you notice on how Cain and Abel prepared and gave their offerings?
2. Verse 4-5: How did God respond to each of the offerings? Why do you think God responded the way He did to each of the brothers?
3. Verses 6-7: Give your thoughts about this verse. This is God's ultimate take on what Cain and Abel did. What does the passage say about sin? How is sin related to the condition of our hearts?

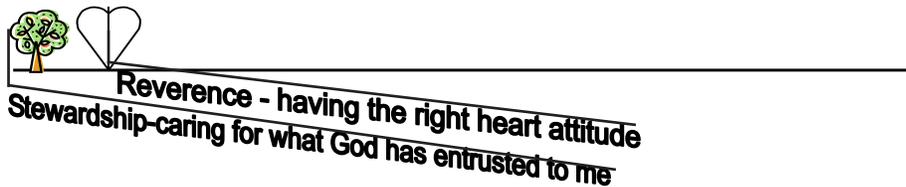
4. Verses 8-9: Discuss Cain's reaction to God's judgment. What was Cain's attitude toward God? Toward Abel? Discuss Cain's answer to God: Am I my brother's keeper? What does it show us about Cain's attitude?
5. Verses 10-16: Gather thoughts on Cain's plea about his punishment. Did he ever repent of his disrespect, jealousy, anger or murder? How might the story have ended differently if he had? God graciously spared Cain's life, but what does v. 16 say about Cain's relationship with God from that point?

## HISTORICAL TIMELINE

Neither Cain nor Abel were able to contribute to the on-going story of the Bible. Adam and Eve had another son, Seth, through whom God's plan for the world continued. Seth was the ancestor of Noah, whom we will study next week.

- ▶ Prepare a symbol to represent this week's lesson, such as a paper heart, half black and half white, with the name Cain on the black side and Abel on the white side. Attach it to the timeline next to the symbol for Adam and Eve.
- ▶ Below the line, write: Reverence – having the right heart attitude

Sample:



### ACTIVITY OPTION

#### LIGHTS, CAMERA, ACTION

##### Materials:

none

##### Instructions:

Divide the pupils into groups of four. Each group should designate characters from the Bible story and a narrator who will read the passage about Cain and Abel. If you wish to add interest by making it a competition, tell the students that awards will be given for Best Actor/Actress, Best Picture, Best Sound Effects, etc. Allow 5 minutes for preparation, then let each group present their drama.

##### Variation:

Choose representatives from the group to play God, Cain and Abel. Have them imagine a face to face discussion that might have occurred between them as God explains to them his expectations and why he rejected Cain's offering. Have the actors attempt to represent the attitudes and emotions of the 3 characters as they enact this imaginary discussion before the rest of the group.

## EXPERIENCE!

### LEARNING ACTIVITIES

*Choose from the following:*

1. Share a relevant story about how having a right attitude really makes a difference (eg. Nick Vujicic's story) and have the students reflect on it. Suggest real life situations which deal with the challenge of having the right attitude and allow them to share responses.
2. Have students act out the above situations, or choose from the examples share during Motivational Activity #3. Act out what happened showing the wrong attitudes, then act out what might have been done differently if they responded with the right heart attitude.

### PERSONAL APPLICATION

1. Write (in your journal) a psalm expressing repentance and recognition of God's holiness and sovereignty. Include: What I believe about myself, What I believe about God, What I believe about how God is using others and my circumstances to teach me and change me, or...
2. Write one thing you learned from this lesson that will help you develop the character of a Christian leader. Plan how you will put what you learned into action.

### ACTIVITY OPTION

#### TOP FIVE

##### Materials:

writing materials, journal

##### Instructions:

After discussing the lesson on reverence, give students "quiet time." Ask them to think of times when they feel they did or said something that didn't show reverence for God. Have students bow their heads and silently pray to ask for forgiveness. Then tell them to write in their journals things that they can do from this time on that will show reverence to God. After giving them enough time, ask for volunteers to share one thing from what they have written. Tell them that what they have written will serve as their promise to God and they should do their best to fulfill it.

### ASSIGNMENT

1. Go deeper (optional): Read Psalm 51. David wrote this Psalm after he committed the sins of adultery and murder. How is David's heart attitude different from Cain's? Write your answer in your journal.
2. For next week: Read the entire story of Noah and the Flood, Genesis 6:1-9:17.

# 3 NOAH

## RIGHTEOUSNESS:

Doing what is right regardless of what others are doing

### ENGAGE!

#### WORSHIP

**Suggested Scripture:** *Psalm 34:15-22*

**Suggested Songs:** *Take My Life; Cry of My Heart*

#### MOTIVATIONAL ACTIVITY

1. Any student who wishes may share the psalm they wrote for last week's lesson (don't require this) or what they learned about David's heart attitude as compared to Cain's.
2. Engage the group in a discussion by asking the following questions:
  - What are the challenges you face trying to live as a Christian? Are you tempted to join in things you know are not pleasing to God (drinking, smoking, cheating, etc.)? How do you handle that? Share an instance when you stood firm in doing what's right.
  - *Do your classmates know that you are a Christian? How do you respond when others ask you about your faith?*
  - *God's not asking us to build an ark, but what are some "crazy" things he might want Christians to do today?*

### EXPLORE!

**SCRIPTURE PASSAGE(S):** Genesis 6:5-22, 7:1-5, 8:15-22

**KEY VERSE(S):** Genesis 6:9

#### ACTIVITY OPTION

##### POWERFUL MEMORY VERSE METHOD (MNEMONIC DEVICE)

###### Materials:

Papers, pencils, erasers

###### Instructions:

*Have one of the students will read the Scripture passage aloud slowly.*

Example:

1. Read Genesis 6:9 aloud.
2. While the student is reading, the other participants should write down each initial
3. letter of the words in the scripture on their paper.
4. Each student will then practice memorizing speaking the whole scripture using just the while you are reading the short summary with each initial letters of the scripture as hints or cues for what comes next.
5. Allow students to present their memory verse in front of group until memorizing whole scripture when they are ready.

(Note to instructor: As a means of motivating your students, you may wish to present the scripture from memory using appropriate body language and vocal inflection.)

References: [http://www.onechallenge.org/doh/images/stories/Ministry/Oh200709\\_PHD.pdf](http://www.onechallenge.org/doh/images/stories/Ministry/Oh200709_PHD.pdf)

## BIBLE STUDY

1. Verses 6:5-13 What words do you see in these verses that describe the people of Noah's day? What was God's reaction to their lifestyle? What does this tell you about God?
2. Verses 6:8-9, 7:1 How was Noah different from the others? Why did he find "favor in the eyes of the Lord"?
3. Verses 6:14-22, 7:1-5 Imagine what it would be like to receive these instructions from the Lord. What an enormous task! How did Noah respond to the difficult assignment God gave him?
4. Verses 8:20-22 What does this passage imply about Noah's character? What was God's response to Noah's obedience?
5. Read Hebrews 11:7. According to this verse, where did Noah's righteousness come from?

## ACTIVITY OPTION

### SNAPSHOT STORY

#### Materials:

Digital camera or Cell phone with camera

#### Instructions:

1. Encourage the students to compare Noah's situation with their own. What might be a modern-day version of Noah's circumstances?
2. Summarize the modern-day version in one sentence.
3. Use a digital camera or cell phone to take a picture representing this sentence.

## EXPRESS YOUR EMOTIONS

### Materials:

Sticks, markers, colored papers, tape or glue, scissors.

### Instructions:

*Making "Feelings Sticks"* (Samples on the next page)

1. Cut out the colored papers into circles, about 10 inches in diameter.
2. Have students think of different facial expressions, such as happy, sad, frustrated, depressed, angry, etc. Let them draw a facial expression on each paper circle.
3. Tape or glue a stick on each face to make a handle.



### *Discussion Proper*

- Have students express their feelings using "feeling sticks" as they review the story of Noah. Ask questions such as: "What do you think about the emotions of Noah and his family members before the flood? While they were building the ark? During the flood?" etc. Have them share their thoughts with their group.
- Ask them to share with their group some their experiences with being looked down on or mocked by unbelievers because of their beliefs (Thoughts, behavior, etc.) Encourage them to use their "feeling sticks" to show how they felt at the time and how they feel about it now.

(Note to instructor: Roam around the room as they are sharing with each other in order to get to know and understand your students and their life situation better.)

## HISTORICAL TIMELINE

Noah became the father of all humanity from that point forward. His three sons began the process of repopulating the earth. The story of the Bible continues through his son Shem, who became the ancestor of Abraham, whom we will study next week.

- ▶ Prepare a small representation of the ark and write Noah's name on it. Attach it to the timeline some distance from the symbol for Cain and Abel. (Noah lived about 1000 years after they did.)
- ▶ Below the line, at an angle, write: Righteousness – doing what is right regardless of what others are doing.

**EXPERIENCE!****LEARNING ACTIVITIES**

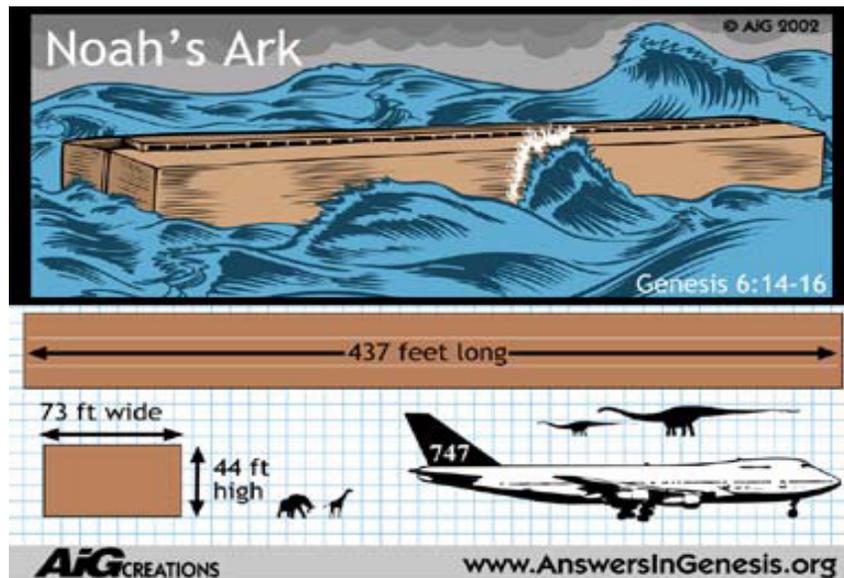
1. Role-play ways to maintain righteousness in a wicked world. Use some of the examples given during the Motivational Activity, or
2. Watch an excerpt from the movie *Evan Almighty* to show how challenging it would be for Noah to obey God's command to build an ark in our day, or
3. Play a game that reflects the difficulty of standing firm amidst distractions, or
4. Provide graph paper and encourage the students to create scale drawings of the ark. They should compare the size of the ark with other structures (such as a large building in your area, a jumbo jet, or the Titanic) and with the largest animals (such as elephants or dinosaurs).

*Find the illustration below at*

[http://www.answersingenesis.org/home/area/overheads/pages/oh20021122\\_146.asp](http://www.answersingenesis.org/home/area/overheads/pages/oh20021122_146.asp)

*Find additional facts about Noah's ark at*

<http://www.christiananswers.net/q-edn/edn-c013.html>

**PERSONAL APPLICATION**

1. Would you say the world today is wicked? Are the people you know "wicked?"
2. What kinds of wickedness do we observe in our community? Where does that wickedness come from? What can we do about it?
3. Reflect on Noah's situation as the "odd one out" among his people. Did you ever feel left out because you took a stand for what's right? How does it feel?

**ACTIVITY OPTION****MODERN-DAY NOAH****Materials:**

Writing paper and pens

**Instructions:**

1. Divide students into groups of no more than five.
2. Have each group read the story of Noah and the ark and then rewrite the passage from a 2009 perspective.
3. After few minutes, have everyone come back together and allow each group to present their version to the large group. When everyone has contributed, ask these questions:

- Do you think that humanity is as sinful today as it was in Noah's day?
- Do you think God would ever destroy all of humanity again by some other means?
- God promised Noah that never again "will the waters become a flood to destroy all life"(6:15) What is the sign of this promise?
- What do you think is emphasized in this story more-God's judgment or God's grace?

*Example:*

Students could discuss the modern-day types of corruption God would see, a modern-day Noah, and the type of boat God would have them build.

*References: Faith Connections Sep/Oct/Nov (Kansas city : Wordaction, 2003), P38*

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Write "I Am Set Apart for God." Under that title, write things that you can start doing as a Christian leader that show you are choosing righteousness over compromise to sin.
3. Think of someone you know who is easily pulled into doing the wrong things. Pray for that person. How can you help him or her resist evil? Make a plan and put it into action this week. Tell what happened next week.
4. Read Genesis 12:1-9, 13:1-18, 15 and 18:1-15 before next week's lesson on Abraham.

## 4 ABRAM / ABRAHAM

### FAITH:

Growing in my confidence in God

### ENGAGE!

#### WORSHIP

**Suggested Scripture:** *Hebrews 11:1-3*

**Suggested Songs:** *I Walk by Faith; Only a God Like You*

#### MOTIVATIONAL ACTIVITY

1. Have students share the results of last week's assignments. Did they stand firm in the face of temptation? Were they able to help someone else do so?
2. Students should have read Genesis 12:1-10 during the week. Have them imagine what it would have been like to be in Abram's situation when God told him to move, but didn't tell him where. What would they have done?
3. Ask: When are you most likely to say "Bahala na si Lord?" Share a time when you just prayed and let God handle a difficult situation: What happened? How did it feel?
4. If the students have had the opportunity to see the movie *Facing the Giants*, discuss the faith of the various characters. What "giants" (difficult situations) do we face? Have them discuss the difficulty of entrusting these situations to God.

#### ACTIVITY OPTIONS

##### WHERE TO GO? (Blindfolded Obstacle Course Game)

###### Materials:

Blindfolds (handkerchief or any cloth)

###### Instructions:

1. Divide the students in two groups. Have each group choose one guide. Blindfold the rest of the people in the group.
2. Ask the two guides to help make two simple obstacle courses. The courses do not have to be linear. Be creative by putting the end point or goal in an odd direction. Place objects where students will need to hop, skip, and move a lot.
3. Have the groups form lines at the starting points. The goal is for all of the students to reach their end line. It is up to the guide whether he or she would have the group members go one after the other or go all at the

same time. The guide must not touch the members while leading them and must only say the direction they must go and what to do if an obstacle is in the way.

4. After the race, have students share about what it was like to be blindfolded and to be dependent on the guide. Ask the guide about his or her decisions and strategy in leading the members. Make sure that student share what they feel about the uncertainty of the direction they must take.

*Adapted from "Blindfold Guide"*

*Creative Youth Ideas. from [http://www.creativeyouthideas.com/blog/creative\\_teaching\\_ideas/blind\\_guide.html#more](http://www.creativeyouthideas.com/blog/creative_teaching_ideas/blind_guide.html#more) accessed 12 September 2009.*

### TRUST CIRCLE

#### Materials:

None

#### Instructions:

One player is chosen to be "it" first. A tight circle of players is formed, alternating physically strong and weak people. The person chosen to be "it" goes into the middle of the circle and crosses his arms across his chest.

The "it" stiffens and falls backwards. The players in the circle work together to catch the person and pass him or her back and forth around the circle. The player in the middle must keep his feet together near the center of the circle for this to work well, and the players forming the circle generally grab the person who is "it" around the arms and shoulders. Each student is encouraged to have a turn.

After the game have a short discussion on what happened. Ask the "its" first about what it felt like when they first fell backwards:

- ▶ Was it easy to do the first fall? If not, what made it difficult?
- ▶ Did you trust that the others could really catch you?
- ▶ What did it feel like while you were being tossed around?

Ask the catchers the following:

- ▶ Did you worry that you may not be consistent in catching the "it"?
- ▶ Were you afraid you or some of the others might not be able to? What other fears might you have felt?

To relate the experience with faith in God, ask the following:

- For the “Its”:
  - ▶ Can you share a time when you had a hard time having faith in God in doing what He wants?
  - ▶ Read Hebrews 11:1-3. From the definition of faith in the passage, which part makes it difficult to “keep the faith” especially in times of trouble?
- For the catchers:
  - ▶ What makes putting your faith in people different from putting your faith in God?

*Hohenstein, Mary. Games. Mandaluyong, Metro Manila: OMF Publishing, 2008. 142.*

## EXPLORE!

SCRIPTURE PASSAGE(S) : Genesis 12:1-10, 15:1-6, 16:1-6, 17:1-8; 17:15-22; 21:1-7

KEY VERSE(S) : Genesis 15:6

### BIBLE STUDY

*Assign different individuals to read a scripture passage and summarize it for the rest of the group.*

1. Gen. 12:1-3: God makes a grand promise to Abram after telling him what he should do. What do we learn about Abram from this passage? What does this say about having faith in God?
2. Gen. 12:4-6: How did Abraham respond to God’s call? Compare this passage to verse 1. Did Abram do everything that God said previously? Notice Abraham’s situation when he left. Share about an experience where keeping one’s faith in God seems hard because of all the other factors that “go along” with it. For you, what could hinder faithfulness to God?
3. Gen. 12:7-9: Notice how God gives one promise after the other and the “pattern” of God’s promises and Abram’s faithful response.
4. Gen. 15:1-6: What did God promise Abram in these verses? Discuss Abram’s response.
5. Gen. 16:1-6: How did Abram and Sarai try to “help God” keep his promise? Does God need our help in order for him to keep his promises?
6. Gen. 17:1-8: What was the significance of changing Abram’s name to Abraham? (Note to teacher: Abram means “exalted father.” Abraham means “father of many.” God was confirming his promise to Abraham.)

7. Gen. 17:15-22: What was Abraham's reaction to God's announcement that Sarah would have a baby? Why?
8. Gen. 21:1-7: How was God's promise to Abraham fulfilled? What did Abraham learn about God through his experiences? From Abraham's example, what can we learn about the kind of faith that we must have?
9. Read Hebrews 11:1-2, 8-16. What is the definition of faith according to verse 1? Verse 2 indicates that this kind of faith is pleasing to God. What else do we learn about faith from verses 8-16?

### ACTIVITY OPTION

#### FAITH AND PROMISE CHARTING

##### Materials:

Board and chalk or Manila paper and markers

##### Instructions:

Draw a table with three columns and label them as such:  
(Make the table longer for more space)

God's Promise / Command	Abraham's Response	Promise Fulfillment

As the discussion goes along, have different students fill in the chart. It would be more organized to let the students answer after every discussion point or question. After the discussion, review what the students have answered and try to discuss some more. Ask the students to analyze how Abraham grew in faith through the chart they filled in.

#### HISTORICAL TIMELINE

Abraham is considered to be the father of the nation of Israel. God chose him to play a very significant role in history. Why Abraham? Perhaps it was because, like Noah, Abraham was a God-fearing, righteous man who believed God and was willing to obey. Abraham's story starts with a big step of faith, and we see his faith in God continue to grow as he experiences more of God's faithfulness.

- ▶ Prepare a small symbol, such as a camel, to represent Abraham and write his name on it. Attach it to the timeline some distance from the symbol for Noah (there were about 800 years between them.) Mark the timeline 2000 B.C.
- ▶ Below the line, at an angle, write: *Faith – growing in my confidence in God.*

**EXPERIENCE!**

## LEARNING ACTIVITIES

**Trust Fall:**

A table is needed for this activity.

Arrange the students in two lines. Let them face each other. Place the table in front of the line. Let one student stand on top of the table, his or her back turned toward the others. The idea is for the student on the table to let him or herself fall down and the others will catch him or her. Let all students take turns doing the fall. Teach the students how to do a safe “arm net” to catch the one falling.

Alternative: If students are too few and they would be unable to support a fall or if the students are too unsure to do it, just divide them in pairs. Let one be the catcher, one to fall on his or her partner. Let them take turns.

After the activity let some students share what they felt before, during and after they let themselves fall. Relate the activity and students’ reflections to the lesson on faithfulness and its importance to Christian character and leadership.

**ACTIVITY OPTION****STORY ROUND-ABOUT****Materials:**

none

**Instructions:**

Have the students form a circle, either standing or sitting. All of the students will collectively tell what happened in the lesson’s scripture passage. The teacher will start by saying just one word and the next student will continue with another word. The idea is that the story will be told as each student gets his or her turn to add only one word.

*Example:*

Teacher: There

Student 1: was

Student 2: a

Student 3: man

Student 4: named

Student 5: Abram

Some rules to this game can have a “punishment”. The rule is one word per person so anyone who says two or more words when it’s their turn, can be “punished”. Another is given when a student still can’t think of what to say in five or ten seconds.

This game can test how well they know the sequence of the story and the names and other details.

### PERSONAL APPLICATION

1. Would you say the world today is wicked? Are the people you know “wicked?”
2. What kinds of wickedness do we observe in our community? Where does that wickedness come from? What can we do about it?
3. Reflect on Noah’s situation as the “odd one out” among his people. Did you ever feel left out because you took a stand for what’s right? How does it feel?

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Look for a true story of great faith in God. It could be from a family member, and acquaintance, from the internet, or from any source of true inspirational stories. Be prepared to share your story with the group next week, or
3. Write a reflective essay in your journal entitled, “I Will Put My Faith in God.” It should include challenges you have faced, are facing, or expect to face and reasons why you should entrust your life to Him.
4. Before next week’s meeting, read Genesis 22:1-19, 25:1-11.

# 5 ABRAHAM

## OBEDIENCE:

Knowing and doing what God desires of me

### ENGAGE!

#### WORSHIP

**Suggested Scripture:** *Romans 12:1*

**Suggested Songs:** *Cry of My Heart*

#### MOTIVATIONAL ACTIVITY

1. Have students share the “faith stories” they found. Ask if anyone would like to share their essay on “I Will Put My Faith in God.” (Perhaps you would like to suggest that one or more of them to share their essay as a testimony in a church service.)
2. Simply get thoughts on what students think of first about the word “obedience”.
  - Do you choose the people you obey or what things to obey?
  - What makes something or someone hard to obey?
  - Does obedience always imply strictness?
  - Does faith have something to do with obedience?

#### ACTIVITY OPTION

##### TAKE BACK DEBATE

###### Materials:

None

###### Instructions:

The instructor will divide the class into two groups. Have one of the students read the story below:

###### Story:

You have been good friends with a boy/girl for a long time. Recently both of you began to realize that you really like each other. You’re at a point where you would like to begin to formally start dating. Up until this point your parents have not given their approval, which is very important to you. They say that they want you to show your responsibility and maturity in other parts of life like friendships and study before they will approve of you dating someone. You have a strong relationship with your parents and know that they both respect you and want the best for you. Finally, they say that it is okay, and that they are very excited and happy for you. After a month

the relationship is so good. You have a great time together. He/she gets along so well with your family and you think you are falling in love. What's even better is that your parents are so supportive of this relationship. Then, without giving a reason, your parents ask you to stop seeing this person. They say that they want you to end the relationship and not speak to this person again. What will you do? Will you do what your parents ask or not?

Have one group discuss why they should break up with their boyfriend/girlfriend and what they would be feeling. Have the other group discuss why they should go against the wishes of their parents and what they would be feeling. After the groups have time to discuss it amongst themselves alternate between the two groups, letting a different person share a reason why to or not to follow their parents wishes. As the students give their ideas, write these in separate columns on the board.

End by asking the two groups how they would feel in the middle of this situation and how this would affect their choice.

## EXPLORE!

SCRIPTURE PASSAGE(S) : Genesis 22:1-19

KEY VERSE(S) : Genesis 22:17-18

### BIBLE STUDY

1. Discuss what Abraham might have thought and felt upon hearing God's command and while he was going to do the sacrifice.
2. Read Gen. 17:17-19. What had God told Abraham about Isaac before he was even born? In what way was Abraham's obedience related to his faith? (See Hebrews 11:17-19.)
3. Notice how God acknowledges Abraham's faith and the ordeal of sacrificing his son. Why do you think God asked Abraham to sacrifice his son? Do you think God ever asks us to do difficult things for the same reason? Give some examples from your own life.
4. What was the result of Abraham's obedience? Notice how pleased God is with obedience. (See Gen. 22:17-18)
5. Read Psalm 103:17, John 14:21 and John 15:10. According to these verses, what are the results of our obedience?

## HISTORICAL TIMELINE

In our first lesson, we saw how disobedience brought a curse on all of humanity. Here we see God promising Abraham that, because of his obedience, through his offspring all nations on earth would be blessed! (Gen. 22:18) In the weeks and months ahead, we will follow the offspring of Abraham and try to see how this promise was fulfilled.

- ▶ Prepare a small symbol, such as a stone altar, to represent Abraham's obedience and attach it to the timeline right next to last week's symbol
- ▶ Below the line, at an angle, write: Obedience – knowing and doing what God desires of me.

### ACTIVITY OPTIONS

#### ABRAHAM/ISAAC MELODRAMA

##### Materials:

None

##### Instructions:

Choose 3-5 students who will be willing to act out the story from Genesis 22:1-19.

##### ▶ Characters:

God, Abraham, Isaac, Servant 1 (optional), Servant 2 (optional).

Have the students act out the story of Abraham sacrificing Isaac by memory. The purpose of this lesson is to have the students come to a better understanding of the story content by acting it out.

If students forget parts the other students in the class can help remind them of the story-line.

After the students act out the story, ask the other students to say how well the students did in acting out the story.

- ▶ Did they miss any parts? What parts were believable?
- ▶ What parts did not seem believable?
- ▶ Do you think God wants to cause pain or hurt by adults to children? Why or why not?

Discuss students' perceptions of God's call for a parent to kill his child. Elements of this story do not provide a guide or justification for adults abusing children as the overall thrust of scripture clearly shows.

Continue having various groups act out the story along with similar discussions afterwards.

**FEELINGS DRAWING ACTIVITY****Materials:**

Art supplies and paper for the students, whiteboard, whiteboard marker

**Instructions:**

Before class or while the students are reading the passage of scripture, write these questions on the board:

- ▶ How did Abraham feel during this story?
- ▶ How did Isaac feel during this story?
- ▶ How did God feel during this story?
- ▶ How do you feel about the story?

Have students answer these questions through drawing or any written artistic expression. After the students do this have them share their art with the group. Students might have difficulty with God asking Abraham to kill his son and with Abraham's agreement, especially if they have come from abusive situations. Allow students to be open and honest.

In closing, ask the students what they feel God wants to teach us through this story.

**EXPERIENCE!****LEARNING ACTIVITIES**

1. Pretend you are Isaac. Dramatically tell the story of what happened in Genesis 22 from your (Isaac's) perspective. (This may be done by the teacher or a student gifted in this form of communication).

2. Game: Blindfolded Race

Let students choose a partner. One will be blindfolded, the other not. Let the un-blindfolded one guide his or her partner through an obstacle course. After the game, ask blindfolded students how they felt during the game. How did their experience relate to Abraham's?

**ACTIVITY OPTIONS** ■ ■**TRUST AND OBEDIENCE ROLEPLAY****Materials:**

None

**Instructions:**

Have the students share something that God has told them to do that was difficult. Use one example and develop a role play using the other students in the class as various characters.

If they do not give an example use this: one of their friends in school making fun of someone who just dropped their lunch on the ground. God is telling them, instead of laughing and making fun, to show compassion and help them clean up the mess.

Have the students first list the characters in the scenario (i.e. main character, 3 friends, person who drops food). Then assign the characters to members of the class.

Have them begin to act out the situation as that character. In different parts of the story stop and ask members of the class and the characters what they are thinking and feeling at that time (as their character), what they are doing, and why. Emphasize the cause and effect: if they were to act in a certain way, what would be the reactions and consequences from each character.

Finally ask the students how God shows a blessing because of their obedience in this situation. Try to help the students look creatively at how blessings can be the development of character rather than just external gifts or having the problem easily solved.

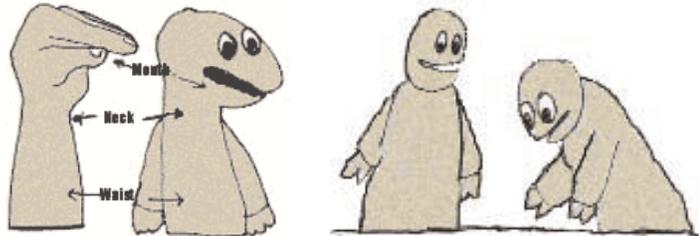
**ABRAHAM-ISAAC PUPPET SKIT TRAINING****Materials:**

puppets or socks for each class member

**Instructions:**

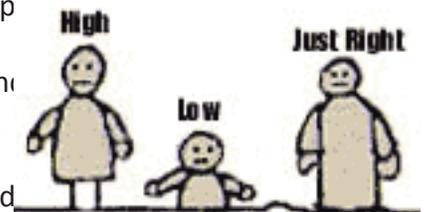
Here are instructions for the class to begin to work together on how to use puppets for Bible skits. These are especially good ways to use youth to minister to children in the church and community. The class will practice with the script below

Take your puppet and go to a mirror. If you are just using a sock for a puppet you can decorate the sock later to make it look like an actual character. Don't worry about this now since you are just practicing puppet techniques. Use your thumb to move the bottom of the mouth and your other fingers for the top part of the mouth. Using your left hand is usually easier for



Hold the puppet and practice moving the mouth as you speak. Practice moving your arm to make the puppet have realistic movements. Some examples are to shake your arm slightly to show fear or bob the puppet's head up and down for laughter. Remember who the puppet should be listening or speaking to and be sure the eyes of the pupp

Many puppeteers will sit behind a curtain and hold the puppet above the curtain to speak. This makes the puppets look more realistic. Practice holding the puppet above your head and speaking. This is much harder than it seems for both your arm and your hand. Be sure the audience can not see your arm but just the puppet. Be sure your puppets mouth is closed when it is not speaking. As your arm gets tired your puppet will begin to droop, sometimes just resting its chin (your hand) on the bar! Be sure to keep your puppet at a consistent height to make your puppetry look realistic.



Have the students practice in small groups. Let them critique one another and give ideas of how they can do better.

*References:*

[http://www.puppetville.com/puppet\\_handling\\_instructions](http://www.puppetville.com/puppet_handling_instructions)(accessed 10/11/2009)

*Images from:*

<http://www.dragonsaretooseldom.com/puppet-manipulation.html>

**Puppet Script:**

Characters:

- ▶ Narrator, God (voice only), Abraham, Isaac, sheep (voice only); the narrator can also be voice only.

*\*Abraham is on the left side of puppet stage.*

NARRATOR: Abraham was a good man. He had no children but when Abraham was very old God gave him a son, but then God put him to a test.

GOD: Abraham!

ABRAHAM: Yes, God.

GOD: Take your only son, Isaac, that you love, and go sacrifice him.

*Abraham exits stage*

NARRATOR: (speaking to children) How would you feel if God asked you to give away something you really loved?

*Abraham and Isaac enter at middle of stage and lightly bounce up and down as if walking.*

NARRATOR: Well, Abraham obeyed. He got up early and began to walk to the place where God told him to go.

ISAAC: Hey Dad. I see we have wood for a sacrifice, but where is the sheep that we will sacrifice?

ABRAHAM: God will provide for our sacrifice, son. God will provide.

NARRATOR: So, kids, how do you think Abraham felt about having to sacrifice the son that he loved? Well, when they arrived at the place God told them to go, Abraham put his son on the wood and was about to offer him to God when God said...

*Isaac to lay on back with Abraham looking like he is working around Isaac to prepare fire.*

GOD: Abraham!

ABRAHAM; Here I am, God.

GOD: I now know that you will obey everything I tell you., even if it means giving up something that you love very much. Don't do anything to Isaac.

*Make the sound of a sheep*

ABRAHAM; Look, Isaac! A sheep caught in the bushes. God did provide for our sacrifice!

*Isaac exit stage*

NARRATOR: Then God said to Abraham:

GOD: Because you were willing to give the most important thing in your life to me, I will give you many things! When you put me first I will take care of all your needs.

*Abraham exit*

NARRATOR: So Abraham and Isaac lived happily ever after, loving God.

\*words in italics are instructions for actors.

## PERSONAL APPLICATION

1. Reflect on the immediacy of Abraham's response and his "no-questions asked" character. Have you ever been in a situation where it seems that you have to sacrifice a great deal for God? Did a blessing follow? Write about it in your journal.
2. Have the students share with a partner an area in which they have been struggling to obey something they know the Lord is asking them to do. Encourage them to pray for one-another.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read 1 John 3:21-24. Reflect on how our obedience affects our relationship with the Lord. Spend some time in prayer asking the Holy Spirit to show you an area in which you need to obey. Write in your journal what you intend to do as a result of this lesson.
3. Before next week's lesson, read Genesis 24 and 26.

# 6 ISAAC

## PEACE-LOVING:

Doing what I can to maintain peaceful relationships

### ENGAGE!

#### WORSHIP

**Suggested Scripture:** *Matthew 5:9 or Colossians 3:15*

**Suggested Songs:** *God is the Strength of My Heart*

#### MOTIVATIONAL ACTIVITY

*You may choose from the following*

1. Have students tell about experiences they have had with people who are peace-loving and those who aren't.
2. Show the video clip of Martin Luther King's famous speech "I Have a Dream" at <http://video.google.com/googleplayer.swf?docid=-8962372176970376221&hl=ko&fs=true> style="width:400px;height:326px" allowFullScreen="true"allowScriptAccess="always" type="application/x-shockwave-flash">
3. Have the students brainstorm about what peacemaking looks like and illustrate it in a mural.

#### ACTIVITY OPTION

##### PRACTICAL PEACEMAKING CASE STUDY

###### Materials:

Julia's story and discussion questions from the following website:  
<http://www.goodcharacter.com/dilemma/dilemma4.html>.

###### Instructions:

Read the story about Julia and her unkind "friends" to the students then use the questions given at the website to discuss how a person should react in such a situation. Adapt the story and questions to your students' context as needed.

*Note to teacher:* If you are unable to access this website, perhaps you can think of a situation in which a student is mistreated or hurt by others at school yet doesn't want to be misunderstood or make people mad at him/her, so doesn't report the mistreatment to an authority. After telling the story or explaining the situation, ask:

- ▶ What should [this person] do now?
- ▶ Why do you think people were treating him/her this way?
- ▶ Have you ever had a similar experience?
- ▶ When you see this kind of thing happening to others, what do you do?
- ▶ What do you think you should do?

*References:*

*Suggested story and discussion questions are from Situation 4 of "The Daily Dilemma," by Charis Dennison, and may be found at <http://www.goodcharacter.com/dilemma/dilemma4.html>.*

## EXPLORE!

SCRIPTURE PASSAGE(S) : Genesis 26:1-33

KEY VERSE(S) : Genesis 26:28-31

### BIBLE STUDY

1. Verses 1-6: Why does this passage sound familiar? (Notice how it reflects back to God's promise to Abraham.) How does Isaac's response compare to his father's?
2. v. 7-11: Compare this passage to Gen. 10:12-20 and 20:1-13. Sarah actually was Abraham's half-sister, and Rebekah was Isaac's cousin, but their intentions were to deceive in order to protect themselves. What does this tell us about the limitations of their faith?
3. v. 12-22: Discuss how you would feel if you were in Isaac's situation: people kept taking what you had labored for, as in the Filipino saying, "*Ako ang nagtanim, iba ang uman;; ako ang nagsaing, iba ang kumain.*" Share thoughts and experiences on times that such a thing happened to you. What was your initial reaction? Talk about Isaac's actions to avoid conflict.
4. v. 23-25: Reflect on the relevance of God's message of promise to Isaac to the situation that he was in at the time. What does the passage imply about God's grace (blessings) and our actions?
5. v.26-31: Discuss how Isaac dealt with his confrontation with Abimelech. What does this teach about confronting and dealing with conflicts? How can this be applied in being a godly leader?
6. v. 32-33: go back to verses 1-6 and 23-25. How are these passages connected? Peacemaking brings blessings: discuss this thought and relate it to Matt. 5:9. (The word Shibah in Hebrew can mean "oath". Consult further on Bible dictionaries and commentaries about the word and discuss the implications of why Isaac named the well as so.) Discuss the connection of "oath" with peacemaking.

**ACTIVITY OPTIONS****CHARACTER EVALUATION****Materials:**

None

**Instructions:**

After reading Genesis 26:7-11, have the students compare the situations and responses of Abraham and Isaac to note the similarities and identify any differences. Ask:

- ▶ Do you think Abraham and Isaac did the right thing in these situations?
- ▶ What does their response to the situation tell you about them?
- ▶ What might they have done differently?
- ▶ What do you think would have happened if they had been perfectly honest?
- ▶ God seems to have intervened on their behalf in spite of their deception. Do you think God could have brought about good results had they not lied in the first place?

**SELF-GUIDED APPLICATION****Materials:**

Papers and pens for each student  
Journal can also be used.

**Instructions:**

1. Following the scripture reading or Bible lesson, the facilitator will use questioning to direct the students through the following steps:
2. Generalization – Help the students discover the primary principle(s) of the lesson or passage. Write it (them) on the chart (see below).
3. Varied Application – Ask the students to give illustrations of how the principle(s) would work out in real life. What would it look like if a person were practicing this principle? List the responses on the chart in abbreviated form.
4. Examination of a Sensitive Area – What seems to be a recurring theme in their illustrations? Where is the principle “hitting home”? Ask questions that help relate the scripture to that issue. Note it on the chart.
5. Personal Decision – Ask a final question that encourages the individual students to commit to acting upon the principle. (E.g. What is God asking you to do with this truth?)

Principles	Varied Applications	Examine Sensitive Areas	Personal Decision

(Chart format from Fig. 18, page 125 of Lawrence and Bredfeldt, *Creative Bible Teaching*.)

Sample questions to use with Lesson 6:

1. Generalization: We see from this passage that Isaac repeatedly chose to be non-confrontational. He seems to be a peace-loving person. What can we learn from Isaac and our other scriptures about peace-making? (Refer also to Matt. 5:9 and Col. 3:15 as needed to get the desired response.) Example: Peace-making brings blessing.
2. Varied Applications: What would peace-making look like today in our community? What opportunities might young people have to be peace-makers?
3. Examine Sensitive Areas: These depend on the responses of the students in step 2. Possible sensitive areas may be the following:
  - ▶ Is deferring (not standing up for your “rights”) a sign of weakness?
  - ▶ Does peace-making mean we should let people take advantage of us?
  - ▶ Is it ever right to resist injustice?
  - ▶ Who is our Defender? Can we trust God to bring justice?
  - ▶ Is blessing an immediate result of peace-making?
4. Personal Decision: How might you be a peace-maker this week? What rights might you need to voluntarily give up?

*Resources: Lawrence O. Richards and Gary J. Bredfeldt, Creative Bible Teaching, Rev. ed., (1998), 119-126.*

## HISTORICAL TIMELINE

Though Abraham had another, older son (Ishmael), the heir of God’s promise to Abraham was Isaac. The Bible doesn’t have much to say about Isaac himself, but as the father of Jacob and Esau, he plays a big role in Bible history. God later refers to himself as “the God of Abraham, Isaac and Jacob,” evidence that Isaac carried on his father’s tradition of faith in God, and naming him as one of the patriarchs of Israel.

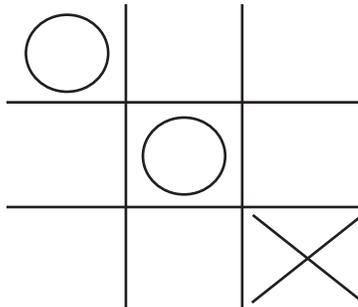
- ▶ Prepare a small symbol, such as a well, to represent Isaac’s efforts at peace-keeping and attach it to the timeline next to last week’s symbol.
- ▶ Below the line, at an angle, write: Peace-loving – doing what I can to maintain peaceful relationships.

**ACTIVITY OPTION****BIBLE FACTS TIC-TAC-TOE****Materials:**

Chalkboard, white board or large sheet of paper; chalk or marker

**Instructions:**

Draw a tic-tac-toe board on the chalkboard, white board or large sheet of paper hung on the wall. (See illustration.) Divide the group into two teams, the X's and the O's. Provide each team with a piece of chalk or marker. The team members will take turns answering the questions and filling in the tic-tac-toe board with their team's mark when they answer correctly. Three X's or O's in a row, any direction, wins. Opposing teams must try to block each other while outwitting each other to get 3 in a row.

**Questions:**

1. State one promise that God gave Abram in Genesis 12. (Any of the following is acceptable: I will make you into a great nation; I will bless you; I will make your name great; I will bless whoever blesses you and curse whoever curses you; all peoples on earth will be blessed through you; to your offspring I will give this land.)
2. In Genesis 15, to what did God compare the number of Abram's future offspring? (The stars)
3. What was Sarai's solution to Abram's childlessness? (She proposed that Abram have children through Hagar, her servant.)
4. Why was Abram's name changed to Abraham? What does that name mean? (Father of many)
5. What did God promise in Genesis 17 regarding Sarai? (Any of the following: I will bless her and give you a son by her; she will become the mother of nations; she will bear a son by this time next year.)
6. What is the definition of faith, according to Lesson 4 of our curriculum? ("Faith is growing in my confidence in God." Similar answers are acceptable.)
7. What was our definition of obedience in Lesson 5? ("Obedience is knowing and doing what God desires of me.")

8. Describe what God told Abraham to do in Genesis 22 in order to test Abraham's faith. (God asked him to take his son, Isaac, to a mountain to sacrifice him as a burnt offering.)
9. What promise did God repeat to Isaac in Genesis 26? (Any of the following: To you and your descendants I will give this land; I will make your descendants as numerous as the stars in the sky; through your offspring all nations on earth will be blessed.)
10. What was the name of Isaac's older half-brother? (Ishmael)
11. Give one example that illustrates that Isaac was a peace-loving person. (Any of the following: When Abimelech asked him to move away, he just moved; when the herdsmen of Gerar confiscated the wells his men dug, he just moved and had them dig another well; he made a treaty with his enemies rather than retaliating.)
12. According to Lesson 6, what does it mean to be peace-loving? (It means doing what I can to maintain peaceful relationships.)

*Resources: Lawrence O. Richards and Gary J. Bredfeldt, Creative Bible Teaching, Rev. ed., (1998), 119-126.*

## EXPERIENCE!

### LEARNING ACTIVITIES

1. Have the students give examples of times when they had to choose how to respond to unfair treatment or share their own experiences of peacemaking. It could be either avoiding a fight despite being provoked, or mediating between two persons or parties who are in conflict with each other. Was it hard to play peacemaker? Were your efforts successful or not?
2. Have them act out what happened, and what might have happened if they had responded differently.

### PERSONAL APPLICATION

1. Read Romans 12:14-19. What does this passage say to you? Write your insights in your journal.
2. Think about your relationships. Is there someone with whom you need to make peace? Do your best to take care of the situation this week and be prepared to share what happened next week.

**ACTIVITY OPTION****PRACTICING PEACE****Materials:**

Sample situations on separate slips of paper (see below).

**Instructions:**

Discuss with the students how body language affects communication. What do various body stances or gestures mean to others? How does tone of voice change the meaning of words? Give examples by demonstrating and ask the students for examples and demonstrations. Next, divide the group into 3 or 4 teams. Give each team one of the situations listed below (or others you create). Instruct them to act out in mime (no words) for the other teams what is on the paper and how they would resolve the situation. The other teams will then discuss what was going on and give suggestions for alternative ways of resolving the situation peacefully.

**Suggested situations:**

- ▶ Two of your friends are angry with each other. You have no idea why, but they aren't speaking to each other. What will you do?
- ▶ A group of bullies in your school have been making your life miserable, taking your things and saying things they know will make you angry. What will you do?
- ▶ You and your brother (or sister) are in the habit of arguing a lot over small things. You'd like to break the pattern but he/she repeatedly irritates you. What will you do?
- ▶ Your aunt raised you for several years while your mom was working overseas. Now your mom is back but she and your aunt can't seem to get along. There seems to be confusion about who's responsible for you and who makes the rules you live by. There seems to be competition and resentment between them. What will you do?

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Before next week's meeting, read Gen. 37.

# 7 JACOB

## TRANSFORMED:

Being changed by my experiences with God

### ENGAGE!

#### WORSHIP

**Suggested Scripture:** *Romans 12:2 or 2 Corinthians 3:18*

**Suggested Songs:** *He's Changing Me*

#### MOTIVATIONAL ACTIVITY

1. Have the students share their peacemaking experiences (last week's assignment) or share other experiences they have had with strained relationships in the past and the difficulty of mending those relationships. Encourage role-playing.
2. Have them tell what they learned about Jacob from reading Gen. 37 this past week.

#### ACTIVITY OPTION

##### LINE GAME

###### Materials:

Colorful Tape

###### Instructions:

1. Divide the classroom in half by using the tape on the floor.
2. Have the students stand along both sides of classroom and ask them to listen carefully to the instructions.
3. Explain the simple rule of this activity: If the student thinks the statement given applies to himself or herself, he or she should move close to the line. If not, they should remain where they are.
4. Encourage them to pay attention to their own feelings as well as being attentive to the responses of others. It is better to start off with simple, lighter statements before moving to more challenging ones.

###### Examples

- ▶ I have a secret I have never told anyone, even my parents.
- ▶ I used to be a trouble maker.
- ▶ I struggle with an issue related to my brother or sister.

- ▶ I have got changed compare with before my life. My life now is much different than it was before.
- ▶ There have been times that I have hated my brother or sister or even a friend.

*\*The instructor can add appropriate statements for the context.*

*References: Hilary Swank, Freedom Writers. directed by Richard LaGravenese and Hilary Swank. 122 min. Paramount Pictures, 2007. DVD.*

## EXPLORE!

SCRIPTURE PASSAGE(S) : Genesis 28:10-22,  
Genesis 32:1 through 33:15

KEY VERSE(S) : Gen. 32:30

### BIBLE STUDY

1. Ch. 28:10-15: Notice the “reestablishing” of God’s promise that He made with Abraham and Isaac, now with Jacob. What does this say about God’s faithfulness?
2. Also consider the premise that Jacob “tricked” his way into the blessing. Why would God offer such a grand promise to a deceiver like Jacob? What does this say about God’s grace?
3. v.16-22: How did Jacob respond to God’s message? Notice how Jacob made his own covenant to respond to God’s.
4. Ch. 32:1-8: What does Jacob’s preparation to meet Esau say about the gravity of the situation that he put himself into? Share a time when you tried to reconcile with someone and what “preparations” you made for it. What made you decide to reconcile? What risks were involved? Did you think your efforts would pay off? What thoughts did you have while in the process of reaching out to reconcile?
5. v.9-12: Discuss Jacob’s prayer. What does this say about Jacob’s “transformed” attitude?
6. Ch. 32:22-32: What does this struggle with God represent for Jacob? What does changing Jacob’s name imply? What can be learned from Jacob’s persistence in asking for God’s blessing?
7. Ch. 33:1-11: discuss how Jacob and Esau’s meeting went. Notice how Jacob and Esau exchange humble and loving words.
  - Talk about each of the brother’s attitude towards forgiveness: how Esau did not require material peace offerings, and how Jacob insisted on giving them.
  - What does this say about the right approach to reconciliation? Let students share about experiences of giving “peace offerings”.
8. v.12-16: Notice Jacob’s humility in addressing Esau. What does this say about our own attitudes when trying to make amends? Focus on v. 15: what can be learned

from Jacob's response to Esau's offer? What does this say about Jacob's motivation to reconcile with his brother?

9. Read Romans 12:2 and 2 Cor 3:18. What do these verses tell us about how transformation takes place?

### ACTIVITY OPTIONS

#### THE GOOD, THE BAD AND THE UGLY

##### Materials:

Chalkboard, white board, or flip chart.

##### Instructions:

1. On a chalkboard, white board, or flip chart, write the word "Good" toward the top left side, "Bad" at about the middle, and "Ugly" toward the bottom.
2. Tell students that this is a scale representing people's lives and actions.
3. Ask them to call out the names of some famous people and people from the Bible lessons and suggest where they would fit under these categories. To get them started, give some well-known examples, such as Mother Theresa or Jose Rizal near the top and General Hirohito or Adolf Hitler near the bottom.
4. After they have given a dozen or so answers, ask them why they decided to put the people where they did.
5. Ask the students about Jacob. Where they would they put him and why? Was he a good character or not? Did he undergo a process of transformation?
6. At the very top of the board, above the word "Good", write the word "Perfect" and the name of Jesus Christ next to it. Point out that even the best people can't compare to Jesus.

*References: Faith connections Mar/Apr/May (Kansas city: Wordaction, 2004), P46*

#### PREPARATION FOR RECONCILIATION

##### Materials:

Papers, Colored pens

##### Instructions:

1. Ask the students to share with a partner a time when they tried to reconcile with someone. What "preparations" did they make for it? What made them decide to reconcile? What risks were involved? Did they think their efforts would pay off? What thoughts did they have while in the process of reaching out to reconcile?
2. Have them write down the person's name on a piece of paper and attach it to his partner's chest using the tape.

3. Ask them to practice saying, "I'm sorry about...." to their partner as if he or she were that person. The partner should just listen carefully.
4. The speaker and listener should change roles and repeat the activity.
5. Afterward, give time to share feedback with the rest of the class. It may be appropriate to close this activity with prayer for true reconciliation to take place.

## HISTORICAL TIMELINE

The Bible depicts Jacob as a deceiving, manipulative person early in his life, yet even before he was transformed, God had chosen him to father the 12 tribes of Israel that became the focal point of the rest of Old Testament history.

- ▶ Prepare a small symbol, such as a stone, to represent Jacob and attach it to the timeline next to last week's symbol.
- ▶ Below the line, at an angle, write: Transformed – being changed by my experiences with God.

## EXPERIENCE!

### LEARNING ACTIVITIES

*Choose from the following:*

1. In your journal, make a chart by dividing the page with a vertical line down the middle. At the top of the left column write BEFORE and at the top of the right column write AFTER. On the left side, list words that describe what you were like before Christ transformed you (prior to becoming a disciple of Christ) and on the right, list words that describe how you have changed.
2. Invite someone who has been in prison or a rehabilitation center (or other person you know) to share a testimony about how they have been transformed.

### PERSONAL APPLICATION

1. Transformation is a difficult process that includes struggle. Share about your own struggles with personal problems in general. What do you do in those situations?
2. Reflect in your journal on the importance of transformation in the life of a leader. What are the likely consequences of "faking it"?

## ACTIVITY OPTION

## TRANSFORMATION GRAPH

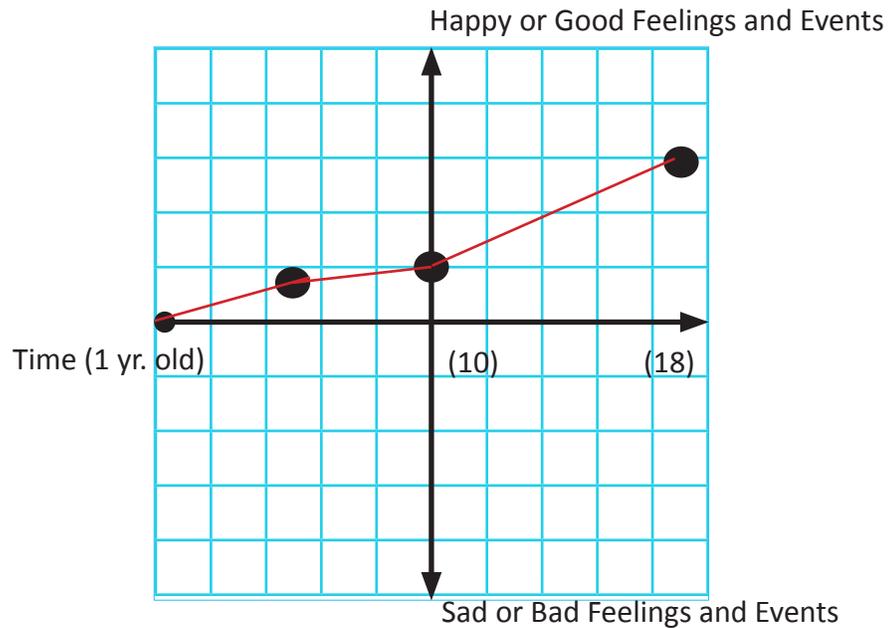
**Materials:**

Papers, Colored pens

**Instructions:**

1. Ask students to describe their life by creating a "life graph" on the paper.
2. After a few minutes, have pairs of students face each other and share their graphs. This will accomplish two things. First, it will begin to build some community in your group. Second, it will let your students explore how much God has transformed them over time.

*Example:*



## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. During the week, visit an orphanage, nursing home, depressed area or shelter. Find some way to help the people there. (Teacher: the goal here is to challenge the student's self-centered, "maka-sariling" attitudes by helping them experience the needs of those around them.)
3. Before next week's meeting, read Gen. 37 for background on the life of Joseph.

## 8 JOSEPH - PART 1

### INTEGRITY:

Maintaining the highest standard of self-control in times of temptation

#### ENGAGE!

##### WORSHIP

**Suggeste Scripture:** 1 Corinthians 10:13

**Suggested songs:** *The Battle Belongs to the Lord*

##### MOTIVATIONAL ACTIVITY

1. Play the game "Honey, if you love me, smile." The object of the game is for on group member to say "Honey, if you love me, smile," and do whatever they can to "tempt" another group member to smile. That person must resist the temptation to smile, maintaining a "straight face." If the "tempter" is able to make the other person smile, that person becomes the "tempter." If not, he/she tries to get a different group member to smile.
2. Have the students share what they learned about Joseph from Genesis 37.

#### EXPLORE!

**SCRIPTURE PASSAGE(S):** Genesis 39

**KEY VERSE(S):** Gen. 39:9

##### BIBLE STUDY

1. v. 1-6: From the passage, what are the reasons why Joseph was recognized as a responsible person? What made Joseph so trustworthy?
2. v.6-10: Why was Potiphar's wife attracted to Joseph so much? In line with this, discuss other situations wherein one who holds a distinctive position or responsibility is being tempted to abuse his or her privileges. (Example: president of a school body is being tempted to corrupt the organization's funds, etc.)
  - Focus on verse 9: What lesson can be learned from Joseph's response to Potiphar's wife? To whom was he accountable if he gives in to the temptation? Discuss the implication of how one is accountable to God and to others (example SBO adviser, whole school body, pastor, etc.) in doing one's responsibility with integrity.
  - Share thoughts on how Joseph endured being constantly tempted.

3. v.11-20: Discuss Joseph's situation. Was there a time when you were "black-mailed" or pushed into a situation to make you look bad? How did you handle such a situation?
4. v. 20-23: Notice how Joseph was being treated well in any situation that he was put into. Why was the Lord continuously with Joseph? What did God do for Joseph? What does this story say about God's faithfulness to the faithful?

### ACTIVITY OPTIONS

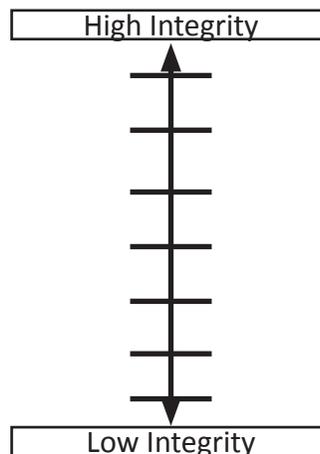
#### INTEGRITY LINE

##### Materials:

manila paper  
markers/crayons

##### Instructions:

After discussing the lesson on integrity through the life of Joseph, give the students the opportunity to evaluate the "integrity level" of some Bible characters. Draw an "integrity line" on the board (see illustration). From a given list of Bible characters (see suggestions below), encourage the youth to choose a name and put it where he/she thinks it should be on the line. Tell them to be ready to share the reason of their "judgment."



##### SUGGESTED BIBLE CHARACTERS:

Gehazi	Josiah	David
Daniel	Solomon	Abraham
Aaron	Peter	Paul

**SPEAK OUT!****Materials:**

Copies of drawings of significant situations in the life of Joseph  
*(see below for suggested illustrations).*  
 Pencils or ballpens for each student.

**Instructions:**

Fill in the speech balloons with what each character said during each given situation.

## Sample Situations:

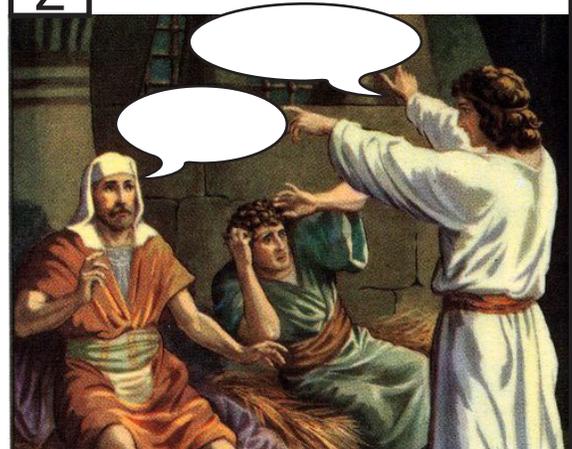
1. Joseph "harassed" by Potiphar's wife
2. Joseph interpreting the dreams of the King's butler and cup-bearer
3. Joseph making himself known to his brothers, telling them why he forgives them.

1



[http://www.oneil.com.au/lDs/pictures/joseph\\_resist.jpg](http://www.oneil.com.au/lDs/pictures/joseph_resist.jpg)

2



<http://lavistachurchofchrist.org/Pictures/Patriarichal%20Age/target9.html>

3



<http://lavistachurchofchrist.org/Pictures/Patriarichal%20Age/target9.html>

## HISTORICAL TIMELINE

Joseph was the 11th son of Jacob (Israel) yet the Bible gives more attention to him than to any of his brothers. The Bible doesn't try to hide the negative qualities of its "heroes," showing both the positive and the negative aspects of their character. However, we are told almost nothing negative about Joseph. He was truly a man of integrity.

- ▶ Prepare a small symbol, such as a multi-colored robe, to represent Joseph and attach it to the timeline next to last week's symbol. Mark the timeline 1700 B.C., the approximate date that Joseph went to Egypt.
- ▶ Below the line, at an angle, write: Integrity – maintaining the highest standards of self-control in times of temptation.

## EXPERIENCE!

### LEARNING ACTIVITIES

On a piece of manila paper or on the board, have the students create a list of relevant things which they consider real temptations in their own lives and the lives of youth today. If possible divide them into groups and let someone give a brief explanation of the results of their work. (This will probably lead into item #1 in Personal Application.)

#### ACTIVITY OPTIONS

##### LIFELINE

##### Materials:

bondpapers  
markers or crayons

##### Instructions:

Tell the story of a bible hero ( ex. Joseph) Tell pupils to create Joseph's "lifeline" by drawing continuous lines to represent significant moment in his life. The lifeline can include straight lines, curved lines, spirals, sharp turns, circles, and anything else students can think of. Symbols, words and different colors may be used to indicate specific events or feelings. The only requirement of a lifeline is that it must have a clear beginning ( representing the person's birth) and ending ( the person's death).

Give the youth 10-15 minutes to draw the lifeline. Then form small groups of no more than five and have members describing the lifeline and take turns answering the discussion questions.

Discussion:

- ▶ What does this say about the life of Joseph?
- ▶ Where along in Joseph's lifeline do you see God working in his life?
- ▶ How was this experience positive or negative for him?
- ▶ In which part of Joseph's lifeline can you find resemblance in yours?
- ▶ Through Joseph's life, what did you learn about God, about life, yourself and others?
- ▶ In what aspect of Joseph's life do you want/ or you don't want to imitate?

*Adapted from source:*

*Rydberg, Denny. "TrustBuilders" Group Publishing Inc., Loveland, Colorado 1993 p. 70*

### IN OR OUT?

#### Materials:

Colored chalk

(if the floor is tiled, you may use colored masking tape for marking.)

#### Instructions:

After discussing the life of Joseph, have all the youth stand up. The teacher should draw a box in front of each. Tell them that you will name some bible characters and they should jump in the box if the person has shown integrity and jump out of the box if he did not. Each should be ready to give a reason for his answer, if he/she can't give a reason, that youth will be "out". The teacher will keep on giving names until only one winner remains.

*Sample Bible characters:*

King David

King Solomon

Peter

Judas

Elijah

Jacob

Abraham

Matthew

King Saul

Samuel

### PERSONAL APPLICATION

1. Let students share instances when they were constantly tempted to do wrong. Did they give in or remained firm? What were the reasons for their decisions? Share thoughts on times when God did make a way to help you get out or "make good" of the bad situation that you were put into. (Refer to 1 Cor. 10:13)
2. Share insights on the difficulties of maintaining integrity. Let students share frustrations on times when doing what's right got them in trouble. As Christian leaders, what does God expect of us? Write your insights in your journal.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Ask God to reveal to you a way to resist a temptation you are currently facing. Write in your journal what you will do.
3. Read Genesis 40 and 41 before next week's meeting.

# 9 JOSEPH - PART 2

## DISCERNMENT:

Recognizing God's hand at work even in negative circumstances.

### ENGAGE!

#### WORSHIP

**Suggested Scripture:** *Psa. 119:124-125, Prov. 3:21-24, Prov. 18:15*

**Suggested Songs:** *God Will Make a Way*

#### MOTIVATIONAL ACTIVITY

- Discuss fortune-tellers (*manghuhula*). What is the source of their abilities? What does the Bible say about fortune-telling (divination)? See Deut. 18:9-13. What exposure or experience have you had with those who claim to be able to predict the future?

#### ACTIVITY OPTION

##### GOD WILL MAKE A WAY

###### Materials:

Cassette/ CD player or MP3, Speakers, Song sheet for "God Will Make a Way"

###### Instructions:

1. Divide into two or three groups (depending on the size of the class) for this activity.
2. Allow students listen to the music for a while.
3. Ask one student to read the words of "God Will Make a Way" aloud.
4. Allow time for the groups to come up with creative choreography for this song according to the words. (In the interest of time, you may wish to limit them to the chorus only.)
5. Allow each group to present their choreography.

**PHONE GOD****Materials:**

Cellular phone

**Instructions:**

1. Bring a cell phone to class with you. Hand it to a student and say the following:
  - ▷ \*Imagine if we had a phone we could pick up anytime and find God on the other end of the line waiting to talk to us! Would you use the phone? When?
  - ▷ \*Would that affect the way you live?
  - ▷ \*What questions would you ask Him?
  - ▷ \*What would you like to tell Him?
2. Say, While we can't talk to God like we talk to a friend on the phone, we do have a direct line to God through the Holy Spirit, and we can talk to Him anytime!

*References: Adapted from Faith Connections Jun/Jul/Aug (Kansas city: Wordaction, 2003), P12*

**EXPLORE!**

**SCRIPTURE PASSAGE(S) :** Genesis 40, 41, 42:6-9

**KEY VERSE(S) :** Gen. 41:37-38

**BIBLE STUDY**

## 1. Ch. 40, 41

- Ch. 40:1-8: Even while he was in prison, Joseph recognized that God had placed him there for a reason. He was given a position of responsibility and was concerned for the needs of those in his custody. What can we learn from Joseph's example?
- Discuss how Joseph responded when people brought him their problems. To whom was Joseph giving credit in what he did (being able to interpret dreams)? (Ch.40:8, 41:16) What does this say about the proper attitude when people recognize our abilities?
- Ch 40:20-23: Share experiences of times when doing a wholehearted, well-intentioned favor for someone got unrecognized or even forgotten by the person to whom you showed kindness. How did it feel? What did you do?
- From the overall passage, what can be learned from Joseph's attitude toward responsibility?

- Ch. 41:37-40: To whom did Pharaoh give the credit for Joseph’s discernment? Who is the source of true discernment? What does this passage indicate about the importance of discernment for leadership?
2. Ch. 42:5-9 (Briefly summarize Joseph’s plan regarding his brothers)
- Read again Gen 37:1-11. Relate this with the passage. When Joseph saw his brothers bowing to him, he remembered the dreams he had had about them when he was a boy. Read Gen. 45:4-7. What had Joseph suddenly discerned about the situation?
  - What can we learn from Joseph’s experiences? What should our attitude be toward negative circumstances? Let the students share situations when they sought God’s will and experienced His hand at work during a difficult, trying time. Were they able to understand what God was doing at the time, or only in retrospect?

**ACTIVITY OPTIONS**

**STORY ANALYSIS**

**Materials:**

Colored word cards, markers, tape, white board or manila paper

**Instructions:**

1. After they have finished the Bible Study of Lesson 9, introduce the activity by giving each student a colored card.
2. Ask the students to choose a word that comes to mind based on what they’ve read and learned about Joseph’s situation and responses from the lesson and write it on the card.

Examples:

God’s Hand	Forgotten	Prison
Interpretation	Responsibility	Wise

3. While the students are doing this, draw the following chart on the board or on a piece of manila paper on the wall.

Joseph’s Situation	Joseph’s Response

4. The students will then come to the front to put their word cards on the chart, placing them in the category where they best fit. Allow discussion through this process.
5. Ask students which of Joseph's responses showed discernment

## HISTORICAL TIMELINE

Joseph played a very important role in the fulfillment of God's promise to Abraham, Isaac and Jacob. Gen. 45:7 shows how God used Joseph's traumatic experiences to rescue Abraham's descendents from a terrible famine. No additional symbol is needed for this week's lesson, but add to the timeline the character quality of Discernment and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

Now discuss what the difference is between fortune-telling and Joseph's ability to interpret dreams. (What is the source of the information? Who gets the credit for it?) Do you think God uses dreams to communicate with people today? (Teacher: you may wish to look for testimonies of how God has spoken to people through dreams and visions in recent history, particularly in the Arab world.)

### PERSONAL APPLICATION

There is no true discernment apart from the Holy Spirit. To be a discerning leader, one must look to the Holy Spirit for the truth. Spend some time in prayer asking the Holy Spirit to give you a heart that can discern good from evil and truth from lies. Write in your journal whatever responses you have to the lesson or whatever the Holy Spirit brings to mind regarding any negative circumstances you are experiencing.

### ACTIVITY OPTIONS

#### COMPARING FORTUNE-TELLING AND INTERPRETATION

**Materials:**

White board and markers or a large sheet of paper and a marker for each group

**Instructions:**

1. This activity may be done on the board as one large group or the group may be divided in to smaller discussion groups. If the latter, provide paper and marker for each group.
2. Explain: The Venn Diagram is created by drawing a circle for each item or group of items to be studied. The circles overlap to some extent but not completely. (Draw two large overlapping circles on the board.)
3. Ask the students to fill the overlapping section with similarities between fortune-telling and Joseph's ability to interpret dreams, then compare the differences by using the non-overlapping sections. Some research may be necessary, so it may be good to provide a Bible dictionary or other resources.

**Examples:**

- The characteristics or attributes of Fortune-telling are listed in the left circle.
- The characteristics or attributes of Joseph's ability are listed in the right circle.
- The similarities between Fortune-telling and Joseph's ability are listed in the middle, overlapping section.

*Alternative method:* Divide the group into two smaller groups. Ask one group to research and describe fortune-telling and the other to research and describe biblical interpretation of dreams. When their work is complete, use one Venn Diagram to analyze the findings.

*References:* [http://www.louisianovoices.org/Unit8/edu\\_unit8\\_venn\\_diagrams.html](http://www.louisianovoices.org/Unit8/edu_unit8_venn_diagrams.html) Accessed 8 Aug 2007

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. In preparation for next week's lesson, read Genesis 42-44.

## 10 JOSEPH - PART 3

**FORGIVENESS:**

Extending God's grace to those who have hurt me.

**ENGAGE!****WORSHIP**

**Suggested Scripture:** *Matthew. 6:9-15*

**Suggested Songs:** *Purify My Heart*

**MOTIVATIONAL ACTIVITY**

Have the students sit on the floor. Arrange yourselves in a circle. Instruct students to close their eyes. Let them take a few deep breaths. Tell them to relax and concentrate, and to listen to your voice only. Say the following:

Try to empty your mind of the things that concern you today. Imagine an empty white space around you. Now think of a person who has done you wrong in the past or at present. Imagine him or her in front of you. Try to remember the thing or things he or she did. As you look at the person face to face, ask these questions:

- Have I really forgiven you? Have I even tried forgiving you?
- Are we on good terms now? If not, then why so?
- What do I really feel now about what happened?
- Could I ever really forgive you?

Take deep breaths again, and as I count 5 to one, then slowly open your eyes. (Count) Let students share about what they felt during the exercise. For those who are willing, let them share their answers to the reflection questions in the exercise.

**ACTIVITY OPTION****MISSING PICTURE****Materials:**

Story pictures of Joseph's story, as covered in lessons 1 and 2  
-this could either be printed pictures (recycled picture aids or photo copied from a storybook) or drawn ones.

Scotch tape or any adhesive / thumbtacks (to stick the pictures on the board)

**Instructions:**

Prepare several pictures that would show a series of events in Joseph's life before Genesis 50:15. Hang or post the pictures on a wall or blackboard; the pictures should be in the order according to the scriptures. Take away

some pictures from the storyline, creating some “holes” in the sequence. In doing the activity itself, choose some students who could help complete the storyline. Give the missing pictures to the chosen students and let them place their story picture to its correct place in the sequence. Let the other students (who were not chosen) help out in completing the story sequence. After completing everything, have a short review of Joseph’s story.

## EXPLORE!

SCRIPTURE PASSAGE ( S ) : Genesis 45, 50:15-21

KEY VERSE ( S ) : Gen. 50:20-21

### BIBLE STUDY

1. Ch. 45:1-4: What does the passage reveal about Joseph’s feelings about seeing his brothers again? Encourage students share about what their initial feelings or reactions are when they see the person who did terrible things to them in the past.
2. v.5-15: If anyone had a right to hold a grudge, it was Joseph. But this scene shows us an amazing display of forgiveness.
  - What does the passage imply about Joseph’s perspective of what happened to him in Egypt?
  - Regardless of the positive outcome, Joseph still could have punished his brothers severely for what they had done to him. How does Joseph’s forgiveness reflect the grace of God?
  - What does this say about what our own attitudes should be towards those who have done wrong to us? What is the Christian way of forgiveness? (See Matt. 18:21-22 and Col. 3:13)
3. v.16-28: Discuss Joseph’s actions and how he went beyond forgiveness to actually blessing his brothers.
  - Let students talk about how “radical” Joseph was in terms of doing the utmost unexpected response to what his brothers did to him. Is it possible for us to follow Joseph’s example?
4. Ch. 50: 15-21
  - v. 15-17: Have the students share of a time when they unexpectedly received forgiveness from a person. Did they feel as skeptical as Joseph’s brothers apparently felt? Why did Joseph weep?
  - V. 19-21: Discuss Joseph’s response in the passage. What did Joseph mean when he said “Am I in the place of God?” (See Romans 12:19) What words and actions accompanied Joseph’s forgiveness that should have put his brothers’ fears to rest?
  - In a world where people are expected to be self-indulgent and vengeful, what can you do to show true, selfless forgiveness to those who have wronged you?

## ACTIVITY OPTION

### FORGIVENESS MAP

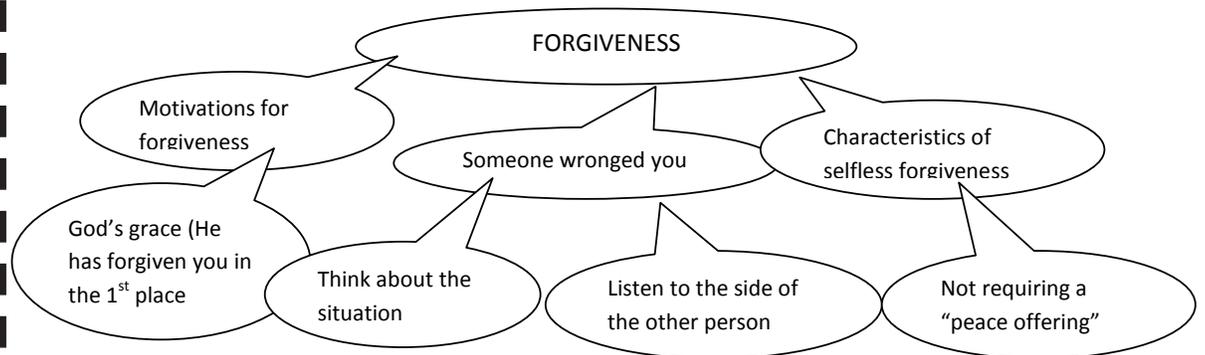
#### Materials:

Chalk board and chalk / Whiteboard and marker

#### Instructions:

1. Make a concept map about forgiveness from the discussion flow. Draw a starting diagram to which the students will add their ideas.

The following is a sample:



2. Ask students to keep adding ideas.

\*If it will be used for Bible study, draw the diagram before discussion starts and fill in details as the group moves through the lesson questions. Tell students to remember that as they discuss, they should be filling out details in the diagrams and adding their own. The students could be the ones to write on the board or the facilitator or group leader can do it for them.

\*If it will be used as a Learning Activity, draw the diagram and have students fill it out after the whole discussion.

To understand more about the idea of a concept map, refer to the following websites:  
[http://www.mc.maricopa.edu/dept/d43/glg/Study\\_Aids/concept\\_maps/conceptmaps.html](http://www.mc.maricopa.edu/dept/d43/glg/Study_Aids/concept_maps/conceptmaps.html)

Novak, J. D. & A. J. Cañas. The Theory Underlying Concept Maps and How to Construct Them, Technical Report IHMC CmapTools 2006-01. Florida Institute for Human and Machine Cognition, 2006, available at: <http://cmap.ihmc.us/Publications/ResearchPapers/TheoryUnderlyingConceptMaps.pdf>. 4.

#### References:

Hatcher, Rovina. *Instructional Methods lecture presentation*. Taytay, Rizal: Asia Pacific Nazarene Theological Seminary, 2009.

## HISTORICAL TIMELINE

This lesson concludes our focus on Joseph. Through the 12 sons of Jacob (Israel), the 12 tribes of the nation of Israel were born. Joseph's name, however, is usually not listed as one of the 12 tribes of Israel. This is because, just before he died, Jacob adopted Joseph's two sons, Ephraim and Manasseh, as his own, bestowing a blessing on each of them as he did on his other sons. (See Gen. 48:5) Their offspring became the "half-tribes" of Ephraim and Manasseh. Add Forgiveness and its definition to the timeline.

## EXPERIENCE!

### LEARNING ACTIVITIES

The activity, "Forgiveness Map" can be done as a learning activity after the Bible Study.

### PERSONAL APPLICATION

1. Forgiveness is an important means of reflecting God's grace and forgiveness to others. Representing Christ is an essential part of being a Christian leader. Ask God to bring to mind those whom you need to forgive. Write their names in your journal and plan how you can demonstrate forgiveness to them. (Remember, forgiveness goes beyond just words.)
2. Accepting forgiveness is important as well. Perhaps you have offended or hurt someone and even though they may have forgiven you, you still feel ashamed or guilty, as Joseph's brothers did, and avoid being around them. What can you do to restore the relationship? Make a plan and carry it out.

### ACTIVITY OPTIONS

#### FORGIVING AND BEING FORGIVEN

##### Instructions:

##### *Preparation:*

Prepare several situations that would allow students to reflect on both the forgiven and the forgiver sides. An example situation can be:

- ▷ Person A and person B are best friends. While talking lightly and laughing heartily, person A jokes about something that he or she knows is very sensitive to person B; but it is too late to take the joke back. Person B reacts instantly by suddenly keeping quiet. After some awkward silence, the two separate without a word.

The situation must always involve two main persons. It would be great to present those that the youth can really relate to. The goal is to have the

students discuss how they would response to a given situation as either a forgiver or a forgiven.

*Actual Activity:*

Divide the class as equally as possible into two groups. One group would discuss person A's situation and feelings, while the other group can take person B. They can switch persons to empathize with for the different situations to be presented.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Share with at least one person what you have learned about forgiveness from the life of Joseph.
3. Prior to next week's meeting read Exodus 1-3.

**11 MOSES - PART 1****HUMILITY:**

Knowing that my abilities are God-given for His glory.

**ENGAGE!****WORSHIP**

**Suggeste Scripture:** *John 13:1-17*

**Suggested songs:** *Better is One Day; Micah 6:8*

**MOTIVATIONAL ACTIVITY**

Imagine being asked to go to the president of the Philippines in person to request the reversal of some policy. How would you feel? What difficulties, both internal and external, might you have in approaching the president?

**EXPLORE!**

**SCRIPTURE PASSAGE(S):** Exodus 2:11-15, 4:10-17

**KEY VERSE(S):** Numbers 12:3

**BIBLE STUDY**

1. Exo. 2:11-15: Orient students about the general condition of the Israelites in Egypt during Moses' time. Discuss the following:
  - What provoked Moses to act in such a way? What does his action say about his convictions at the time? (Certainly Moses was motivated by compassion for his people who were being mistreated by the Egyptians, but the way he attempted to become their savior by his own strength and methods indicates a pride problem.)
  - Talk about times when one uses "wrong means for good ends" and discuss such instances parallel to the Scripture passage.
2. Review the reading assignment, particularly chapters 2 and 3. If not everyone was able to read the assigned passage, let those who read (with help from the teacher) give a summary of the story.
3. Ch. 4:10 : Read the verse and discuss:
  - Let students share of times when they refused a task or responsibility because they felt inadequate for it. Have them share about their leadership insecurities. (Examples: High school and college students might share about times of being asked to be a group leader, or organization officer, etc. Older students might share about the difficulty of facing job interviews, or didn't even attempt an application because they felt unqualified)

4. Is having low self-esteem equivalent to being humble? Discuss what the differences may be while referring back to the passage in chapter 3.
  - Moses' act of removing his sandals before God: humility or low self-esteem
  - Saying tons of excuses and expressions of inadequacy: humility or low self-esteem?
  - (Think of other things that can be compared, or turn it into a fun game of "which is which")
5. Ch. 4:11-12: discuss the implications of God's reply to Moses. Why did God respond by asking such questions? What does God's being "The Creator" have to do with Moses' insecurities?
6. Ch. 4:13-17: Discuss God's "anger" and its connection with His response to Moses in the passage.
  - God gave Moses what he needed to carry out the task given.
  - In verse 14, it said that God will send Aaron as his companion and spokesman and that he was on his way to meet him. Discuss how God has already given or planned, way beforehand, what or who Moses would need for the job.
  - Reflect on instances wherein God provided people or "arranged" certain situations that greatly helped you to accomplish a difficult task. Can you trust him to do that in the future?
7. Look back to chapter 2, then to chapter 3 and 4. Discuss what changes of attitude Moses underwent. What makes Moses humble?
  - From the whole lesson, what is the over-all distinction between humility and having low self-esteem? Which one does God favor?
8. Moses became a great, yet humble, leader (see Numbers 12:3). Discuss how the burning bush experience contributed to his eventual leadership of the Israelites. What, then, is humility before God all about?

### ACTIVITY OPTIONS

#### MOSES/ ATTITUDE IDENTIFICATION

##### Instructions:

Have the students list movies they have seen in which a character was facing a situation similar to that of Moses. Have them give a short background of the scene and explain why they think that character is similar to Moses. Encourage them to describe how Moses and this character would have felt during a part of the Exodus 2-3 passage.

**MOVIE ILLUSTRATIONS****Materials:**

Sheets of paper, markers

**Instructions:**

1. Divide the class into groups of three students and have them take a scripture (from the 3 listed below) and draw a picture of that section. If there is a large class, you may wish to have more than one group per scripture passage.
  - ▷ Scripture Passages: Ex 2:11-15, 4:10-17, Deut 31:1-8
2. After they have finished this, have the groups gather together to share their pictures and have them analyze Moses' attitude(s) based on what they've read in scripture. Have the students explain why they came to their conclusions based on what they read in scripture.
3. Discuss together how Moses' attitudes and character changed and why it did or did not change.

**HISTORICAL TIMELINE**

During the years that the descendants of Jacob (now called Hebrews or Israelites) lived in Egypt, they increased greatly in number but went from being regarded favorably to becoming the slaves of the Egyptians. Moses was God's specially equipped choice to lead the Hebrews out of slavery to the land that God had promised their forefathers. Once Moses recognized God as the source of his influence, he was able to lead the people out of Egypt.

- Prepare a small symbol, such as a picture of two stone tablets representing the 10 Commandments and write Moses on it. Attach it a short distance from Joseph and mark the timeline 1400 B.C., the approximate time that the Israelites left Egypt.
- Below the line, at an angle, write Humility and its definition.

***EXPERIENCE!*****LEARNING ACTIVITY**

If possible, bring students someplace where they can have a quick taste of what it is like to get rid of their pride and serve others. For example, if you are somewhere near the city street and have known of street children there, let the youth bring snacks to them, or find another quick service-project opportunity for that day.

## PERSONAL APPLICATION

1. Have the students think about and discuss their own strengths and weaknesses. Often we operate on our own within our personal strengths and avoid the vulnerability of our weaknesses. Read 2 Cor. 12:7-10. What does Paul mean by “when I am weak, then I am strong?” How might God use our weaknesses? What happens when we allow God to use our weaknesses?
2. Spend some time in personal prayer. Ask God to help you see your heart attitude: proud, low self-esteem or humble. If it is your desire, ask Him to give you a heart of humble service for His glory.

### ACTIVITY OPTIONS

#### HUMBLE HEART REFLECTION ACTIVITY

**Materials:**

Writing utensils, paper, music player (optional)

**Instructions:**

Give a piece of paper to students (or students can use their journal) and have them take time to pray, think and then write examples in their lives where they either struggle with pride or struggle with a low self esteem. Having students look at the example of Moses, ask students to ask God to help them think of a specific way in which God is asking them to respond (with friends, or family, etc.) to be truly humble, not with pride or low-self esteem. Also have them pray for God to guide them for changes they need to make in their whole life in these areas. Have the students list the items down on their paper or in their journal.

Give time for reflection and prayer. Perhaps leave music playing to make it a contemplative atmosphere or perhaps let them leave the instructional area to think and pray.

When the group returns find ways that students can share what God has led them to understand and want to change in their lives. This can be done by dividing the group into pairs or small groups, by allowing willing individuals to share with the whole group. Choose the method that best suits your class. If the group is in pairs, have them pray specifically for one another.

Look for ways in which specific members of the class, friends, or you as the instructor can be intentional to follow-up with the student’s behavior change.

**LEARNING ABOUT OUR NEIGHBORS****Instructions:**

1. Have the group divide into pairs (or groups of three if that is safer or more appropriate). Tell them the purpose of this lesson is to listen to others around them with a Christlike heart.
2. Give the students the following tips for guiding their interactions with the people they meet.

## Tips for listening well:

- ▶ The purpose of asking questions is to not just get an answer but to truly understand what that person is experiencing, thinking and feeling.
- ▶ Keep eye contact when a person is talking so they know that what they are sharing with you is important.
- ▶ Let the people talk, don't interrupt.
- ▶ Seek to find ways to encourage or support the people you meet.

## Tips to guide the conversation:

- ▶ Introduce yourself.
- ▶ Ask what things they think about, or what things concern them.
- ▶ Ask if you could pray for them.

## Tips for your attitude:

- ▶ Go out with faith that God is already working in the lives of the people you will meet, and approach people and homes in confidence.
- ▶ Pray continually as you go. God is going ahead of you!
- ▶ Expect the unexpected.
- ▶ Expect people to want to share about their lives.

It's OK if people do not want to talk. Respect a person if they do not want to answer or are unkind. If people do want to talk be willing to listen. Let their words be the most important thing!

When the groups return from their groups and assemble as one, have them share about their experiences, how they felt, and what they learned. Pray together for a humble heart that cares for people.

*Reference:*

[http://www1.salvationarmy.org/ihq/www\\_sa.nsf/766d2187c97e6bf180256cf4005d2284/fdb5578e5e1a3c9280256f0e004aed0e/\\$FILE/mission\\_in\\_community-lr.pdf](http://www1.salvationarmy.org/ihq/www_sa.nsf/766d2187c97e6bf180256cf4005d2284/fdb5578e5e1a3c9280256f0e004aed0e/$FILE/mission_in_community-lr.pdf)

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Take whatever opportunity the Lord gives you to serve others in a new way this week.
3. Read Exodus 16-18 in preparation for next week.

# 12 MOSES - PART 2

## ENDURANCE:

Faithfulness to the task God has given me regardless of the difficulty.

### ENGAGE!

#### WORSHIP

**Suggeste Scriptures:** *Luke 21:19, Rom. 5:3-4, Rom. 15:4, 2 Cor. 6:4, Col. 1:11, Heb. 10:36, Heb. 12:1, Rev. 2:2, 3:10, 13:10.*

**Suggested songs:** *Jesus, Lamb of God*

#### MOTIVATIONAL ACTIVITY

Choose one of the following:

- Show a picture of someone “multi-tasking” or describe a pastor or other person who has many responsibilities: husband, father, church responsibilities, work responsibilities, community responsibilities, etc. Imagine how he feels. Do you know anyone like him? Do you have any advice for him?
- Have the students dramatize an event from their assigned reading in Exodus 16-18.

#### ACTIVITY OPTION

##### MULTI-TASKING FORUM

###### Materials:

Multi-tasking cartoon or photograph or other similar illustration, enlarged or duplicated.

###### Sample Pictures

from <http://www.ineedmotivation.com/blog/2009/07/essential-habits-for-tackling-multi-tasking/> and <http://pocketables.typepad.com/.a/6a00d83451c9ec69e20120a8334ce097>



*Ob-800wi*

**Instructions:**

1. Show the students an enlargement of the cartoon or photograph.
2. Ask any of the following questions to get the discussion started:
  - ▶ What different tasks does it appear this man is trying to do?
  - ▶ If you were that guy, what would you be thinking?
  - ▶ In what ways do you multi-task?
  - ▶ What are your thoughts about multi-tasking? Is it good or bad?
  - ▶ In your opinion, what are the pros and cons of multi-tasking?
  - ▶ What might be the long-term effects of multi-tasking?
  - ▶ Is multi-tasking an important skill for a Christian leader? Explain your answer.
  - ▶ What ability(ies) might be more important than multi-tasking under certain circumstances?

*References: Cartoon accessed from Google Images on September 18, 2009 at [http://www.mentalhelp.net/images/root/multitasking1\\_id19175631\\_jpg\\_433e4fd082c110772c177b29f2af5bcf.jpg](http://www.mentalhelp.net/images/root/multitasking1_id19175631_jpg_433e4fd082c110772c177b29f2af5bcf.jpg)*

## EXPLORE!

**SCRIPTURE PASSAGE(S) :** Exodus 18:13-26, 32, Numbers 12, Deuteronomy 31:1-8

**KEY VERSE(S) :** Exodus 32:11-14

### BIBLE STUDY

1. Ask students to briefly summarize what they learned from their assigned reading. Focus on Exodus 18:13-26: What strategy for endurance did Moses' father-in-law suggest? How can we apply this to our own role as leaders?
2. Exo. 32: Read through the passage to familiarize everyone with the story.
  - Recall times when, as a group leader, your members did the opposite of what you expected of them.
  - Discuss Moses' act of faithful endurance and burden for the Israelites despite their sinfulness before God.
  - If you were Moses, what would you have felt when you saw the atrocities that your people were doing. Have you ever felt a burden among your friends or loved ones whom you see living destructive lives? Do you do something about it? What efforts have you made to help them?
  - Share of times when you came to God for help and prayed "in behalf" of a friend or loved one.
3. Num. 12: Read through the passage or summarize to familiarize everyone with the story.

- Let students share of times when they felt they were being “opposed” by their loved ones about their faith or convictions.
  - How does it feel when people seem to push you away when you try to help them?
  - Focus on verse 13: Discuss Moses’ pleading for Miriam. Could you have done the same as Moses?
4. Recall the stories and discuss further how one might feel if immersed in such circumstances.
- Leadership entails faithful endurance in spite of opposition from those we lead. What values can be taken from Moses’ example in the discussed stories?
  - Talk about the relevance of the verse, “not by might nor by power but by my Spirit says the Lord” (Zech. 4:6) to faithful endurance. What does faith in God have to do with being able to endure the challenges of a responsibility?
5. Deut. 31:1-8: Moses had now endured 40 years as the leader of the Israelites. Much of that time he had a young aide or apprentice: Joshua. Talk about the importance of having a “partner” in being a leader.
- A good leader is a good mentor. A good mentor “finishes well” and leaves a good example for others to follow. Discuss this.
  - Talk about why Moses had to pass his leadership to Joshua.
  - As a Christian leader, how important is it to actively disciple someone else?

### ACTIVITY OPTION

#### ORGANIZATIONAL CHART

##### Materials:

Manila paper, pencils, markers

##### Instructions:

1. Show the students some examples of organizational charts.
2. Divide the students into groups of 2 or 3.
3. From the assigned reading in Exodus 18, have each group create an organizational chart showing Jethro’s plan for ruling the Israelites. Have the groups that finish first also draw a chart showing Moses’s old method of leadership.
4. Have the groups share their charts with the whole group.
5. Ask how Jethro’s and Moses’ leadership structures compare with the church or youth group leadership structure. What can they learn about leadership from Jethro’s plan?

*\* Google organizational chart, or request a copy of your church organizational chart for samples*

### THE QUESTIONING WEB

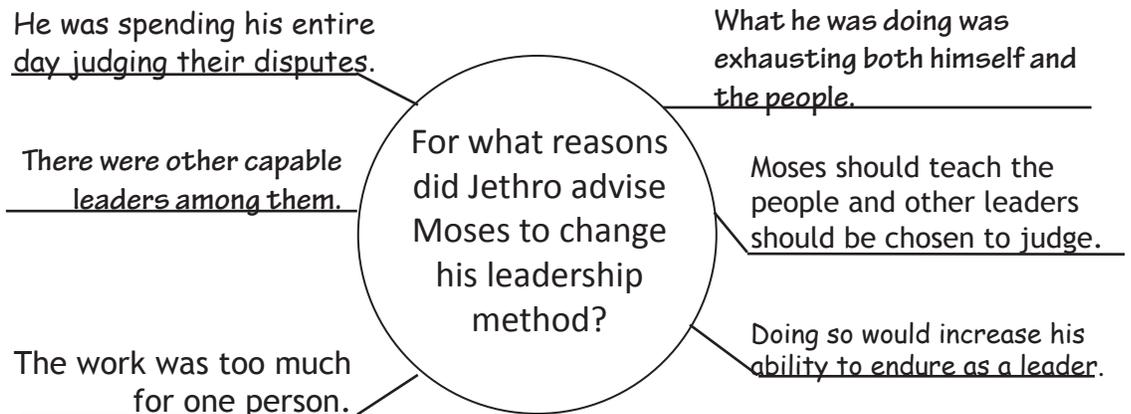
#### Materials:

Chalkboard, whiteboard or large sheet of paper; writing instruments.

#### Instructions:

Draw a large circle in the center of the board or paper. In the circle write the question: For what reasons did Jethro advise Moses to change his leadership method?

Draw lines radiating out from the circle. Have the students state responses in their own words and write them on the lines.



*References: Debbie Miller, Reading with Meaning: Teaching Comprehension in the Primary Grades (Portland, Maine: Stenhouse Publishers, 2002), 131.*

### HISTORICAL TIMELINE

During the 40+ years that Moses led the people of Israel, he was the liaison (intermediate) between God and the people. God gave His Law and the instructions for a new way of life directly to Moses, who faithfully transmitted that information to the people. The people's positive responses were always short-lived and soon they were grumbling or disobeying again. Moses endured until his assignment from God was over and he transferred his leadership to Joshua.

- ▶ Add today's character quality and definition to the timeline.

## EXPERIENCE!

### LEARNING ACTIVITIES

If youth are involved with present responsibilities in the church, school or even at home, ask them to list down real issues and challenges they are facing and allow them to share ways to overcome those, using or applying the principles

learned from Moses' experience. (If time is limited, allow volunteers to share their ideas, or limit participants to a certain number.) Allow time for them to pray for each other.

## PERSONAL APPLICATION

1. In your journal, write down all the responsibilities you have. What are your burdens and stresses? Have you learned any strategies for endurance that you can apply to your situation?
2. When the going gets tough, many leaders give up. They find another group to lead, hoping things will go better, or they get out of leadership roles. What have you learned from Moses' example that you can apply to your own life? Write about it in your journal.

## ACTIVITY OPTIONS

### MOSES EXPOSE

#### Materials:

Varied, depending on student choice: art supplies, camera, costumes, writing materials, etc.

#### Instructions:

The students may work individually, in pairs or in small groups based on their interests. Allow them to choose from the following suggestions or invent their own means of demonstrating what they have learned about Moses' development as a leader. Their projects should show progression in Moses' growth as a leader or in the students' perception of Moses over the course of the two lessons.

- ▶ Create a series of drawings or paintings.
- ▶ Take a series of "Before and After" snapshots using a camera and classmates in costumes to depict Moses in situations that defined his growth as a leader.
- ▶ Write a poem or song about Moses.
- ▶ Write a short essay that shows how your thoughts about Moses changed or expanded as you learned more about him.

Encourage the students to share their projects with each other and the church family.

## INTERCESSORY PRAYER

### Instructions:

Allow students time to share specific prayer requests related to their ministries and growth as leaders. List them on the board. Have each student pray for someone else. Next, ask them to share their concerns for friends and family members who are living destructive lives or Christians who are bringing shame to the name of Jesus by their behavior. List these as well, but be sure to discuss the importance of confidentiality in the group and the proper attitude one should have when interceding. (Note Moses' example of humility.) This time have each one pray aloud for the person(s) they themselves mentioned.

### *Note to teacher:*

It may seem more time effective or comfortable to allow the students to pray silently or "Korean style" (all praying aloud at once) but there is great benefit in learning to pray aloud in a group and encouragement in hearing others pray for you. This is a good opportunity for peer learning and growth, so encourage an extended time in corporate prayer.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Look for an opportunity to encourage someone in the area of endurance this week.
3. Read Numbers 13 and 14 in preparation for next week.

## 13 CALEB

**OPTIMISM:**

Trusting in God's goodness despite negative circumstances.

**ENGAGE!****WORSHIP**

**Suggested Scriptures:** *Psalm 27:1-3*

**Suggested songs:** *The Battle Belongs to the Lord*

**MOTIVATIONAL ACTIVITY**

Suggest some bad circumstances that may happen in one's life and solicits answers from students about how to face them (give at least 3 examples). Discuss the student's responses in relation to the quality of "optimism", as a way of introducing the topic to be discussed.

**ACTIVITY OPTIONS****A MOUTHFUL OF OPTIMISM****Materials:**

Polvoron or Puto-Seco- several pieces or packs, depending on how many players would participate.

**Instructions:**

1. Divide the students into at least 2 competing groups. Ask each team to decide who among their members is most optimistic (in general). Do not reveal the food item yet.
2. Ask the chosen representatives to stand in front of their team mates and give each of them 5 to 10 pieces of polveron or puto seco.
3. Tell them that the goal is to put one piece in their mouth and chew it (but not swallow) for a bit while shouting "We're the best among the rest!" After they have done so, tell them to add another piece of the snack, still without swallowing, and try again to shout the words.
4. Ask the representatives how many snacks they think they can keep in their mouths and still be able to shout the statement.
5. Tell them to add another piece of the snack each time they successfully shout the statement. The representative with the most snacks in his or her mouth while still able to audibly say "We're the best among the rest!" wins.

Discussion:

- ▶ Ask the group members first why they chose their respective representatives. Why do they think that the person is optimistic?
- ▶ Ask the representatives about what they felt when the challenge was presented. Were they positive that they could win?
- ▶ Ask the representatives again on their initial thoughts about how many snacks they could put in their mouth and compare it to the number of snacks they were actually able to handle.
- ▶ Introduce the lesson by saying that optimism is about having a positive attitude in facing seemingly difficult tasks.

*Reference: Adapted from "I am the Best" game from <http://games4youthgroups.com/contest-games/i-am-the-best.html>*

### IMAGES OF HOPE AND FEAR

#### Materials:

Several images that are touching, inspiring or somehow portraying hope  
 Several images that look grim, sad and hopeless

- These may be taken from the Internet or from print publications such as newspapers and magazines. For example:
  - ▷ a glorious sunset / peaceful looking scenery
  - ▷ a rescue operation during an accident or natural disaster.
  - ▷ people comforting each other
  - ▷ a war-torn town where everything is blown up, with dead bodies and crying people and soldiers all over, and other war images
  - ▷ images of People Power (the very first one)
  - ▷ a person on a hospital bed, looking very ill or badly wounded (the person may be alone or with a relative close by)
  - ▷ an athlete, such as a runner in the middle of a race looking determined or tired but still running.
  - ▷ images of a place ravaged by a natural disaster such as typhoons, earthquakes, etc.

#### Instructions:

1. Mix up the pictures so that images of hope and hopelessness would not show in sequence.
2. For every picture, get the student's initial reactions and thoughts. Ask them what the picture makes them feel.
  - For pictures like war, disaster, and sickness, ask: "do you think there is hope for this person/people?"
3. After all the pictures have been shown, ask if they think God is still working in the midst of the most desperate and most difficult situation.
4. Ask the students in which situation they would find it easier to trust God—during tough times or good times?

**EXPLORE!**

**SCRIPTURE PASSAGE(S) :** Numbers 13:25-14:10; Joshua 14:6-14

**KEY VERSE(S) :** Numbers 14:6-9

**BIBLE STUDY**

1. *Num 13:26-30:* Notice Caleb's encouragement of the people in verse 30. He reinforced the good things that the other spies had already said earlier in the passage.

*The context of the passage is the time when the Israelites were about to claim the Promised Land (the students should have read about this before class.)*

*Discuss how the Israelites could have had mixed feelings of excitement and fear. They were excited to finally enter in the Promised Land, and yet were afraid because the land was currently inhabited by strong men.*

- Let students share about times when a task at hand seemed very difficult to accomplish, and people were a little skeptical about going through it. How did you respond to the situation? Did you express your doubts or try to be more encouraging?
  - Talk about ways to encourage and tell stories about them.
2. *Num 13:31-14:4:* Discuss how many of the Israelites reacted after knowing about the Canaanites.
    - Talk about the effect of "banking in" negative thoughts in times of great pressure or stress. What happens to the morale of the group when everyone talks about the negative side of a situation?
    - Let students share times when they thought "Will I/we be able to get through this?"
  3. *Num 14:5-10:* Even Moses and Aaron joined the Israelites in expressing grief about the situation. Despite the dismay of even the leaders, Joshua and Caleb remained positive.
    - Notice what Joshua and Caleb did before speaking to the people. Why did they have to tear their clothes before speaking? What does this show?
    - Focus on verses 8-9: Talk about what the verses say in relation to optimism. What should be the source or motivation of optimism? Share insights about the verses.
    - Why did the people think of stoning Joshua and Caleb despite the encouragement they gave?
    - What does God want the people to realize in verse 11?
  4. *Joshua 14:6-8:* Notice how different Caleb was from the rest of the Israelites. Notice that he reported according to his own convictions. He did not report positively for the sake of just making people feel good. Discuss how following the Lord wholeheartedly is related to optimism.
  5. *Joshua 14:8-10:* What was the result of Caleb's optimism and wholehearted obedience? Discuss further on the connection between optimism, faith, and wholehearted obedience.
  6. How does optimism help in leading? Talk about the importance of optimism in Christian leadership.

## HISTORICAL TIMELINE

Even though Caleb and Joshua brought a good report and encouraged the people to obey God, they still had to suffer some of the consequences of the sin of their countrymen. Yes, their reward was that they were the only ones of their generation allowed to enter the Promised Land, but that was after 40 years of “wandering in the wilderness”! During that time, the disobedient crowd died off and the younger generation matured. God’s “wilderness training” paid off when it was time to enter the Promised Land a second time. This generation had learned its lessons and was ready to take on the daunting task of conquering the occupying peoples.

- ▶ Prepare a small symbol to represent Caleb, such as a cluster of grapes, and attach it next to the symbol for Moses.
- ▶ Below the line, write Optimism and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

Prepare a number of statements (things they might commonly hear) to be read aloud. Have the students identify whether they reflect an attitude of pessimism or optimism. How can the pessimistic statements be made optimistic? (You may do this or choose from other activity options)

### ACTIVITY OPTIONS

#### THE LIGHTER SIDE

##### Instructions:

##### *Preparation:*

Prepare a list of negative situations that require optimism. The following may be used:

- ▶ Your cell phone got snatched right after loading it with 300 pesos.
- ▶ Your boyfriend/girlfriend broke up with you for another person.
- ▶ A long-planned and anticipated vacation was cancelled because of a storm.
- ▶ Your teacher gave a major group project to help you pass. You were divided into groups of 5. In the middle of doing the project, 3 of your members became sick with flu. You only have a few days left before the deadline.
- ▶ Your allowance needs to be cut back because of your family’s financial situation.
- ▶ You just transferred to a new school, or just started in a new job and you don’t feel like you don’t belong.

Write the scenarios in strips of paper and fold them. Put them in a container where students can draw them out later.

*Actual Activity:*

1. Pass the container with the paper strips and let each one draw a slip.
2. Let students read the situation that they drew out and let them think about it for some time.
3. Have each student talk about how he or she can deal with the situation with optimism, and let them think of what the lighter side could be.

**PESSIMISM-OPTIMISM SCALE****Materials:**For detailed version:

Colored paper or cartolina --2 contrasting colors such as black and white; red and blue, yellow and red, etc.

Paste or glue

Cutter

For less detailed version:

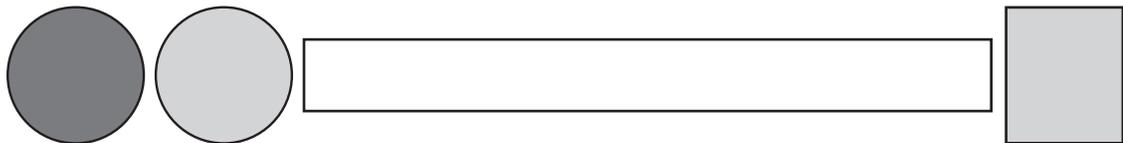
Chalk and chalkboard; or whiteboard and marker.

**Instructions:***Preparation:*

For detailed scale:

1. Cut pieces of cartolina in the following shapes:
  - ▷ 2 circles, one light colored and the other dark.
  - ▷ One long strip (about 24 inches long, an inch or 2 inches thick)
  - ▷ A small rectangle

*the ratio of the shapes are as follows: (this is not the actual size, but it only shows how the size of the shapes compare to each other)*

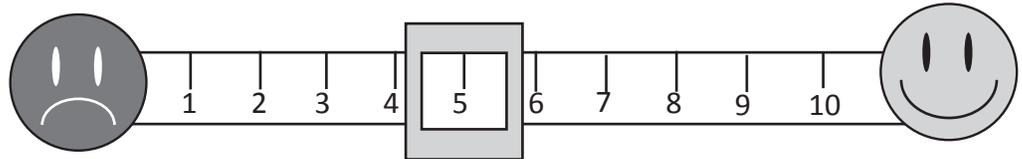


2. Draw a smiley on the light colored circle and a sad face on the dark colored circle.
3. Put lines and numbers on the strip for the measurement, like that of a ruler. It can be from 1 to 10, depending on the length of the strip.
4. Using a cutter, cut two parallel slits on the small rectangle, like so:



5. Insert the strip in the slits, like buckling a belt. This way, the rectangle can move along the strip.
6. Paste or glue the smiley circle on the right end of the scale; the sad circle on the other end.

This is what it would look like:



*\*If there is no time to make this, or no available resources, just draw the scale on the board.*

7. List several areas in every teenager's life in which they can measure their personal level of optimism, according to their present state. The following are suggested areas:
  - Spiritual life
  - Relationship with family (this can be more detailed; like mother, father, sister, brother, etc.)
  - Relationship with friends
  - The future, or for things to come in the next several years
    - Like life after high school, after college, the future of your career, etc.

*Actual Activity:*

1. Display the scale or draw it on the board and explain that the sad face means pessimism, while the smiley is optimism. Tell them that it's a scale that they will use to measure their level of optimism or pessimism on certain areas in their life at present.
2. Use the prepared list and have each student rate themselves on a certain area in their life. If there are many students, you may choose several to participate and share why they rated themselves as such.
3. After going through the prepared list, let some student share about a certain concern or problem they're facing and have them honestly rate their level of optimism (that things will be okay eventually) at present. After rating, let them say why they're in such a level of optimism or pessimism. Ask them why they rated so.
4. End the activity by reading and discussing Romans 8:28, 31, which is about God's promise regarding every Christian's future.

*\*if time is very limited, you may concentrate on their optimism or pessimism about their future then relate everything to the verse mentioned.*

## PERSONAL APPLICATION

Think about your current circumstances. Have you been feeling negatively about them or about something you need to do in the near future? Read Rom. 8:28, 31. Ask yourself these questions and write the answers in your journal: Who is really in control of the situation? What good can God bring from it? Is it an opportunity for growth? How can I cooperate with what God's doing?

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Look for an opportunity to encourage a pessimistic person this week. Listen with compassion, but try to help them "see the bright side" and trust God for His help.
3. Read Joshua 1 and 3 as background for next week's lesson.

## 14 JOSHUA

**FAITHFULNESS:**

Honoring my commitments to God and others.

**ENGAGE!****WORSHIP****Suggested Scriptures:** *1 John 2:15-17***Suggested songs:** *Take My Life***MOTIVATIONAL ACTIVITY**

Post or write (in big letters) the word “katapatan”. Ask students about how they would define the word. They could use examples or stories to explain themselves.

**ACTIVITY OPTIONS****LEAN ON ME****Instructions:**

Have each person find a partner and stand a little more than an arm’s length apart facing each other. Instruct the youth to stretch their arms out in front of them with their palms facing forward. While keeping their bodies as straight as possible and their feet in place, they are to fall forward, catching each other by the palms of their hands. Have pairs hold that position for a while and then push off so they return to the standing position. The teacher should intentionally make the pairs hold that position for a while, for example, up to about 5 minutes to see which pairs gives up and which last the longest.

After the activity, ask the following discussion questions:

1. What made longest lasting pairs successful?
2. How did you feel as you leaned into your partner?
3. What did you learn from this activity?

*Adapted from source:*

*Rydberg, Denny. “TrustBuilders.” Group Publishing Inc., Loveland, Colorado 1993 p.38*

**MY HERO****Materials:**

writing and coloring implements, bond paper

**Instructions:**

After discussing with the students the life of Joshua, emphasizing the character quality of faithfulness, have each student think of a biblical hero that showed faithfulness as is exemplified by the life of Joshua. Let them make at least a 2-stanza poem or song. Let them write it on bond paper and make designs to illustrate or decorate it.

**EXPLORE!**

SCRIPTURE PASSAGE (S) : Joshua 23, 24:14-16

KEY VERSE (S) : Joshua 24:15-16

**BIBLE STUDY**

1. As background, read Deuteronomy 31:7-9: Moses is passing the baton of leadership to Joshua, commissioning him to lead the people. Discuss the background reading for this week's lesson (Joshua 1 and 3). What was the huge and intimidating task that lay ahead of Joshua and the Israelites? What was God's repeated encouragement to Joshua in chapter 1? (Be strong and courageous)
2. Read Joshua 23:1-8: Joshua has now faithfully accomplished the task God had given him to do, and God had been faithful to his promise to give them the land. Now Joshua speaks to the people. Discuss what verses 6-8 say about faithfulness. What does it mean to be faithful to God? (See Key Verse: Josh. 24:15-16)
  - People today are fond of finding "grey areas" in everything. Share thoughts about this worldview, that it's okay to stay in the middle of right and wrong, that there really is no absolute side.
  - What can too much compromise lead to? Do you think faithfulness is still being valued by people today?
  - What is the Christian worldview when it comes to faithfulness? Does our faith encourage compromise with the world? See 1 John 2:15-17.
3. Joshua 23:9-14: Why did Joshua have to remind the people of what God had done for them? What does this say about God's faithfulness?
  - We should respond to God's faithfulness through our faithfulness:
  - Try weighing in who has been more faithful between you and God. Discuss how our faithfulness should be our response to God's faithfulness.
  - Notice how Joshua was seemingly trying to convince the people to stick to God no matter what. Why was he so concerned?
  - In what way does Joshua's example show an important characteristic of a Christian leader?
4. Ask and discuss: *Ikaw ba ay isang taong may isang salita?* (Are you a person who sticks to your word?)

- Talk about what things you are currently committed to or are expected to commit to. How do you show or express your commitment?
- How is faithfulness important in relationships? Which relationships require the highest degree of faithfulness?

## HISTORICAL TIMELINE

Joshua was a great leader. Although he was once tricked into compromising by one of the groups inhabiting the land (Josh. 9), he always did his best to obey the Lord's commands and keep the commitments he had made. Next week we will see in the lesson on Rahab how Joshua kept another commitment.

- ▶ Prepare a small symbol, such as a ram's horn, to represent Joshua and place it right next to the symbol for Caleb,
- ▶ Write Faithfulness and its definition below the line.

## EXPERIENCE!

### LEARNING ACTIVITY

Brainstorm together as a class: Using Joshua as an example, how can you apply faithfulness in fulfilling your responsibilities or leading church ministries? Name church members or others whom you have observed as faithful leaders and church workers. Which one is a good example for you to follow?

#### ACTIVITY OPTION

##### FAITHFUL TO THE END

###### Materials:

straw (for tying)  
 soft drink bottles  
 blindfolds  
 small tokens as prizes

###### Instructions:

Let students choose a partner. One student should be blindfolded (blind) and the other's legs should be tied together (lame). They should help each other go around a chair and back to the starting line without turning over the bottles that serve as obstacles. All the pairs should do the race simultaneously but emphasize that the goal is not to be the first to finish but to help each other finish the race in spite of the obstacles. The "lame" one should serve as the "blind" one's eyes, and the "blind" one should support the "lame" one with his/her strong feet. All who are able to finish should receive a prize.

Discussion questions:

1. Which do you think is harder: finding your way and finishing the race by yourself in spite of your disability or finishing the race together with another disabled person?
2. Was it hard to imagine finishing the race? Why?
3. In real life, was there a time you failed to fulfill your promise to someone?
4. Has there been a time you promised something to God and you failed to fulfill it?
5. What can you do to make it up to that person or to God?

*SOURCE: Adapted from source:*

*Rydberg, Denny. "TrustBuilders" Group Publishing Inc., Loveland, Colorado 1993.*

## PERSONAL APPLICATION

Think of a person in your church who is a good example for you to follow. If you do not already have a mentor, consider asking that person to disciple you in his or her area of ministry.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Joshua 2 and 6 in preparation for next week's lesson.

## 15 RAHAB

**RISK-TAKER:**

Willingness to risk earthly dangers for eternal rewards.

**ENGAGE!**

## WORSHIP

**Suggested Scriptures:** *1 Thes. 2:1-4*

**Suggested song:** *I'm Trading My Sorrows*

## MOTIVATIONAL ACTIVITY

Tell the students the story of what happened before the United States dropped the nuclear bomb on Hiroshima: The day before the scheduled bombing, the United States distributed thousands of notices warning the people of the coming destruction and that they should leave the city. Unfortunately, very few took the notices seriously. The rest died in the explosion or from the radiation.

- Imagine you lived in Hiroshima and were the only one in your neighborhood to receive one of the notices. What would you do?
- If you, as a Christian leader, had important, life-saving information for your family, neighbors or nation, what would you do?

**ACTIVITY OPTIONS**

## MOTIVATIONAL SKIT

**Instructions:**

1. Prepare the introduction to the activity with two students who are skilled in acting. One will come in to the classroom, urgently trying to convince you and the class that you all need to leave for a safer place based on the information found on the printed notice. The other will be very skeptical about the news and the need to do anything. See sample script:

Student A (Rushes to enter the classroom very urgently): Teacher! Teacher! Guess what! I heard that a super typhoon will hit Manila (or the local area) tomorrow!

Teacher: Really? I also heard that news from many people yesterday.

Student B: Are you kidding? That's not true. Don't believe it.

Student A: No, it is true! Look at this (shows printed warning notice). There are many warning notices like this outside. We have to move to a safe place tonight!

*Continued on next page...*

Student B: Don't make me laugh! Here in Manila we're safe. We don't need to move to another place. Where would we go, anyway? Imagine, everyone in Manila...

Teacher (turns to class): OK, what do you guys think about this? What do you think we should do?

2. Ask the rest of the class to show their decision by standing with either Student A or Student B.
3. When they have made a stand with one or the other, ask them why they chose as they did and discuss what it means to be a risk-taker.
4. Allow them to return to their seats, then tell the true story of what happened before the United States dropped the nuclear bomb on Hiroshima as found above in the original Motivational Activity.

## EXPLORE!

SCRIPTURE PASSAGE(S) : Joshua 2, 6:22-25

KEY VERSE(S) : Hebrews 11:31

### BIBLE STUDY

1. Joshua 2:1-7: Rahab offered help the Israelites in spite of the danger it could cause her. Discuss what "dangers" or risks you have had to take to follow God. Share a time when choosing God's way would mean trouble on your part.
2. Joshua 2:8-11: This is the testimony of Rahab's recognition of her faith in the one true God. According to Heb. 11:31 and James 2:25-26, what saved Rahab? (See Objective 1 above.)
  - Reflect and share: what was the reason why you chose to follow God and accept His offer of salvation?
  - Give an instance where you exclaimed to yourself, "Lord, You are truly real!"
3. Josh 2:12-24: Rahab had confidence that God could save her and her family. It takes a lot of confidence to enter into something risky. What could have given Rahab her confidence? In whom did she put her confidence?
4. Rahab risked a lot when she helped the spies, but she felt it was a greater risk not to help them. If the God of the Israelites would not have mercy on her, she had no hope. Talk about the risks that you think the majority of Christian youths face. Share personal stories if possible.
5. Why does choosing to follow God have risks? What "godly risks" are inevitable in the Christian life, and what makes them helpful in one's spiritual growth? See such scriptures as Rom. 5:2b-4 and 2 Cor. 1:8-11, James 1:2-4.

**ACTIVITY OPTION**

**PROBLEM-SOLVING TOOL**

**Materials:**

Copies of the problem solving sheet for each learner (see below).

**Instructions:**

Teach the learners to use the problem-solving tool by reproducing the chart on the board or a piece of manila paper and working together as a class to apply it to Rahab’s case. Afterward, supply each learner with a copy so they can apply the tool to their own problem.

<b>The Problem:</b>			
Option A		Option B	
Strengths	Weaknesses	Strength	Weaknesses
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.

1. Write a brief description of the problem (or problem title) at the top of the chart.
2. Identify the options available to solve the problem and write them as Option A and Option B.
3. Analyze Options A and B by listing the strengths and weaknesses of each, then use the following chart to further identify motives and inhibiting factors.
4. Encourage students to work with a partner to discover more objective and creative solutions to their own problems.

<b>Solutions to option A and B</b>			
If I choose option A...		If I choose option B...	
Priorities	Obstacles	Priorities	Obstacles
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.

## HISTORICAL TIMELINE

Read Matt. 1:5. Whose name do you find there in the genealogy of Jesus? Here we see evidence of God's amazing grace. Rahab was a prostitute, a member of a wicked people whom God had instructed Joshua to wipe out, yet God had mercy on her and she was adopted into the nation of Israel. God allowed her to become the great, great grandmother of King David, the ancestor of Jesus!

- Prepare a small symbol, such as a window with a red rope hanging from it, to represent Rahab. Attach it to the timeline right next to Joshua.
- Below the timeline write Risk-taker and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

Give the students the following information for a skit: Two Christian short-term missionaries arrive at your house in a village in Muslim Mindanao for the purpose of research. You are talking with them when suddenly your brother (or sister) runs into the house saying that a large group of people is looking for them. What would you do? Design an ending and dramatize the event.

### PERSONAL APPLICATION

Who do you know that has no hope because they have not yet placed their faith in Jesus? How might you be able to share the hope of salvation with them? Are you willing to risk ridicule or rejection in an effort to win this person to Christ?

### ACTIVITY OPTIONS

#### THE LIGHTER SIDE

##### Materials:

Paper for writing, ball pens

##### Instructions:

1. The Christian slogan WWJD (What Would Jesus Do?) was popular for quite a while. If you have some WWJD items, show your students an example.
2. Allow students to think of a situation that might come up, such as the opportunity to cheat in school when nobody is looking.
3. Give students the situation above (Experience! Learning Activity A) about two Christian short-term missionaries at your house in a village in Muslim Mindanao. Ask them to write a response to the question "What would you do?"
4. Next, change the slogan a bit. Instead of asking "What would Jesus do?" we will ask, "What did Jesus do?" Have your class call out the different kinds of ministry, such as healing and teaching that Jesus did on earth.

*Reference: Faith connections Dec/Jan/Feb (Kansas city : Wordaction, 2002-3), P35*

## REFLECTION PAPER

**Materials:**

Paper, Pens

**Instructions:**

The future can be a scary thing for teens. One of the ways we can trust God is to entrust Him with our futures.

- ▷ Read Hebrews 11:1 : “Now faith is being sure of what we hope for and certain of what we do not see.”
- ▷ Then read the great faith chapter of Hebrews 11. This chapter talks about people who did not always know what was in their futures, but they trusted God enough to direct them. He proved faithful in every instance.
- ▷ Write your reflection on the paper.
- ▷ Conclude this session by asking students to think about their future and to offer it to God to shape and mold as He desires. As Hebrews 11 shows, trusting God with our future is never a bad decision.
- ▷ Ask them to pray silently that they would find the courage and faith to place all of their lives in the capable and loving hands of God.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Take a risk: look for an opportunity to share with an unbeliever why you chose to follow God and accept His offer of salvation.
3. Read Judges 2 and 4 as background for next week’s lesson.

## 16 DEBORAH

**CONFIDENCE**

Knowing that God has empowered me for the task He has given me.

**ENGAGE!****WORSHIP**

**Suggested Scriptures:** 2 Peter 1:3-8

**Suggested songs:** *Be Bold, Be Strong*

**MOTIVATIONAL ACTIVITY**

- Watch a good program led by a woman or featuring a courageous woman. Discuss the program in relation to confidence. Is it self-confidence or confidence in God?
- Have two students demonstrate confidence in persuasion (e.g. selling a good product or promoting their church).

**ACTIVITY OPTION****PRANK PROMOTION****Materials:**

Video Camera

-It would be better if there is equipment for a full video coverage such as lights, a tripod, pin mic (lapel), etc.

**Instructions:***Scenario:*

The prank is to pretend that the students will be put on the spot to promote a certain youth ministry. The story is that the teacher or facilitator has had contact with a missions organization who is willing to give sponsorship and other forms of assistance to your church. You have a friend who is a member of the organization and he explained that he needs testimonies from the youth. Each student has to somehow promote their church ministry by talking about it and its impact on the lives of the people and their personal experiences. The catch is that the testimonies have to be video recorded immediately because the missionary friend has to go to their central office in some distant country right away.

*Note:* do not let the students get too emotional, though. There might be sensitive people who would not take the prank too well. Just let them focus on promoting their ministry.

*Preparation:*

Set up a video camera in the meeting place or room. Place a chair in front of the camera. If it is available, put a backdrop of some sort behind the chair for added effect that the video coverage is real. Be sure to come early to the meeting place with your 'missionary' friend so the students will be more curious when they arrive.

*Prank Proper*

- ▶ Tell the students about the prank scenario. Give the students about 5 minutes to prepare their testimony. Reiterate the importance of the mission organization's possible support to your local ministry. Add pressure to the students as they prepare for their turns.
- ▶ Have every student take turns in front of the camera to give their testimonies. After each student has spoken, reveal the prank.
- ▶ For discussion, let students talk about how they felt while preparing for their turn and while they were already in front of the camera. Steer the discussion towards confidence.

**EXPLORE!**

SCRIPTURE PASSAGE(S) : Judges 4 and 5

KEY VERSE(S) : Judges 4:14

**BIBLE STUDY**

1. Discuss the common understanding of confidence among people today. Share about the typical images and notions of "confidence" that they have in mind.
2. Introduce Deborah and give some background about Judges. Ask what they learned in their reading assignment.
  - *Ch. 4:4-5:* Talk about what kind of person Deborah must have been. What made her someone that people from all over Israel would go to for advice?
  - Name famous personalities today whom people seem to trust and ask advice from. (E.g. Oprah, Dr. Phil, other talk show hosts, newscasters, gameshow hosts, etc.) Would you trust these people to give you advice? Why or why not?
  - The Bible refers to many prophetesses but Deborah is the only female judge mentioned. What does Judges 2:16 indicate about Deborah's position of leadership? What do you think about women in leadership positions? What women do you know whom God has called to a high place of leadership?
3. *Ch. 4:6-16:* talk about Barak's response to Deborah's message from God:
  - When given a task that seems pretty heavy or even dangerous, what are your initial thoughts and reactions? Share experiences if possible. What did Barak

- lose due to his initial lack of confidence?
- Notice how Deborah displayed confidence by going with Barak to the battlefield. She was certain that God was with them and that He would be capable of enabling them to win the battle.
  - Relate confidence, risk-taking and optimism. Each can find its source in having full faith in God's sovereignty (authority over everything) and power.
  - *Ch. 4:14*: Notice how Deborah gives a "pep talk" to Barak before the battle. Discuss how confidence can be contagious. Recall times when a person was able to give you confidence through his or her own confidence.
4. *Ch. 4:17-21*: Discuss the contrast between Jael and Barak. (It might help to write it on a blackboard and let students write their thoughts about it.)
  5. If not for Deborah's confidence, Barak might not have pursued Sisera's army. Share insights on the importance of God-driven confidence in Christian leadership. When is this kind of confidence needed?

### ACTIVITY OPTION

#### HE SAID, SHE SAID TALK SHOW: FEATURING Jael AND BARAK

##### Materials:

Sheets of paper or index cards (to be used for cue cards or for the script guide)

##### Instructions:

###### *Preparation:*

Prepare several questions for the talk show and write them down on index cards or on sheets of paper. The questions should have something to do with how different Jael and Barak are in their responses to the situations they were in. If possible, prepare Bible times costumes for a more fun activity.

Before the talk show itself, group the students into two. One group will discuss about Jael, the other group for Barak. Have the students write down their ideas and descriptions of the person assigned to them. Let each group choose a person who will act as the person they discussed and give the list of discussed ideas to him or her as a reference for answering questions later. Place two chairs on one side for Jael and Barak and one on the other side, for the host.

###### *Activity:*

The teacher will act as Deborah, the talk show host. Introduce each of the guests as their character, and call them to the "stage". Ask the prepared questions and give time for each student to answer the question, as if it is the character speaking.

Discuss afterwards about their insights about Jael and Barak.

## HISTORICAL TIMELINE

For a period of approximately 400 years after entering the Promised Land, the Israelites were loosely ruled by a series of rather “unorthodox” judges. These judges were more like

God-appointed “freedom fighters” who led the Israelites in uprisings against the oppression of their enemies. Though some of them, like Deborah, also settled disputes, they are primarily known for their military campaigns. Through them, God repeatedly rescued the Israelites from the consequences of their sin, but the sin-rescue cycle was spiraling downward. The last verse in Judges (21:25) describes the anarchy that Israel had fallen into: In those days Israel had no king; everyone did as he saw fit.

- ▶ Prepare a small symbol to represent Deborah, such as a palm tree or gavel and put Deborah’s name on it. Attach it a short distance away from Rahab and label the year 1300 BC.
- ▶ Below the line write Confidence and its definition.

### ACTIVITY OPTIONS

#### JUDGES WHO’S WHO CHART

##### Materials:

**Prepare printed copies of the chart for each student. Another option can also be letting the students write on their journals.**

##### Instructions:

(A reproducible copy of the chart is at the last page of this lesson, page 94.)

If printed copies of the chart are available, hand them to the students.

You can choose different ways to have the students fill out information. Here are some ideas:

- leave blank information on a whole column of your choice.
- take out information from different categories.

Once the chart has been filled out, discuss the general roles of judges. The following points may be discussed in addition to what was already given in the Historical Timeline description:

- ▶ Describe Israel’s government: tribal elders and national priests. No king, no governor, just obedience to the laws of God.
- ▶ Because God was Israel’s ruler, he punished them when they disobeyed. He allowed other countries to rule over them.
- ▶ When Israel repented and called on the Lord, He sent leaders (judges) to free them and help them remain true to God.
- ▶ The judges were from different tribes in Israel. Some were prophets as well. Not all the judges were good people - sometimes they were strong political and military leaders used by God to accomplish a purpose.

To go back to the lesson, discuss how Deborah is different from the rest of the judges. Focus on the revolutionary or ground-breaking issues that revolve around the gender of Deborah and her status as a judge, prophetess, and military leader.

*References:*

*Type of judge column (except Samson, Eli, and Samuel) from:*  
Boadt, Lawrence. *Reading the Old Testament: An Introduction*. New York: Paulist Press, 1984. 200.

*Judges Table and supplement discussion points from:*

Haynes, Betty Belue. *Early Judges Including Deborah*. from <http://www.ebibleteacher.com/children/lessons/OT/Judges/deborah.htm>; accessed 21 September 2009.

## EXPERIENCE!

### LEARNING ACTIVITIES

*Choose from the following:*

1. Have each student stand and confidently tell the group the positive qualities of the person on their right.
2. Give the students, particularly the girls, the opportunity to speak with confidence before their group mates, a community outreach or the church. Help them choose an appropriate topic for a 5 min. speech.

### PERSONAL APPLICATION

Look at yourself in the mirror. Say to yourself, "God has chosen me to be a leader to influence others toward godliness. In your journal, write the ways God has equipped you for this task. Think about the things your group member said about you during the Learning Activity. How can you use those qualities as a Christian leader?"

### ASSIGNMENT

- ▶ Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
- ▶ Look for a way to boost someone's confidence this week.
- ▶ Read Judges 6, 7, 13 and 14 as background for next week's lesson

## JUDGES WHO'S WHO CHART

<b>JUDGE</b>	<b>TYPE OF JUDGE</b>	<b>DESCRIPTION/ ACCOMPLISHMENT</b>	<b>ENEMY</b>	<b>SCRIPTURE</b>
<b>Othniel</b>	major judge	Caleb's Nephew	Canaanites & Mesopotamians	Judges 1:11-13; 3:7-11
<b>Ehud</b>	major judge	used a dagger to kill King Eglon	Moabites (King Eglon)	Judges 3:12-30
<b>Shamgar</b>	major judge	used an oxgoad to kill 600 men	Philistines	Judges 3:31;5:6
<b>Deborah</b>	major judge	prophesized to or about Barak and Jael	King Jabin of Hazor	Judges 4-5
<b>Gideon</b>	major judge	conquered Midian with 300 men	Midianites	Judges 6-8
<b>Abimelech</b>	usurper and tyrant	Gideon's corrupt son	(civil war in Israel)	Judges 8:33-9:57
<b>Tola</b>	minor judge	from the tribe of Issachar	-not mentioned-	Judges 10:1-2
<b>Jair</b>	minor judge	had 30 sons and 30 towns	-not mentioned-	Judges 10:3-5
<b>Jephthah</b>	minor judge	promised his daughter's life	Ammonites	Judges 11:1-12:7
<b>Ibzan</b>	minor judge	from Bethlehem	-not mentioned-	Judges 12:8-10
<b>Elon</b>	minor judge	from Zebulun	-not mentioned-	Judges 12:11-12
<b>Abdon</b>	minor judge	had 40 sons, 30 grandsons	-not mentioned-	Judges 12:13-15
<b>Samson</b>	major judge	strong Nazarite	Philistines	Judges 13-16
<b>Eli</b>	priest	high priest	Philistines	1 Samuel 1:1-4:1
<b>Samuel</b>	prophet/ priest	prophet and priest, anointed kings	Philistines	1 Samuel 4:1-7:17

# 17 GIDEON AND SAMSON

## DEPENDENCE

Living my life in complete reliance upon God.

### ENGAGE!

#### WORSHIP

**Suggeste Scriptures:** *2 Samuel 22:26-30*

**Suggested songs:** *Jesus, Lamb of God (You are My All in All)*

#### MOTIVATIONAL ACTIVITY

- Discuss: Upon whom or what do you depend for your different needs (shelter, food, studies, communication, etc.) Do you feel secure with the people and things you depend on?

#### ACTIVITY OPTION

##### WHO DO YOU DEPEND ON?

###### Materials:

6 sheets of paper, one of the following printed on each:

Parents, Friends, Brothers or Sisters, Teacher, Pastor, No one

###### Instructions:

- ▶ Begin by saying to the class, "We all have both good and bad things that happen to us in life. Who are some of the people we go to when these things happen?" Let the students respond. You may wish to use their responses as the titles for the papers rather than those given above.
- ▶ Tape the 6 sheets of paper in different parts of the room, then say, "I am going to give some situations and I want you to walk to the paper that lists the person you would go to first to talk about this situation." When you give the situation, choose 1-2 students and ask why they chose that person(s).

###### Sample Situations:

- ▷ People in your neighborhood are calling you names.
- ▷ You get an 'A' on a hard test.
- ▷ You have trouble doing your math homework.
- ▷ You are elected to a church/student council.
- ▷ Your friend wants you to cheat on a test.
- ▷ You want to attend college.

- ▷ You see someone get beat up.
- ▷ You get very angry at your brothers or sisters.

### TRUST FALL

**Materials:**  
none

**Instructions:**

Tell the students that they will participate in a 'Trust fall.' A student will stand on a chair. They must cross their arms over their chest and fall back. When they fall back they must keep their knees completely locked. Their body must be straight like a board. This is difficult to do because our reflexes want us to buckle our knees and try to keep us from falling. It is also good to close their eyes.

The other students will stand behind the falling students. They will stand across from each other's and join arms. When they join have them grab one another wrists and not hands. Have the students stand very close to one another and position themselves where the the head, back, and upper legs of the person will be when they fall.



## EXPLORE!

SCRIPTURE PASSAGE(S) : *Judges 6:11-24, 33-40; Chapter 7:1-22; Chapters 13, 15 and 16*

KEY VERSE(S) : Exodus 32:11-14

1. Ch 6:11-24: Read through and discuss the issues that Gideon had when it came to self-esteem and what God wanted from him:
  - Verses 13 and 15: Gideon seems to be very pessimistic from the beginning of his conversation with God. Share experiences when being in a difficult situation causes one to mostly look on the negative side of things. Compare Gideon's response to Moses' when God called him to leadership.
  - Have you ever found yourself questioning or doubting if God is really doing something to help you?
  - Let students share about a major insecurity that keeps them from taking a responsibility or doing what's expected of them
  - Have you ever felt that you have been entrusted with something that you do not deserve?
2. Ch. 6:16-24: What did God say to Gideon? What does this imply about dealing with personal insecurities?
  - Share thoughts about God's assurance of being "with you" through a task that He gave. (See Matt. 28:19-20)
3. Ch.6: 33-40: Discuss why Gideon kept asking signs from God. Was it appropriate?
  - Have you tried asking God for a sign when you are uncertain or fearful of doing a difficult responsibility? Share experiences.
4. Ch. 7: Read through the story and reflect:
  - Notice how God guided Gideon every step of the way in preparing and attacking the enemy. What restrictions did God place on Gideon's army to ensure that they depended on Him for the victory? What assurance did He give that they could depend on Him?
  - Read Proverbs 3:5-6. Dependence on God means seeking his guidance and relying on Him for what is needed in doing his will. Discuss how this is seen in Gideon's story.
5. Ch. 15 and 16: Discuss what you learned about Samson in your reading assignment (chapters 13 and 14.) What was special about him? Read and summarize Chapters 15 and 16. Discuss what kind of dependence he has in contrast to Gideon.
  - Samson was given strength by God to fulfill His purposes. What was wrong with how Samson sometimes used his gift?
  - At times, Samson became too dependent on his own strength and did things his own way, getting himself in trouble. What was the consequence of being too self-dependent, as seen in chapter 16?
6. Compare and contrast Gideon and Samson. What were their strengths and weaknesses? (By God's strength, Gideon lived up to the description of mighty warrior. He was an inspiring leader. Samson, on the other hand, primarily worked alone. He was passionate about destroying the Israelites' enemies and was able to wipe out a large number of them singlehandedly, but it seems he didn't have very good people skills!)
7. What can we learn from them about what kind of dependence Christian leaders should have? What outcomes would you expect from self-dependence in ministry?

ACTIVITY OPTION

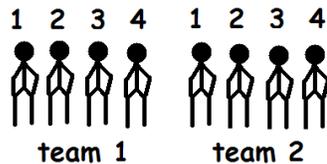
**JUMPSEAT QUIZZING**

**Materials:**

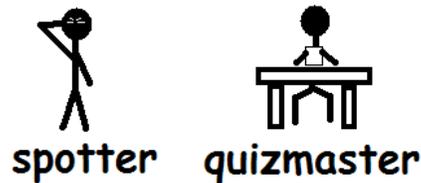
4-8 chairs, depending on number of students

**Instructions:**

1. Arrange two teams of five (4 quizzers, 1 substitute), have them all sit in a row. The size of teams can vary depending on the class size.



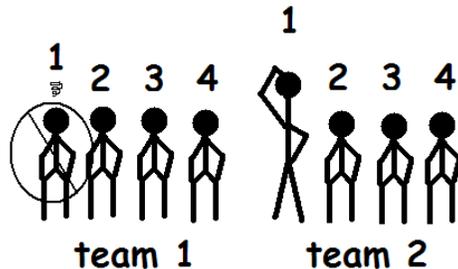
2. You will need a Quiz-master to ask questions and a spotter (jump judge) to watch for the first person to jump up to answer the question. If the group is small this can be the same person.



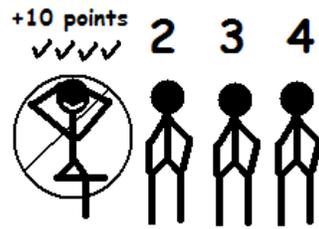
- ▶ 20 questions will be asked, the team with the most points at the end wins.
- ▶ The first to jump answers the question
- ▶ If they jumped before the question was over they have to finish the question correctly and give the correct answer

*Points System:*

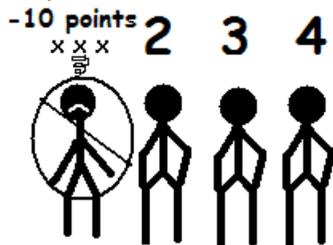
- ▶ If they are correct the team receives 20 points
- ▶ If they are incorrect they receive no points
- ▶ The person in the same position on the other team gets to try to answer; if they are right the team gets 10 points, if they are wrong they get no points.



- ▶ If a player gets 4 questions correct in one round the team gets 10 bonus points and that person has 'quizzed out' and cannot answer any more questions that round



- ▶ If a player gets 3 questions incorrect in one round the team loses 10 points and that person has 'error-ed out' and cannot answer any more questions that round.



- ▶ When 3 members of a team answer at least 1 question correctly, the team gets a 10 point bonus
- ▶ When a 4th member of a team answers a question correctly 10 more points are given to the team.
- ▶ When a 5th member of a team answers a questions correctly 10 more points are given to the team.

*Questions:*

- ▶ Where did the Angel of the Lord find Gideon?
  - At the winepress (6:11)
- ▶ Who was Gideon afraid of?
  - Midian (6:11, 14)
- ▶ True or false, Gideon was from a famous family and he was the head of his household.
  - False, he was from the least family in Manessah and he was the least in his household. (6:15)
- ▶ Why did Gideon lay out a fleece?
  - To test if God would save Israel in their battle with Midian. (6:37)
- ▶ How many times did Gideon lay the fleece out?
  - Two times (16:37-40)
- ▶ The army of Israel started with 22,000 people. How many were left after God has Gideon send men home?
  - 300. (7:8)
- ▶ How do you know Gideon was afraid to go alone to the Midianite camp?
  - Because God said if he was afraid to go alone to take his servant with him, and he took him. (7:9-11)
- ▶ How many Midianites did the Bible say there were?
  - like many locusts, like sand on the seashore. (7:12)

- ▶ How did Gideon's men attack the Midianites?
  - They surrounded the camp and each had a torch hidden by a jar and a trumpet. At the same time they broke the jars and blew the horns and shouted. This made the Midianites think there were more enemies than there were and in their fear they killed one another. (7:19-23)
- ▶ What was the result of the battle?
  - Israel won, Midian retreated, and the princes of Midian were captured and killed. (7:24-25)
- ▶ What did Samson do to the Philistines using foxes?
  - Attached torches to their tails and set fire to the grain and orchards. (15:4)
- ▶ When Samson was tied and taken to the Philistines what came upon him?
  - The Spirit of the Lord (15:14)
- ▶ After Samson beat the 1000 Philistines with only a donkey's jawbone he was thirsty. How did God provide for him?
  - God split open a hollow place and water came out from it. (15:19)
- ▶ What did Samson do in Gaza?
  - He slept with a prostitute. He escaped the city by taking the doors and doorposts of the city and walked off with them! (16:1-3)
- ▶ What did the Philistines ask Delilah to do?
  - To seduce him and find where his power was so they could capture him. (16:4-5)
- ▶ Delilah asked Samson where his strength came from and he lied to her three times. What was one of those lies?
  - He would have no strength if: 1) he was bound with seven fresh bowstrings that have not been dried, 2) he was bound with new ropes that had not been used, 3) if seven locks of his head were fastened with a pin. (16:7-14)
- ▶ What was the secret of Samson's strength?
  - The Nazirite covenant that his head should never be shaved. (16:17)
- ▶ What did the Philistines do when they captured him?
  - They gouged out his eyes and put him in prison (16:21-22)
- ▶ Why did the Philistines have a celebration to their god Dagon?
  - To thank him for helping them capture Samson. (16:23)
- ▶ How did the story end?
  - Samson prayed for forgiveness and strength again and he broke the pillars of the place and it collapsed killing everyone in it. (16:28-30)

## HISTORICAL TIMELINE

From the stories of Gideon and Samson and others we have studied, we can see that God uses different kinds of people, in spite of their flaws, to accomplish His various purposes. Next week we will focus on a virtuous woman, who, although she was not a leader, holds a significant place in Bible history.

- ▶ Prepare a small symbol to represent Gideon, such as a trumpet or torch, and attach it to the timeline next to Deborah. (If you choose to include Samson, attach his symbol a short distance away leaving space for one symbol between.)
- ▶ Below the line, under the symbol for Gideon, write Dependence and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

Divide the students into two groups. Give both groups the same task to accomplish; however, Group A will work on the task together, while Group B members will work individually. After the activity, all time for students to share their feelings about it.

### PERSONAL APPLICATION

Reflect on your own depth of dependence on God. Which Bible character do you resemble the most: Deborah, Gideon or Samson? How have you demonstrated your dependence on God lately? Write about it in your journal.

### ACTIVITY OPTION

#### DEPENDENCE SKIT CREATION

##### Materials:

Paper and writing utensil for each student

##### Instructions:

Have the students work together to write a skit which uses the theme of dependence that they saw in the stories of Gideon and Samson. The skits should be based on a situation that they face in their school, family, or with friends. The skits should highlight the choices that youth make and how their dependence on themselves, their friends, their family, and/or God impact these choices.

Depending on the class size break up the groups so that there will be maximum participation and engagement.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read the entire book of Ruth prior to our next lesson.

## 18 RUTH

**LOYALTY:**

Faithfulness to the one God has called me to serve.

**ENGAGE!****WORSHIP**

**Suggeste Scriptures:** *Psalm 100*

**Suggested song:** *Step by Step*

**MOTIVATIONAL ACTIVITY**

- Have the students tell the story of Ruth from start to finish as well as they can remember from their assigned reading. Have one student start the story, then stop him/her in some random spot and point to another student to continue from that point. Try to break it up into enough segments so that each student can participate.

*If few of the students have completed their assigned reading, this may be used as a review activity after the Bible Study. See Activity Option on p. 108*

**ACTIVITY OPTIONS****CAT AND MOUSE****Materials:**

2 blindfolds, open space with two chairs or a table to indicate the mouse hole.

**Instructions:**

*This game is intended to be a fun introduction to the concept of loyalty. The mouse and trainer must be loyal to each other and the plan they have created in order to succeed. Likewise, the cat and its trainer must be loyal to each other and their system of codes if they will succeed.*

- Choose one person to be the mouse, one to be the mouse trainer, one to be the cat and one to be the cat trainer. The cat and mouse will be blindfolded and the trainers must guide them.
- The mouse and trainer work out a system of sounds that will be used to guide the mouse away from the cat to the mouse hole (claps, snaps, etc.). The cat and cat trainer will also develop a system of sounds to guide the cat to catch the mouse before it escapes through the mouse hole.

- The cat and mouse are blindfolded and put in opposite places in the playing space. Neither should know where the mouse hole is.
- Using the system of sounds, the trainers will guide the cat and mouse until either the mouse escapes through the “hole” or is caught.

*References: From [www.games4youthgroups.com/trust-games/cat-and-mouse.html](http://www.games4youthgroups.com/trust-games/cat-and-mouse.html)*

## WHAT WILL YOU DO?

### Instructions:

Choose several of the following scenarios that seem the most relevant to your group or create your own. Read them aloud and have several students respond to the question, “What will you do?”

- ▶ Your mom is sick. She needs you to go to the market and make dinner this evening. You had planned to study at a friend’s house until dinner. What will you do?
- ▶ You and your friends all wear the same popular name-brand jeans. You love the way they look and yours are so comfortable, but they are worn out and too small. You need a new pair, but your family has to budget very carefully to meet basic expenses. What will you do?
- ▶ You and Dennis have been friends since elementary school. Dennis had a bad accident that put him in the hospital for a long time and now he can’t play basketball anymore with you and your friends. You know he’s lonely and sad about his disability, but you love playing basketball every chance you get. What will you do?
- ▶ Your younger brother is very playful and hates to do his homework. He has several make-up assignments to do in math. He says if they aren’t turned in this week, he will probably fail in that subject. He asks you to do some of his assignments for him. What will you do?
- ▶ One of your classmates recently became a Christian. She’s been rejected by her old group of friends because she won’t party with them anymore, but she doesn’t really have any other circle of friends. She isn’t the kind of person you would normally hang out with and your friends don’t like her. What will you do?
- ▶ Your dad frequently drinks with his barkada on the weekends. Recently he’s been inviting you to join them. You like the fact that he’s paying attention to you and considers you old enough to join the men. And you’re trying to improve your relationship with him, too. What will you do?

Have the students relate times in their own lives when they have had to make a difficult or painful decision regarding whom or what to remain loyal to. On what did they base their decisions?

**EXPLORE!**

SCRIPTURE PASSAGE(S) : Ruth 1:1-18, 2:1-12, 23, 3:1-13, 4:13-17

KEY VERSE(S) : Ruth 1:16

**BIBLE STUDY**

1. Fill in any important gaps or parts of Ruth's story that the students forgot or were not able to tell during the Motivational Activity.
2. *Ch. 1:1-18*: Discuss briefly about the cultural context that Naomi and Ruth were in at the time. Look through concordances, commentaries and other Bible resources.
  - Widows at the time were part of the social minority. Talk about how hard it must have been for Naomi to have lost all the men in her life.
  - Share observations of today's society. What are the difficulties that widows and single mothers face today? What might be the same and what would be different in comparison to Naomi's time?
  - Discuss what character Ruth displayed when she decided to stay with Naomi, in contrast with Orpah, the other daughter-in-law. Given their situation, would you have done as Ruth did, or like Orpah? (Stress the point that being a widow is very difficult in those times, which could make Orpah's decision understandable. Orpah's decision was not wrong; it just wasn't as noble as Ruth's. Let students be honest in answering to avoid making everyone say they would do as Ruth did.)
  - Let students share about their idea of loyalty. To whom do they show or give their loyalty? Why? How much do they value loyalty? How far can they go to be loyal?
  - Discuss instances of "loyalty gone wrong". e.g. joining gangs or dangerous fraternities/sororities, focused on the idea of "resbak" or getting back at those who wronged your friend or loved one. In contrast to such things, what type of loyalty did Ruth show?
3. *Ch.2:1-12, Ch.3:1-13*: With the aid of other biblical references, discuss the ancient Israel law of "kinsman-redeemer", as this is vital to the rest of the discussion.
  - Loyalty is a give-and take relationship, and is also an expression of love. Discuss how Naomi showed her gratitude to Ruth's loyalty by finding her a kinsman redeemer.
  - Notice Ruth's obedience to Naomi, showing her trust in her mother-in-law—that whatever Naomi was up to, it's for their own good. Have students describe the kind of relationship that they have with their best friends or family members. Do they show the kind of relationship that Ruth and Naomi shared?
  - As a leader, how can one show his or her loyalty to his or her group? From Ruth and Naomi's example, how can a leader gain the trust and loyalty of others?
4. *Ch.4: 13-17*: Ruth's loyalty to Naomi greatly helped the two of them in having a better life. Note that in the genealogy, Ruth is King David's great grandmother. From her, the greatest king in Israel was born. Go to Matthew chapter 1. Jesus was born from David's ancestral line. Discuss how a simple act of loyalty gave way to great things for Israel and for all humanity.

**ACTIVITY OPTION****TELL THE STORY RELAY****Materials:**

**a ball or other object that can be passed around the room**

**Instructions:**

Have the students sit in a circle. Have them tell the story of Ruth from start to finish as well as they can remember from their assigned reading. Give the first student a ball or some other object to be passed from one student to the next. Have that student start the story. After one sentence or segment, that student should pass the object to the next student, who will then tell the next part of the story. Ideally, each student will have at least one chance to tell part of the story. If there are many students, limit them to one sentence each time the object is passed to them. If there are few, each student may tell a whole segment of the story. In this case, the teacher may need to nod at them when it is time to pass the object to the next person.

**HISTORICAL TIMELINE**

It is interesting to note that, although Ruth was not really a leader and not even an Israelite, an entire book of the Bible is focused on her! Perhaps it is because she did accept Naomi's God as her own and became well known as a woman of virtue and integrity. Like Rahab, the mother of Boaz, Ruth is an example of how God made it possible for people of other nations to come to Him. She, too, married into the family line of King David. She was his great-grandmother.

- ▶ Ruth lived during the time of the Judges, probably between Gideon and Samson. Prepare a small symbol, such as a bundle of wheat, to represent Ruth and attach it to the timeline next to Gideon.
- ▶ Below the line, write Loyalty and its definition.

**EXPERIENCE!****LEARNING ACTIVITIES**

Let students play "The Boat is Sinking". At the end of the game, ask the following questions:

- ▶ Who did you mostly stick to whenever you need to group up?
- ▶ Did any of you experience being pushed away from a group?
- ▶ Did any of you get pulled in to complete a group?
- ▶ Discuss what you felt like in these situations.

Sometimes we get pushed into situations where we have to choose whom to go with. Sometimes it's not up to us to choose which people we have to go with. But wherever we are or whoever we might be with, we have to exhibit loyalty in what we do and the people we work with, as long as they are not causing us to compromise our loyalty to Christ.

### ACTIVITY OPTION

#### WRITE A LETTER TO RUTH

**Materials:**

paper or stationery, pens

**Instructions:**

Following the Bible Study on Ruth, supply writing paper, note cards or stationery. Ask the students to imagine that they have known Ruth personally and now want to write her a letter of admiration and appreciation for the things they have learned from her life. Suggest that they tell Ruth how they are applying or hope to apply what they have learned from her.

*References: Adapted from Rita Dunn and Kenneth Dunn, Teaching Students Through Their Individual Learning Styles: a practical approach. (Reston, Virginia: Reston Publishing Company, Inc., 1978), 78.*

### PERSONAL APPLICATION

Write the answers to the following questions in your journal:

- ▶ From Ruth's example, what type of loyalty must a Christian have?
- ▶ How does this kind of loyalty contrast with what is shown in the relationships in movies or on TV?
- ▶ From all that you have learned, give your own definition of loyalty.

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Prior to next week's lesson, read 1 Samuel 1 and 2.

## 19 HANNAH

**SURRENDER:**

Entrusting my hopes and my hurts to God

**ENGAGE!**

## WORSHIP

**Suggeste Scriptures:** *Psalm 22:9-11***Suggested song:** *Lord, I Give You My Heart (This is My Desire)*

## MOTIVATIONAL ACTIVITY

- Separate the students into groups (not more than 5). Show the word “surrender” or “Pagsuko” and let them form a tableau that illustrates the word. Give them 3-5 minutes to brainstorm. Let every group show their tableau one by one. Let the other students (who are spectators) guess the idea that the presenting group is portraying.
- After the presentations, talk about why each group thought of doing what they did.

**ACTIVITY OPTIONS****MANGA HANNAH****Materials:**

Paper and writing utensil for each student

**Instructions:**

1. Ask each student to take a piece of paper and a writing utensil. Tell them that they are to draw a six-box comic strip that shows what the word ‘surrender’ means. Encourage them to think beyond war ideas.
2. Emphasize the point is not artistic ability, students are welcome to be as simple or elaborate as they like.
3. When the students are done have them share what they drew.

**EXPLORE!**

SCRIPTURE PASSAGE(S) : 1 Samuel 1, 3:18-21

KEY VERSE(S) : 1 Samuel 1:27-28

## BIBLE STUDY

1. Ch.1:1-20: Review Hanna's story, and have students share what they remember from their reading assignment. Discuss what they usually pray about.
  - Let students share about what their prayers usually contain. Is it mostly for supplication (I want this, please give this, I need this)?
  - Hanna prayed incessantly for a child, showing her deep desire. What have you been praying hard for lately? How much trust do you put in God when you pray?
2. Ch 1:21-28: Discuss how Hannah responded when her prayer was finally answered.
  - When God grants your prayer, what do you usually do about it? Are there other things that you have done besides saying "thank You, Lord"?
  - Discuss Hanna's act of surrender—how radical it was for her to give back to God what she desperately asked for!
  - Talk about how Hanna's response is the opposite of how people usually respond when their most hoped for requests are granted. Share times when you have been given something for which you exerted much effort in asking. How did it feel when you finally got it?
3. Discuss further about surrender. As a Christian, we ought to live "surrendered" lives. What does this mean to you? What do the Scriptures say about surrendering one's life to God? Read other verses that talk about it such as Romans 12:1, etc.
  - A Christian leader ought to surrender him or herself to the responsibilities God has given. Talk more about this. How can a Christian leader surrender him or herself for God's service? Relate this to the idea of "dedication".
4. Ch.3:19-21: Samuel, Hannah's dedicated son, eventually grew up to be God's prophet. Discuss how Hannah's act of surrendering him to God's full care might relate to how Samuel grew up. Even though Hannah was not with Samuel all the time to raise him, Hannah entrusted everything to God, that He would take good care of Samuel in the house of the Lord.

## HISTORICAL TIMELINE

Hannah lived toward the end of the rule of the Judges when "everyone did as he saw fit." Even the sons of the Eli, the priest, were living wicked lives, grossly abusing their leadership positions. Hannah and Elkanah are evidence that there were still God-fearing people even at that dark time. Hannah must have had great faith in order to keep her vow and entrust her small son to Eli's care.

- ▷ Prepare a small symbol, such as praying hands, to represent Hannah. Attach it to the timeline near Samson.
- ▷ Below the line, write Surrender and its definition.

**ACTIVITY OPTION****BIBLE THEME IDENTIFICATION****Materials:**

Photocopy of the Bible passage for each student and colored marker (or pen would be adequate), whiteboard and marker.

**Instructions:**

Have the class read through the passage (1 Samuel 1; 3:18-21). Have each student read one verse and continue to go around the class until the passage is finished.

Ask the students to say what the passage was about. Write their ideas on the board. If the theme 'surrender' does not come out, help to lead the students to find this critical concept.

Ask the students to individually re-read the passage and underline or highlight the parts of the passage which deal with 'surrender.' When they are done, have members share what they identified and why.

**EXPERIENCE!****LEARNING ACTIVITIES**

Have the students form a circle. Put a chair in the middle. Ask the students to bring out an object that they have that has deep sentimental value to them and let them talk a bit about why that thing means so much to them. After this, let them put all those things on the chair. Have them close their eyes and turn their backs from the chair. You can also blindfold them. Turn off the lights to make sure the students won't see anything. Pretend that you are breaking the things on the chair. Make noises that would make the students think it's real. Observe the students' reactions.

After that, turn on the lights and have the students face the chair. Give them their stuff (which should be intact). Discuss what each felt when it seemed like their things were being broken.

**PERSONAL APPLICATION**

In your journal write, "From now on I will surrender \_\_\_\_\_." Fill in the blank. Get with a partner and share what you wrote with each other. Pray for each other and commit to hold each other accountable for what you shared.

## ACTIVITY OPTION

## SURRENDER JOURNALING EXERCISE

**Materials:**

**Student Journals or piece of paper for each students, writing instruments**

**Instructions:**

Have the students sit in a circle. Have them tell the story of Ruth from start to finish as well as they can remember from their assigned reading. Give the first student a ball or some other object to be passed from one student to the next. Have that student start the story. After one sentence or segment, that student should pass the object to the next student, who will then tell the next part of the story. Ideally, each student will have at least one chance to tell part of the story. If there are many students, limit them to one sentence each time the object is passed to them. If there are few, each student may tell a whole segment of the story. In this case, the teacher may need to nod at them when it is time to pass the object to the next person.

## PUPPET SKIT TRAINING

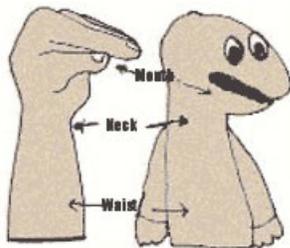
**Materials:**

**puppets or socks for each class member**

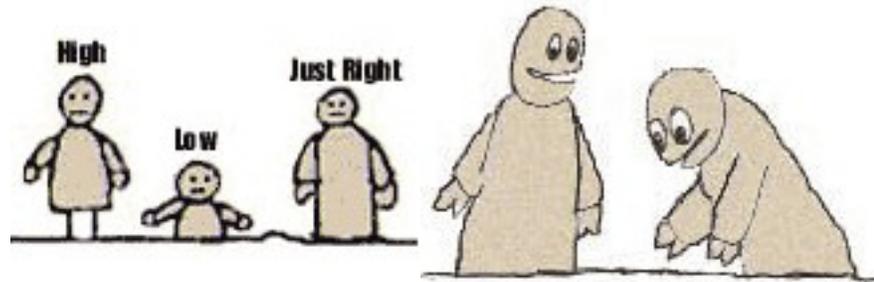
**Instructions:**

Review puppet instructions below with the class from earlier in the curriculum:

Take your puppet and go to a mirror. If you are just using a sock for a puppet you can decorate the sock later to make it look like an actual character. Don't worry about this now since you are just practicing puppet techniques. Use your thumb to move the bottom of the mouth and your other fingers for the top part of the mouth. Using your left hand is usually easier for working puppets.



Hold the puppet and practice moving the mouth as you speak. Practice moving your arm to make the puppet have realistic movements. Some examples are to shake your arm slightly to show fear or bob the puppet's head up and down for laughter. Remember who the puppet should be listening or speaking to and be sure the eyes of the puppet are facing that direction.



Many puppeteers will sit behind a curtain and hold the puppet above the curtain to speak. This makes the puppets look more realistic. Practice holding the puppet above your head and speaking. This is much harder than it seems for both your arm and your hand. Be sure the audience can not see your arm but just the puppet. Be sure your puppet's mouth is closed when it is not speaking. As you arm gets tired your puppet will begin to droop, sometimes just resting its chin (your hand) on the bar! Be sure to keep your puppet at a constant height to make your puppetry look realistic.

practice dramatically doing the story with their puppets. Have groups large enough that some are manipulating the puppets while others are watching and giving helpful critiques.

If the lesson goes well, make plans to do this puppet skit for the children or incorporate it in a worship service.

*References:*

[http://www.puppetville.com/puppet\\_handling\\_instructions/](http://www.puppetville.com/puppet_handling_instructions/) (accessed 10/11/2009)

<http://www.dragonsaretooseldom.com/puppet-manipulation.html>

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Prior to next week's lesson, read 1 Samuel 3, 7 and 8.

## 20 SAMUEL

### **BOLDNESS :**

Having the courage to speak the truth to everyone

### *ENGAGE!*

#### WORSHIP

**Suggeste Scripture:** *Psalm 15 or Psalm 40:6-10*

**Suggested songs:** *Shout Your Fame*

#### MOTIVATIONAL ACTIVITY

- Discuss what it means to be “pranka,” or frank. Is it positive or negative? How do you feel when someone confronts you bluntly about something? What’s the difference between boldness and frankness?

### *EXPLORE!*

**SCRIPTURE PASSAGE(S) :** 1 Samuel 13:1-14 and chapter 15.

**KEY VERSE(S) :** 1 Samuel 15:22-23

#### BIBLE STUDY

1. Ch. 13:1-14, Ch. 15:1-23: Discuss first what sins (disobedience) Saul committed. He had good intentions, but why did Samuel rebuke him?
  - Share experiences of times when a friend or loved one did something you thought was OK, but by Biblical standards was not. What did you do about it? Were you able to rebuke him or her? If you did so, how did you do it? Of not, why didn’t you?
2. Ch. 13:11 and 13, Ch 15:12-23: In discussing the passage, let students talk about their own way of rebuking or correcting a friend or loved one. Was it effective?
  - Samuel was a prophet whom God used as a messenger of His truth. Being bold does not necessarily give someone the right to be tactless and too direct with confrontation. Share thoughts on proper ways of speaking the truth with love and concern. Let students know that seeking advice from a leader or letting a person of higher authority or maturity deal with rebuking is recommended.
  - Notice how Samuel said “The Lord says...” before he reprimanded Saul. Other than being sanctioned by God as a messenger, the ultimate authority is God’s Word. Discuss the importance of God’s Word in confronting people’s wrong actions.

3. Focus on Ch. 15:22-23: Share thoughts about the passage.
  - Saul defended his actions because of his good intentions. Were there times that a friend or loved one reasoned that he or she had good intentions and is seeking approval of his or her actions? Did you compromise with his or her reasoning or not?
4. Relate boldness, integrity and responsibility. Samuel was right before God so he was able to point out Saul's sins. Refer to Matt. 7:3-5. Talk about the importance of having integrity and good intentions in rebuking.

## HISTORICAL TIMELINE

- Samuel, a godly and respected leader, was the last of the Judges. He was also a priest and a prophet. Although he believed God should be Israel's king, he was the one to usher in the era of the kings of Israel by anointing Saul according to God's instruction. Even before Saul's reign ended, God had rejected him and instructed Samuel to anoint Saul's successor.
  - ▶ Prepare a small symbol, such as a container of anointing oil, to represent Samuel. Place it on the timeline next to the symbol for Hannah.
  - ▶ Below the timeline write Boldness and its definition.

## ACTIVITY OPTIONS

### GUESS WHO?

#### Materials:

**slips of paper with names of Bible characters (see below)**  
**small tokens as prizes**

#### Instructions:

Divide students into two groups. A representative of each group will draw a slip of paper with a Bible character written on it. He or she should then portray the given character, acting in such a way that his/ her group will be able to guess who he is. If the group guesses correctly, they gain a point. But if not, the other group will be given the chance to "steal" by attempting to guess. Different representatives of each group will take turns drawing a slip of paper and portraying the characters. The group that gains more points will be declared the winner.

Sample Characters:

Prophet Elijah	Stephen	Prophet Nathan
Prophet Samuel	Jesus	Noah
Moses	David	
John the Baptist	Paul	

## LIFELINE

**Materials:**

pieces of bond paper  
markers or crayons

**Instructions:**

Tell the story of a Bible hero (ex. Samuel). Tell students to create Samuel's "lifeline" by drawing continuous lines to represent significant moment in his life. The lifeline can include straight lines, curved lines, spirals, sharp turns, circles, and anything else students can think of. Symbols, words and different colors may be used to indicate specific events or feelings. The only requirement of a lifeline is that it must have a clear beginning (representing the person's birth) and ending (the person's death).

Give the youth 10-15 minutes to draw the lifeline. Then form small groups of no more than five and have members describing the lifeline and take turns answering the discussion questions.

Discussion Questions:

- ▷ What does this say about the life of Samuel?
- ▷ Where in Samuel's lifeline do you see God working in his life?
- ▷ How was this experience positive or negative for him?
- ▷ In which part of Samuel's lifeline can you find resemblance to yours?
- ▷ Through Samuel's life, what did you learn about God, about life, yourself and others?
- ▷ In what aspects of Samuel's life do you want or not want to imitate?

*Adapted from source:*

*Rydberg, Denny. "TrustBuilders" Group Publishing Inc., Loveland, Colorado 1993 p. 70*

**EXPERIENCE!**

## LEARNING ACTIVITIES

- Boldness in speaking the truth is not only for rebuke but also for expressing the truth in all aspects of life.
- Prepare small pieces of paper or a list of situations that require the exposition of God's truth. Give each student a situation and let them think and talk about how they would deal with it.

### PERSONAL APPLICATION

- Read Matt. 7:3-5. What does this scripture say about confronting others?
- Think of situations in your own life that you need to make right with God before you can address the issues in others' lives. Take time for prayer and confession. Write your reflections in your journal.

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read 1 Samuel 16-17 in preparation for next week's lesson.

# 21 DAVID - PART 1

## COURAGE:

Fulfilling my responsibilities in spite of my fears.

### ENGAGE!

#### WORSHIP

**Suggeste Scriptures:** *Psalm 23*

**Suggested song:** *You are My Hiding Place, My Strength Is in You, Lord*

#### MOTIVATIONAL ACTIVITY

- Ask the students what they think makes a person courageous. If possible, cite relevant situations you know of in which the students are involved. Solicit answers and then let them state their reasons. Afterward, have the students retell or dramatize the battle story of David and Goliath that they should have read this week.

#### ACTIVITY OPTIONS

##### BALLON BOMB

**Materials:**

Balloons, pushpins

**Instructions:**

1. Divide the class into two groups without any explanation.
2. Ask two students, one from each group, to blow up a balloon as quickly they can.
3. Ask the groups to line up to start the relay game. The balloon should be passed from one person to the next. The one who is holding the balloon bomb shouts: "Fulfilling my responsibilities in spite of my fears," and then passes it to the next person.
4. Meanwhile, the instructor and an assistant attempt to burst the balloons with the pushpins. The team with the balloon intact when it reaches the end of the line wins.

**EXPLORE!**

SCRIPTURE PASSAGE (S) : 1 Samuel 17

KEY VERSE (S) : 1 Samuel 17:45

**BIBLE STUDY**

1. v. 1-11: Read the passage and share thoughts on the situation that the Israelites were in. Putting yourselves in the shoes of the Israelites:
  - What could it have felt like to see such a powerful opponent?
  - What big, intimidating and overwhelming problems or situations have you been in lately, or have you gone through? What did you think and feel as you observed the problem or situation in front of you?
2. v. 12-22: David had the humble task of tending sheep for his father. He was also an “errand boy” who did other tasks for his father. Consider the kind of humility that David lived and reflect on it in connection to v. 23-27:
  - Compare the reaction of the Israelite army to David’s in response to Goliath’s shouting of defiance. David was very bold in his statements about Goliath. In his humility, he had courage.
3. v. 28-29: Eliab misunderstood David’s intentions. Share instances where showing some boldness in confronting a situation has led others to think the wrong things about you.
4. v. 30-37: Discuss how David told Saul of his capability in battle.
  - If you were Saul, would you have thought David’s experiences were enough for him to do real battle?
  - Notice how his previous experiences contributed to the development of his courage. Reflect on how God “builds us up” by letting us face trials of increasing degree to prepare us for bigger problems in the future. Share some past challenges that you believe have helped you become stronger as a person.
5. v. 38-44: David chose to wear what was more “comfortable” in battle. Talk about what means you are comfortable with for confronting big problems. Do they usually work?
  - God does not require “flashy” ways for us to win personal battles. He wants us to take them on as we are.
6. v. 45-47: Reflect on David’s courageous answer to Goliath. What does this say about how we, as Christians, ought to deal with scary, big problems? What did David say about his “not-so-secret” weapon?
7. v. 48-54: Discuss the following:
  - Compare the battle tactics of David and Goliath. Discuss how immensely opposite the two are as fighters.
  - Share times of feeling like a David facing a certain Goliath.
  - Share instances of depending on God’s strength and being victorious in a personal battle.

8. v. 55-58: Saul suddenly became curious with David. He might have thought that David was a trained fighter from some prominent clan. Discuss David's introduction of himself in the last verse.

- Connect godly dependence, humility, and courage from this story of David.

### ACTIVITY OPTIONS ■ ■

#### INTERVIEW WITH A HERO

**Materials:**

Camcorder, microphone, other props

**Instructions:**

1. Ask the students to contribute questions that they would like to ask David if they could have interviewed him after his confrontation with Goliath.
2. Write each question on the white board.
3. Choose one student to act as David and allow the rest of the students to be reporters.
4. Ask your students to describe courage and give examples. Discuss how a leader might fulfill his or her responsibilities in spite of fears.

#### INTERVIEW WITH A HERO

**Materials:**

index cards and ball pens

**Instructions\***

1. Select several scripture verses from 1 Samuel 17, some familiar and some not so familiar.
2. Write half of the verse on one card, half on the other. Make up enough cards to cover expected attendance plus a few extras, but be sure that both cards for each verse are distributed.
3. Distribute these cards at the beginning of class, one per person.
4. Ask your students to find who has the other half of the verse

*Adapted from: Faith connections Dec/Jan/Feb (Kansas city : Wordaction, 2006-7), P47*

### HISTORICAL TIMELINE

- At the time of this incident with Goliath, God had already rejected Saul as king and Samuel had secretly anointed David as the next king. Even though Saul didn't know this about David, he did know what Samuel had told him about his own reign (see 1 Sam. 15:28). The threat of losing his kingdom and David's victory that day, including the subsequent popularity it produced, caused Saul to become insanely jealous

of David. Saul became increasingly unstable, but it was years before David actually took the throne. See 1 Chron. 10:13-14 for Saul's unfortunate epitaph.

- ▶ Prepare a small symbol to represent David, such as a sling or crown, and attach it to the timeline next to Samuel. Under the symbol write 1000 B.C., the approximate time that David became king.
- ▶ Below the line write Courage and its definition.

## *EXPERIENCE!*

### LEARNING ACTIVITIES

Reflect back on the things the students shared during the Motivational Activity. Ask the students if their perspective on courage might have changed in light of what they have learned in the lesson on David.

### PERSONAL APPLICATION

Think of experiences you have had that required courage. Write about them in your journal. During the week, make note of opportunities you have to exercise courage and write about how you responded to each opportunity.

## 21 DAVID - PART 2

**REPENTANT :**

Being sorry for and turning from my sin

**ENGAGE!****WORSHIP****Suggeste Scriptures:** *Psalm 51***Suggested song:** *Create in Me a Pure Heart***MOTIVATIONAL ACTIVITY**

- Provide each student with a piece of paper. Ask them to write down on the paper things in their lives which, according to Scripture, do not please God. Tell them to keep it to themselves until the end of class. Begin the lesson by asking them to define the word repentant.

**ACTIVITY OPTIONS****SITUATION DEFINITION****Instructions:**

- ▶ The goal is for students to share what they think about the meaning of repentance. The teacher should have prepared several situations or short stories that may or may not show the idea of repentance .
- ▶ After reading one situation, the teacher can either choose the students to answer or ask anyone to state whether the situation mentioned talks about repentance. The teacher can ask the student to explain why he or she thinks that the situation read does or does not show the idea of repentance. From the short discussions, try to summarize what the students generally think about what repentance means.

**Sample Situation:**

- ▶ Gina and Sarah were childhood friends. During highschool they each found a different group of friends to hang out with. But despite this, they still considered each other as close friends. Before graduating from highschool, Sarah found out that an embarassing childhood story about her was spreading among her classmates. She immediately concluded that only Gina could be the source since she was her only childhood acquaintance in the class. Sarah suddenly became indifferent to Gina and she never spoke to her even until they have gone to college in different universities. Sarah did not do anything to clarify things with Gina, since she was afraid of any confrontation.

## GET TURNED AROUND

**Materials:**

Paper or slips of paper to write down questions

**Instructions:**Preparation:

Prepare several questions or tasks for the students to answer or do. The questions could be related to the previous lessons or about ordinary facts. It would be more fun to include trick questions just to make the players confused. Tasks or challenges could be mixed up with the questions so students wouldn't know what they might get. The questions may be read to the players or written on small slips of paper for them to draw.

▷ The following are sample questions and tasks:

- Who was the 3rd president of the country?
- How many dwarves are there in the Cinderella story?
- Jump 3 times, touch your nose then bend your left elbow.
- If a bullet train is headed west, what would be the direction of its smoke?
- What is the English of potato?
- Find something blue and give it to someone wearing white.
- How many months have 28 days?
- Which weighs more, a kilo of cotton or a kilo of rocks?
- Do a hi-five with a person whose name has two A's (first name and last name)

Actual Game:

1. Have students divide themselves into two teams then form two lines.
2. Place two chairs that are a few feet from the first person of each group. If slips of paper would be used, put an equal number of questions in two separate bags or any containers then put them on top of each chair. (If not, just have someone—most probably the facilitator or the teacher—stand between the chairs to read the task or question.)
3. Instruct the players that when they are signaled to start, the first players in the line must run toward the chairs, pick a piece of paper, read it and answer the question or accomplish the task written. The other option is that the first to reach the designated chair will be asked a question or told to do a task.
4. When a player answers incorrectly or does a task wrong, he or she needs to turn around 3 times then pick another question or task. The player will keep turning around until he or she does something right or answers correctly.

5. The team which has all their group members finish first wins. A time pressure may be applied like the group that has the most questions and tasks done correctly within a span of time wins.

Discussion:

- Repentance means to “turn around.” This game literally made you turn around but for this lesson, we will learn about the kind of turning around from committed sin.
- The game might have left some quite dizzy. David must have undergone something of a dizzying experience while struggling with his sin. What makes repentance an act of “turning around”?

## EXPLORE!

SCRIPTURE PASSAGE(S) : 2 Samuel 12

KEY VERSE(S) : 2 Samuel 12:13-14

### BIBLE STUDY

1. v. 1-10: Discuss Nathan’s use of an introductory story to explain the sin David committed. David, at first, did not realize that the story was about him, and even condemned himself in the story.
  - Talk about how sometimes we think that our sin seems to be unnoticed by God since nothing bad is happening because of it.
  - Share incidents where you are confronted by someone about your sin and it was only then that you realized the gravity of what you did.
2. v. 11-14: share thoughts on David’s response to Nathan’s rebuke:
  - What is your normal reaction when someone rebukes you?
  - Is it hard or easy to admit one’s sins? Why? How long does it usually take you to admit? Let students share their own stories of being rebuked.
  - What does humility have to do with repentance?
  - How would you define or describe repentance?
3. v.15-23: Repentance does not really mean there will be an exemption from consequences. Discuss:
  - Why do consequences remain in spite of repentance?
  - What was David’s reaction towards the consequence of his sin?
  - Talk and reflect on what David went through before and after his son’s death.
  - Focus on verse 22-23: Does David’s reason for not mourning make sense? Discuss more about this.
4. v. 22-31: God blessed David after his repentance and acceptance of the consequence. This is a demonstration of God’s love and grace.
  - Talk about how God continues his blessings after a spiritual downfall.
  - Have students share times when they felt God’s goodness after they repented and were forgiven.

**ACTIVITY OPTION****PSALM DISCUSSION****Materials:**  
**Bibles****Instructions:**

1. Have students turn in their Bibles to Psalm 32. Give some time for them to read it through. Continue discussion while referring back to the passage.
  - Psalm 32 was probably written by David as an expression of his feelings after being rebuked by Nathan.
2. The following can be points of discussion:
  - ▷ What things did the psalm indicate about the idea of repentance?
  - ▷ In reading the psalm, what emotions might have come into play when it was being written (assuming that it is David's)?
3. Let students recall times when they were confronted with their sins and struggled with it. Find similar feelings that the psalm expresses to the students' personal experiences.

**HISTORICAL TIMELINE**

- Read 1 Chronicles 17:7-14. Here we see God making a profound promise to David: one of his offspring, through Solomon, would remain on the throne forever! How could this be? God was continuing the fulfillment of his promise to Abraham, Isaac and Jacob, that through their family line, all nations would be blessed. This promise to David foreshadowed the coming of the King of Kings who would reign forever. This is why, hundreds of years later, the people of Israel were still expecting the Messiah to come from the family line of David (see Matt. 12:23).
- No additional symbol is needed for this week's lesson, but add to the timeline the character quality of Repentance and its definition.

**EXPERIENCE!****LEARNING ACTIVITIES**

1. Ask students to tell of things they see around them which has been a result of committing sins (for example HIV/AIDS, unwanted pregnancy, liver disease from excessive drinking, etc.)
2. Now ask students to bring out the papers they have from the beginning of the class. This can be a wonderful opportunity to allow them to talk to God and realize the significance of humility and repentance. You can either burn the papers or just tear them and after that you can have them pray by pairs and then by group.

## ACTIVITY OPTION

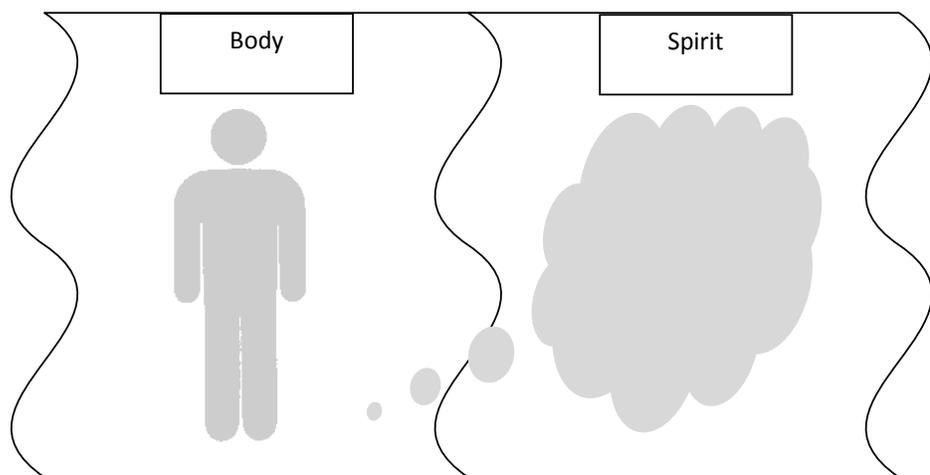
## REPENTANCE OBJECT LESSON

**Materials:**

scissors, cutter, small knife, piece of crisp paper  
 clear tape, string, glue, and other adhesives available  
 Band-Aid

**Instructions:**

1. Pass around the sharp items to the students. While they touch the objects, tell them to try imagining what it feels like to be cut by any of the objects. Let students talk about the pain one might feel and instances in which they've suffered any kind of wound or cut. After that, collect the sharp objects.
2. Now lay out the different adhesives. Ask them if any of these things would work well to stop a wound or cut from bleeding. Let students discuss the humorous possibilities. Then ask them what would be the appropriate thing to use to cover cuts or wounds for first aid.
3. Show them the Band-Aid. Tell them that physical pain has a lot of similarities to spiritual pain caused by sin.
4. Draw and write this on the board or post it:



5. Ask the following in order to help students fill out the similarities chart.

For the body:\*

- ▷ What do you feel when you get cut or wounded? (hurt / pain)
- ▷ What must be done to stop the bleeding and pain? (use a bandage)
- ▷ What happens when first aid is applied? (healing)
- ▷ What does one learn after being hurt? (learn to be careful / not to do it again)

*\*Questions on this section were Directly taken from source: Family Home Evening Planner. Repentance Object Lesson and Song, from: <http://fheplanner.blogspot.com/search/label/Repentance>*

For the spirit:

- ▷ When one commits sin, what is the first thing that happens to a person when convicted? (Realize guilt/feel sorry)
- ▷ After realizing the guilt, what should one do? (ask forgiveness)
- ▷ What should be done with the consequences of the sin? (fix the problem)
- ▷ What must a person do with the lesson that was learned from the sin? (resist sin)

6. Let the students write the chart in their journal. An option would be to simply give the following steps to repentance:

- "I realize when I've done wrong."
- "I ask to be forgiven."
- "I fix the problem the best that I can."
- "I resist the sin again & again. "

7. Continue discussion by referring back to David's story of repentance.

*Reference: Adapted from Family Home Evening Planner. Repentance Object Lesson and Song, from: <http://fheplanner.blogspot.com/search/label/Repentance>; accessed 12 September 2009.*

## PERSONAL APPLICATION

- Write down in your journal your experiences of repentance and God's forgiveness. Reflect on the significance of repentance in leadership. (Assure them that this will be personal and is not intended to be shared to the group unless they want to.)

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read 1 Kings 2:1-12 and 2 Chronicles 1 in preparation for next week's lesson.

## 23 SOLOMON

**WISDOM-SEEKER:**

Desiring the God-given gift of insight for successful living

**ENGAGE!**

## WORSHIP

**Suggeste Scriptures:** *Proverbs 1:1-9 or Job 28:12-28***Suggested song:** *God of Jacob (Give us Clean Hands)*

## MOTIVATIONAL ACTIVITY

- Prepare an activity in which students will have to choose the correct answer. Intentionally make statements vague if possible or start out with a simple quiz from 1 Kings 3:1-15:

1. Solomon loved
  - a. Baal
  - b. The Lord
  - c. Molech
2. Solomon's Father was
  - a. King Saul
  - b. King Ahab
  - c. King David
3. Where did King Solomon go to make his sacrifice?
  - a. Jerusalem
  - b. Eden
  - c. Gibeon
4. The Lord appeared to Solomon in a
  - a. dream
  - b. vision
  - c. cloud
5. God told Solomon
  - a. "Repent of your sins."
  - b. "Ask what I shall give thee."
  - c. "Take off your shoes."
6. Solomon asked for
  - a. an understanding heart
  - b. a long life
  - c. lots of money
7. Solomon's request
  - a. made the Lord angry
  - b. pleased the Lord
  - c. made the Lord laugh
8. The Lord gave Solomon
  - a. riches and honor
  - b. a wise and understanding heart
  - c. both a & b
9. When Solomon awoke where did he go to make offerings unto the Lord?
  - a. Jerusalem
  - b. Eden
  - c. Gibeon

Accessed from <http://www.childschapel.org/biblestories/solomonmc.html>

**ACTIVITY OPTION****WISDOM/KNOWLEDGE DATING GAME****Materials:**

**2 large sheets of paper (Manila or butcher paper), 2 markers**

**Instructions:**

Divide the class into two groups and give each group a large piece of paper and marker. Ask the first group to list all the rules of dating, things you should and should not do. Ask the second group to give instructions to a person who has never been on a date from beginning to end, including how to respond. Give the groups time to brainstorm together.

Have each group share their results. Then have two students act out the situation with the instructor narrating, starting with the first group's list. Since the list is not in an order it will be funny, awkward, and out of order. Then have the group act out the second group's list.

Ask the group to analyze the difference between the two lists. It is not necessary that they specifically identify wisdom or knowledge.

**CARD HOUSE****Materials:**

**Any deck of playing cards, or thick sheets of cardstock or index cards.**

**Instructions:**

Divide students into groups of 3-4.

- ▷ Get out a deck of cards. It should be a relatively new deck - old, flimsy cards that are creased and folded will not fare well, but neither will a totally brand new slippery deck; see Tips. An interesting design usually adds a nice touch as well.



- ▷ Select 2 cards from the deck. Place them so that they are about 2 inches (5 cm) apart from each other at the base, and lean them together into an upside-down "V". The "\", or apex, should balance independently when placed down on the surface.

**Tips:**

- ▷ Standard sized playing cards work best.
- ▷ Try licking the edges of your cards before you place them into an apex, but don't get them soggy, because, of course, they won't work.
- ▷ If your cards slip a lot against other cards, it could be that your cards are too new or unused. New cards have very thin edges that do not stick well. Try slightly wearing down the card edges, but don't tear them.
- ▷ Refrain from breathing hard when constructing your card tower.
- ▷ If you have a friend who is willing to help you build your card tower, that's great. As you try to build higher card towers, it's helpful to have someone brace the points that are already constructed on the row that you are on.
- ▷ Index cards work better than playing cards because they are not smooth and polished.
- ▷ Be patient! If you rush things, you might make it fall down, or construct weak foundations.
- ▷ Try to breath off to the side so that you do not knock down your card tower!

*References: <http://www.wikihow.com/Build-a-Tower-of-Cards#Tips>*

**EXPLORE!**

**SCRIPTURE PASSAGE (S) :** 1 Kings 3, 4:29-34, 10:23-11:1-13

**KEY VERSE (S) :** 2 Chronicles 1:10 (James 1:5)

**BIBLE STUDY**

1. 1 Kings 3:1-15: Discuss Solomon's faithfulness to God:
  - How did Solomon show his love for God? (verse 3)
  - What is the reason why God asked Solomon to request anything he would want?
  - Solomon's situation might be like that of Aladdin's. If you were told you could ask for anything that you would want, what would you say?
  - Discuss Solomon's answer to God. Did he make the right choice? Was it sensible or logical for him to ask for wisdom?
  - God was pleased with Solomon's answer. Why do you think He was?
2. 1 Kings 3:16-28: Talk about how the passage speaks of Solomon's wisdom.
  - What does the word "wisdom" mean to you? Let students translate it to one Filipino word and let them explain why they chose that word.

- From the passage, what could wisdom mean?
  - Ch. 4:29-34: The passage shows Solomon's extraordinary wisdom. From this description, think of people in the modern age (including those early scientists and philosophers) who seem to possess this kind of wisdom.
  - How can wisdom be defined from this passage?
  - Talk about how Solomon used his wisdom. (See also Ch. 10:23-29)
3. 1 Kings 11:1-8: What was the price of Solomon's wisdom? How can a God-given ability be used in sin?
- Talk about how wisdom brings fame, fame brings pride, and then leads to disobedience against God.
  - Discuss how abuse of one's God-given talents and abilities leads to sin. Share about people you know (no need to use names) or famous personalities who seem to be abusive of their wisdom and power.
4. 1 Kings 11:7-13: What was the consequence for Solomon's disobedience?
- Let everyone share freely about their thoughts on Solomon's story.
  - What valuable lessons can be learned from him?

### ACTIVITY OPTIONS

#### LETTER TO SOLOMON

##### Materials:

Writing instrument and piece of paper for each student.

##### Instructions:

After reading the scripture passages and having any discussion have the students take a writing utensil and paper and write a letter to Solomon. In this letter they are to tell Solomon what they think of his situation and why. They are to tell him where he began to go wrong and suggest ways he could correct the situation. They are also to share with Solomon a place in their lives where they are needing wisdom to make good decisions.

#### HISTORICAL TIMELINE

- If you read the entire story of Solomon, you will discover that he was an amazing administrator. Not only did he accomplish an amazing feat in the building of the temple; he was able to organize people and resources so that the whole country experienced great prosperity during his reign. But, sayang. Solomon's sin led to the division of the nation and everything began to fall apart immediately after his death. In spite of Solomon's failure, God kept his promise to David. Solomon's son, Rehoboam, and his heirs reigned over two of the 12 tribes and continued the line of David.
- Prepare a small symbol, such as a picture of the temple, to represent Solomon. Place it on the timeline next to the symbol for David. Right after Solomon's symbol, write Divided Kingdom vertically and put the date 930 B.C. on the timeline.
- Below the timeline, write Wisdom-seeker and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

1. Have the students compare wisdom and knowledge. Write their definitions and distinctions on the board or large paper. How is each important in the life of a leader? Consider the statement: knowledge you can get in school, but wisdom comes from God.
2. Try a mock trial for a real community issue. Have two sides debate the issue and come to a decision. Discuss the difficulties of knowing the right thing to do. Pray together for wisdom to solve the problem, then take action.

### PERSONAL APPLICATION

Have the students divide into small groups and discuss situations in their own lives for which they need to ask God for wisdom. Have one person from each group report back to the whole group. Have one person represent the group in a prayer for wisdom.

### ACTIVITY OPTIONS

#### CONFESSONAL WRITING ACTIVITY

##### Materials:

Pieces of paper

Writing utensils for each student

Matches or some fire starter

A location where a small fire can be made safely

##### Instructions:

1. Ask the students, "What did Solomon ask God for? Was he faithful in using that gift? Why or why not?"
2. Ask, "What gifts and talents has God given you? Are you using those positively or negatively? Do you ever struggle to make good choices in life? We all face situations like Solomon in which we use the gifts God has given us in positive life-building ways or negative life-destroying ways."
3. Have the students take some time to think and pray and ask God to show them the places in their lives where they are making poor life choices or where they are not fully using the gifts God has given them to glorify God and help others. Then have the students write these struggles on a piece of paper and fold it up.

4. Take the class and the pieces of paper to a place where a small fire can be safely made (it might be good to do this part of the lesson in that location already). And say, "Just as God listened to Solomon's request and gave him wisdom, he hears us when we ask him for help and wisdom in our lives to make good choices and live rightly." Have the students set their paper in a pile and light the papers on fire.
5. Have the group stand in a circle and hold hands (if appropriate or effective) and sing a song of dedication together (i.e. Potter's Hands). Have a student give a closing prayer.

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read 1 Kings 17:1-18:15 in preparation for next week's lesson.

## 24 ELIJAH

**ZEALOUS :**

Passionate for the glory of the one true God

**ENGAGE!****WORSHIP**

**Suggeste Scriptures:** *Romans 12:9-16*

**Suggested song:** *King of Majesty; Days of Elijah*

**MOTIVATIONAL ACTIVITY**

- Start by asking students to define the word zealous and share their thoughts about it. Then give them the dictionary definition.
- Share stories of people who have been zealous for a variety of reasons. Cite for example famous heroes who had been zealous for the country and discuss briefly what they did to show their zeal. (Allow students also to share what they can remember from their social studies class.) Now, relate it to the lesson about spiritual zealousness and give them the definition above.

**ACTIVITY OPTIONS****DEFINITION OF ZEALOUS****Materials:**

A variety of dictionaries or slips of paper or 3x5 cards with definitions of the word zealous from various sources written on them, one definition per card.

- ▷ Use at least two different English dictionaries (may use on-line sources), a Bible dictionary and a dictionary of the first language of the students (e.g. for Tagalog, use the definition for the word masigasig). If the class is large, the definitions may be duplicated.

**Instructions:**

Divide the class into smaller groups based on the number of definitions you have provided. Have them work together to come up with a definition in their own words. When all groups are finished, have them share their definitions with the rest of the class. You may wish to have the class attempt to synthesize all the definitions into one concise definition. Have the students compare their definition with the one given in the lesson heading. Ask them to express the lesson definition in their first language.

Sample definition from Webster's New Collegiate Dictionary, 1981:

Zealous - Filled with or characterized by zeal.

Zeal - eagerness and ardent interest in pursuit of something. Fervor. Passion.

### ZEALOUS ADVERTISING

#### Materials:

A variety of products such as a can of sardines, instant noodles, bar of soap (still in package), packet of laundry detergent, new pair of socks, cell phone, etc.

#### Instructions:

Display a variety of items such as those listed above. Have each student or pair of students select a product to promote with zeal (passion and enthusiasm for the virtues of the product) to convince the rest of the class that it's the best of its kind.

Afterward, discuss what would happen if we shared the truth about Jesus Christ with the same zeal. Allow volunteers to demonstrate if time allows.

## BIBLE STUDY

1. 1 Kings 18:16-40: How can zealousness be described from the passage? What made Elijah zealous?
  - Discuss how confidence and courageousness are related to zealousness.
  - Let students give one example of a zealous person (whether a close acquaintance or a famous personality) Talk about how the person shows zealousness and the reason for his or her zealousness.
2. 1 Kings 19:1-14: What could have been the cause of Elijah's depression (seen in verses 4, 10 and 14)
  - Share times of feeling "burned out" from all the ministries or other responsibilities in life. What do you pray for or what do you tell God under such circumstances? Like Elijah, did you also have a feeling of wishing to die because of exhaustion and stress?
  - 1 Kings 19:5-8: Notice how God took care of Elijah during his depression. God understands and cares for us in times of depression. Reflect more on this. (Teacher: perhaps you can share from your own experience of the "let down" that occurs after a spiritual high point or victory and how you dealt with it or how God ministered to you.)
  - God gives strength we need, or the source of strength we need when handling difficult times.
3. 1 Kings 19:15-18: How did God respond to Elijah?
  - Notice that God provided a successor to Elijah. How does this become a solution to Elijah's pleas?

## HISTORICAL TIMELINE

Following Solomon's reign, the kingdom of Israel was divided: Israel, made up of 10 tribes in the north, and Judah, made up of 2 tribes in the south. Solomon's son, Rehoboam, ruled Judah, but Israel was ruled by Jeroboam and then a series of ungodly kings. The worst of these was Ahab. It was during the reign of Ahab, the seventh king of Israel, that Elijah appeared on the scene. In spite of Elijah's warnings and demonstrations of God's power, Ahab continued to rebel and the nation suffered for it.

- Prepare a symbol, such as a cloud or altar, to represent Elijah. Place it on the timeline a short distance from the symbol for Solomon.
- Below the timeline, write Zealous and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

Divide into small groups. Provide information on different religions for each group. Have the groups compare their assigned religion to Christianity. What is the true God of that religion? Have them share their findings with the other groups.

### PERSONAL APPLICATION

Reflect in your journal on why you believe in only one God. Express your zeal for the Lord.

### ACTIVITY OPTIONS

#### PERSONAL REFLECTION

##### Materials:

Story of Watchman Nee and Li Kuo-ching on festival day (next page)

##### Instructions:

Read the story, "The Proof of Faith," to the students. Note their reactions. Ask the following questions:

- ▷ How do you feel about this story?
- ▷ Do you identify with any of the characters in this story? Which one and in what way?
- ▷ Li Kuo-ching was a 16-year-old boy. What would you have done in his place?
- ▷ What was Watchman Nee's initial concern?
- ▷ What is the difference between "testing" God and believing in Him?

### “The Proof of Faith”

It was January, 1925. The Lunar New Year was approaching. Watchman Nee and five of his disciples decided to spend the holiday preaching the gospel in the village of Mei-hwa where the people had never heard of Jesus Christ. At the last minute, a new Christian, Li Kuo-ching, decided to join them.

When they arrived, the people of the village were busy with the traditional holiday rituals: ancestor worship, gambling, fireworks and making offerings to their household gods. Watchman Nee and his team preached in the village for nine days, but there was no response. The people would not listen.

The young and zealous Li Kuo-ching became frustrated. “What’s wrong?” he demanded of the crowd. “Why won’t you believe?” The people told him of their dependable god Ta-Wang (Great King) whose festival day was divinely appointed on the 11th of the month. For 286 years their god had provided sunshine for whatever day he chose to be his festival day. “Then I promise you,” declared the passionate Li, “our God, who is the true god, will make it rain on the 11th.”

“Alright!” replied the villagers. “If there is rain on the 11th, then your Jesus is indeed the true God. We will listen to him!” The news spread like wildfire. When it reached Watchman, he was horrified! It seemed the Lord’s honor was on the line and He may or may not be in support of Li’s rash challenge. Had they sinned by putting God to the test? But if God didn’t respond in support of the challenge, how would the gospel ever be received in this village? Would God allow Ta-Wang to reign supreme there?

Back at their meeting place Watchman and his companions humbly prayed. Then a word from the Lord came to Watchman: “Where is the God of Elijah?” With that came the assurance that God would send rain on the 11th. They felt so sure of it that they went back out into the village to repeat the challenge throughout the area.

The morning of the 11th, Watchman awoke past 7 o’clock with the sunshine streaming in through his window. “This isn’t rain!” he exclaimed. Once again he heard, “Where is the God of Elijah?” Humbly he went down to join the others for breakfast. All seven of them, and their host, were very quiet. There was not a cloud in the sky, yet they knew that God would honor Himself before these people. As they bowed to pray before eating, Watchman said, “I think the time is up. Rain must come now. We can bring it to the Lord’s remembrance.” Quietly they did so and were reassured once again: “Where is the God of Elijah?” Even before they said Amen, they heard rain-drops on the roof. As they ate, there was a steady shower. When they were served a second bowl of rice, Watchman said, “Let’s give thanks again!” and this time he asked for heavier rain. The rain began to pour! By the time they finished their breakfast, the street outside was flooded.

Already some of the villagers were declaring openly, “Their God is the true God! There is no more Ta-Wang!” But Ta-Wang’s worshippers brought him out anyway, believing that he would stop the rain. Soon those carrying the idol were stumbling and falling in the muddy street. Down went Ta-Wang! His jaw and arm were broken. The worshippers picked up the pieces and continued to try to carry Ta-Wang through the streets, but at great risk, for the streets were now dangerous. Finally, they gave up, but

they did not give in! They came out with a new proclamation: the 11th was the wrong day! They had made an error in their designation. The festival was to begin on the evening of the 14th!

This time Watchman and his companions were not alarmed. They knew God would act again. They prayed, "Lord, bring us rain at 6:00 p.m. on the 14th and give us clear weather between now and then." That afternoon, the sky cleared and the people came to hear what they had to say. Before the 14th, over 30 of the villagers had put their trust in Jesus. Even on the 14th the preachers continued to have a good audience. As evening approached Watchman's group gathered for prayer. Right at 6:00 God's answer came with torrential rains and flooding. Satan's power over this village, manifested in the idol Ta-Wang, had been broken!

*Reference: Story is paraphrased from Angus Kinnear's account in The Story of Watchman Nee: Against the Tide (Wheaton, IL: Tyndale House Publishers, Inc., 1973), 92-96.*

**STORY COMPARISON**

**Materials:**

Whiteboard and marker or blackboard and chalk

**Instructions:**

**Read the story of Watchman Nee and the Chinese Ta-wang feast day. Discuss with the group how Watchman Nee's circumstances compared with those of Elijah. Chart the similarities and differences on the board in a four-part grid, as shown.**

	Watchman Nee	Elijah
Similarities		
Differences		

*References: Story is paraphrased from Angus Kinnear's account in The Story of Watchman Nee: Against the Tide (Wheaton, IL: Tyndale House Publishers, Inc., 1973), 92-96.*

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read 1 Kings 19:19-21 and 2 Kings 2 and 4 in preparation for next week's lesson.

# 25 ELISHA

## EMPOWERED:

Enabled by the Holy Spirit to demonstrate God's greatness

### ENGAGE!

#### WORSHIP

**Suggeste Scriptures:** *2 Chronicles 20:6 or Psalm 105:1-4*

**Suggested song:** *The Spirit of the Lord and For the Lord is My Tower*

#### MOTIVATIONAL ACTIVITY

- Ask the students about their favorite comic book or cartoon superhero. If possible, bring posters or comic books for students to look at.
- Have some of the students talk about how their favorite superhero got his or her powers.
- Introduce the lesson by talking about how the Bible includes stories about 'superhumans' and that one of them is Elisha.

#### ACTIVITY OPTIONS

##### ELISHA THE SUPERHERO

###### Materials:

Posters of superheroes or an enlargement of a similar image below:



###### Instructions:

Show the students posters of the most popular superheroes or an enlargement of the picture below. Allow them to discuss their favorites and tell why they like them. Ask them if they know how that superhero supposedly got his or her power. Ask them what they would do with their powers if they were their favorite superhero and why. Tell them they will be getting to know a real superhero in today's lesson and discovering where his unique power came from.

*References: Cartoon from <http://www.blogcadre.com/files/images/superheroes.jpg>. Accessed 19 September 2009.*

**ACTIVITY OPTION****DOUBLE POWER GAME****Materials:**

Depends on the stunts you choose. Possibly a ball, weights, etc.

**Instructions:**

Bible says Elisha asked that he be given a double portion of Elijah's spirit. Elijah said it would be granted if Elisha were to see Elijah be taken up from earth. Elisha saw it happen, so we assume he received his request, but we don't know exactly what it means to receive a double portion of someone's spirit. What we do know is that Elisha was empowered to do many amazing miracles.

Teacher: Let's play a game. We'll see if you are twice as powerful as your teacher. Whatever I do, you must do twice as well or twice as many times, etc.

Note to teacher: perform a variety of skills and have the group or individuals in the group imitate you, only they must produce twice what you produce.

Examples:

- ▷ Throw a ball up and catch it (They must throw it twice as high)
- ▷ Do 3 push-ups or other calisthenics (They must do twice as many)
- ▷ Lift a weight (They lift twice as much weight or twice as many repetitions)
- ▷ Dribble a ball around an obstacle (They must go around twice)
- ▷ Say verses from memory (They say twice as many verses)
- ▷ Sing a song (They sing twice as loud)

**EXPLORE!**

**SCRIPTURE PASSAGE(S) :** 2 Kings 4-6:7

**KEY VERSE(S) :** 2 Kings 2:9

**BIBLE STUDY**

1. Let the students tell what they read in their assigned reading (Ch. 2 and 4) then read the remainder of the scripture passage together.
  - Alternative suggestion: assign one or two of the miracle stories found in the passage to each of 5 groups (write the specific story titles and their references on small pieces of paper then let a group representative draw one paper). Let each group read and discuss the assigned story and come up with a way to present it to the rest of the group.

2. Go back to 2 Kings 2:9. Notice Elisha's response to Elijah's offer. Compare this to Solomon's response to God in a previous lesson.
3. Share ideas from Elisha's miracle stories about what it means to be empowered by the Holy Spirit.
  - Notice how in each place that Elisha goes and with every person he meets, he does something miraculous. What does this say about how a Spirit-filled life can influence people and situations in everyday life?
  - Share times when you have felt that God used you in a certain situation to help a person or deal with a problem.
4. "With great power comes great responsibility." In relation to this famous line from Spiderman, talk about how Elisha used his God-given abilities. Compare and contrast this with other Bible persons from previous lessons like Solomon and Samson.
5. In all of the stories, how was Elisha referred to? What was his title?
  - Refer to 4:7, 8, 40, 42; 5:8, 6.
  - A person who is empowered by God's spirit is rightfully called a man or child of God. How should we as Christians live in accordance to this title? Have the students share thoughts of personal assessment and whether they think their lives manifest the "title".
6. How is God given glory in Elisha's miracles? Let students share thoughts, with a supporting scripture passage from the story, to make their point.

## HISTORICAL TIMELINE

As we have seen, Elisha was the successor of Elijah as prophet to the nation of Israel. The kings who reigned during Elisha's time did evil in the eyes of the Lord, but they were not as antagonistic toward Elisha as King Ahab had been toward Elijah. Some of them even showed Elisha respect and called on him for help, but they never turned wholeheartedly back to the Lord.

- ▶ Prepare a small symbol, such as a cloak, to represent Elisha and place it on the timeline next to Elijah's symbol.
- ▶ Below the line, write Empowered and its definition.

### ACTIVITY OPTIONS

#### ELISHA'S MIRACLES: A COMPARISON STUDY

##### Materials:

Bibles, a study guide sheet for each group

##### Instructions:

Divide the students into six groups. Distribute a copy of the study guide to each group (next page). Assign each group one of the following passages to study:

1. 2 Kings 2:13-22
2. 2 Kings 4:1-7
3. 2 Kings 4:8-37
4. 2 Kings 4:38-44
5. 2 Kings 5:1-14
6. 2 Kings 6:1-7

Allow students time to go through the study guide in their groups. Ask a representative from each group to share a brief summary of their miracle comparison with the entire group.

### **Elisha's Miracles: a comparison study**

Group Number: \_\_\_\_\_ Assigned Scripture passage: \_\_\_\_\_

Discussion Questions:

1. What was accomplished by the miracle in this passage?
2. Does it remind you of a miracle from any other Bible story you know? If so, which one? (Describe or give the Scripture passage.)\*
3. Who did the miracle in that story?
4. Who was the source of power for that miracle?
5. In what ways are that miracle and Elisha's miracle similar? Different?

\* If you are having trouble finding or thinking of a miracle similar to the one you were assigned, look through the following passages until you find one:

- ▷ Exodus:15-22
- ▷ Exodus 15:225
- ▷ Joshua 3:9-17
- ▷ Matthew 17:2-27
- ▷ Luke 5:1-7
- ▷ Luke 5:12-15
- ▷ Luke 7:11-17
- ▷ Luke 9:10-17
- ▷ John 2:1-12

### **PUFFED-UP BALLOON**

**Materials:**

**Two balloons, one empty, one filled with helium**

**Instructions:**

1. Show the deflated balloon and let the students describe it. Explain: the deflated balloon represents us - ordinary people, on our own without God's Spirit inside of us. Like the balloon, we're all floppy and flat: not beautiful, not much good for anything, unable to please God or be used by Him.

2. Begin filling the empty balloon by blowing it up. Explain: this puffed up balloon can represent ME. Filling it with my own air is like trying to please God or impress people by my own efforts, even boasting to them about how good I am and trying to look great by filling myself with my own ideas, my best behavior, my self-centered attitudes. There are all kinds of things that we can do to try improve ourselves. BUT things we are able to do on our own can never ever compare to what God can do. Hard as we try we can never lead a life that would honor and please God on our own. (Let the balloon go to demonstrate how it just falls or gets caught by the draft of the fan and drifts aimlessly.) See? I would just fall or fly off in any direction with what was inside of me! The best thing I can do is to empty my balloon (ME) of all of my own air or “self-inflating” words and behaviors and self-centered attitudes and ideas.
3. Show the balloon that represents the Spirit-filled life and allow the students to talk about the difference. Explain: the balloon filled with helium represents a life filled with God’s Spirit, like Elisha’s. While you cannot see the helium you know its there because it gives the balloon its shape. God has sent his Spirit to be with us and live in us. While we cannot see Him, we know he is here because He affects us and the things around us. We can see Him by what He does. This balloon is certainly more beautiful than the deflated empty ME balloon. It is certainly more powerful - it can fly so high, it can fly alone - without wind. It can go higher than I could ever go on my own. Compare the helium that is the power within the balloon making these things possible with the Spirit of God within us. The balloon filled with helium can represent my life filled with God’s Power, God’s strength, and the Holy Spirit. What can God’s Spirit enable us to do? It is only because of His power, His Spirit and His strength that I can do great things for God. With God’s Spirit, we can go far doing things that God will give us the power to do, finding the strength to overcome problems and difficulties in our lives, and telling others about Jesus without fear. We can be filled with HIS spirit, HIS power, HIS might, and HIS Truth.

*References: Adapted from “Are You a Puffed Up Balloon?” by Kelly Neal at [http://www.christiancrafters.com/sermon\\_balloon.html](http://www.christiancrafters.com/sermon_balloon.html).*

## EXPERIENCE!

### LEARNING ACTIVITIES

- Show video clips of famous evangelists in action while “slaying” and healing people with the power of the Holy Spirit.
- After the clips, ask if there’s anyone who has experienced being “slayed” or

healed in such a way. What did it feel like?

- Discuss the clips. Do you believe in what you saw?
- For you, what is the power of the Holy Spirit? What other things can the Holy Spirit enable a believer to do other than heal or cast out evil spirits?

## PERSONAL APPLICATION

Answer the following questions in your journal:

- ▶ What 'empowering' do Christian Leaders need in doing ministry?
- ▶ • What would you personally ask God to empower you to do?
- ▶ Dependence on God has a lot to do with empowerment by the Holy Spirit.

Write about how this contrasts with the source of power of superheroes and those people with authority in society.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Jonah 1 and 2 in preparation for next week's lesson.

## 26 JONAH

**FAIRNESS:**

Looking at a decision from God's viewpoint in considering the welfare of others

**ENGAGE!**

## WORSHIP

**Suggeste Scriptures:** *Psalm 25:4-10*

## MOTIVATIONAL ACTIVITY

- "What is fair?"  
Post this question on the board in big letters for everyone to see. Under the question, post different pictures (could be newspaper clippings, internet photos, etc.) that could symbolize the meaning of fairness. Let each student point to a picture that they think symbolizes fairness the most and let them briefly (but sufficiently) explain why they chose it.
- Refresh the minds of the students about Jonah's story by letting each one share a bit of it from the background reading they had. Fill in the important details that the students might miss

**ACTIVITY OPTIONS****WEIGHING SCALE****Materials:**

manila paper and markers

**Instructions:**

Divide the students into two groups. Give each group a piece of manila paper. Students should draw a balance type weighing scale that will be used to show their opinion on a given issue, e.g. ABORTION, EUTHANASIA, DIVORCE, etc. On one side of their scale they should list down the advantages and to the other side disadvantages (pros and cons).

Make sure that in the higher side they should list down only a few items and more on the lower side to show the weight of the arguments.

**EXPLORE!**

SCRIPTURE PASSAGE(S) : Jonah 3-4

KEY VERSE(S) : Jonah 4:10-11

**BIBLE STUDY**

1. Jonah 3:1-4: Discuss the nature of Jonah's God-given responsibility, within the context of Jonah's prejudices. Relate it with the background reading and other biblical references.
  - Explain to the students why Jonah was reluctant to preach to Nineveh (consult commentaries and other references).
  - Let students share about times when they were obliged to do a task that they knew was right, but they had some problems about doing it.
  - In verse 4, what did Jonah preach about? Did he declare hope for the people with his message of judgment? What does the content of his message imply about his expectations?
  - Let student share about instances when they felt convinced that the outcome of their task would be negative. What made them think pessimistically about it?
2. Jonah 3:5-4:4: Talk about the unexpected result of Jonah's obedience and preaching of God's Word.
  - The Ninevites responded rather quickly and positively to Jonah's preaching. This was not what Jonah expected. Why? Talk about times when your negative expectations about something did not come true, and the result was unexpectedly positive. How did you feel?
  - Focus on Jonah 4:1-4: How did Jonah respond to the Ninevites' repentance? Why was he so displeased about it?
  - In what aspect is Jonah unfair in his perspectives? Relate this with his preaching to the Ninevites.
  - Reflect on this: Do we sometimes withhold opportunities or acts of kindness to some people because we think they don't really deserve it?
  - How do our prejudices affect our own perceptions of fairness?
3. Jonah 4:5-9:11: What does the passage show about Jonah's character?
  - Jonah 4:4-9: There was something that Jonah did not understand about God; that's why God tested him. What was it?
  - Share about some frustrations you have that makes you cry out, "Why is this happening to me? Life is so unfair!"
  - Discuss God's reply to Jonah in verses 10-11. What does it say about God's love?
  - God sends rain even to the sinners. How should God's equal love to all people affect our own actions towards others?
4. Looking and reflecting back on the Scripture discussed, what is the kind of fairness that God wants from us?

**ACTIVITY OPTION****LAWMAKERS****Materials:**

A piece of manila paper and markers

**Instructions:**

Divide the class into two groups. Tell one group to make the criteria and the mechanics for a singing contest for children. Tell the other group to make the criteria and mechanics for a drawing contest for children. After at least 15 minutes of work, post the first group's criteria on the board and have the other group find "flaws" in it that might trigger others to think that the whole contest is unfair. Let them explain why they think the criteria is unfair. Do the same with the second group.

**Discussion Questions:**

1. If you were Jonah, would you also think that God was being unfair when he let the Ninevites be saved and the plant wither? Why or why not?
2. Has there been an incident in your life that you thought God has been unfair to you or to your loved one?
3. What verse/verses in the Bible enlightened you that God is just?

**HISTORICAL TIMELINE**

- Jonah lived during the 8th century B.C., after Elijah and Elisha.
- Prepare a symbol, such as a big fish with an opened mouth, to symbolize Jonah. Attach it to the timeline near the symbol for Elisha.
- Below the line, write Fairness and its definition.

**EXPERIENCE!****LEARNING ACTIVITIES**

- Read aloud a fictional but realistic situation involving a youth that shows fairness or unfairness of action or perception. After reading a situation, point to or call on someone and ask him or her if the person in the story acted fairly or not. Let him or her explain why. Responding with a personal story that is related to the fictional situation would also be good.
- Come up with a game that demonstrates equality or fairness.

## PERSONAL APPLICATION

How important is being fair in handling leadership responsibilities? How hard is it to maintain fairness among your members? What have you learned about having God's perspective and how can you apply it to your own situation? Write about it in your journal.

### ACTIVITY OPTIONS

#### WRITE IT ON!

##### Materials:

sheets of paper and pens

##### Instructions:

- ▷ Let pupils list down the instances in their lives in which they have experienced unfairness from childhood up to now.
- ▷ Call on each pupil to read at least one thing that they have written.
- ▷ Pray together with them that God will help them forgive the ones who were unfair and overcome their negative feelings about the incident.
- ▷ Have them tear their papers up to demonstrate their decision to move on toward healing from the hurt that experience caused.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Isaiah 8 before next week's lesson.

## 27 ISAIAH

**AVAILABILITY:**

Being prepared for whatever God may ask me to do

**ENGAGE!**

## WORSHIP

**Suggested Scriptures:** *2 Timothy 2:20-21*

**Suggested Song/s:** *Listen to "Hands and Feet" by Newsboys*

## MOTIVATIONAL ACTIVITY

Discuss the following:

- When are you most willing in doing a task?
- Which do you usually like better: being appointed or volunteering? Why?

**ACTIVITY OPTIONS****PREPARED TO SERVE****Materials:**

Some dishes from each students house, Some snack and special food for class.

**Instructions:**

1. Act as though you are preparing to serve snacks to the group. Take the food out of the shopping bag so it is visible.
2. Take the flower pot or dog dish out of the box or bag. Ask if they would like you to serve the snacks in that container. If they say no, ask them why not. Continue with the remaining containers, reserving the ordinary, clean serving dishes for last.
3. Have one of the students read 2 Timothy 2:20-21 aloud. Ask the learners what they understand those verses to say about being prepared and available.
4. Ask the learners which containers they would like you to use for serving the snack. As you serve it, ask why they chose those containers.
5. Ask each learner to tell which container he or she is most like and why.

**GUEST SPEAKER****Materials:**

Journals and ball pens for taking notes

**Instructions:**

1. Ask one or two adults from your church or community to visit your class and share their testimonies of how they became disciples of Christ.
2. Have the speaker(s) respond to questions on the importance of availability in Christian leadership, such as:
  - What happens to a group with a leader who often doesn't show up?
  - What happens when the leader is the only one who's present for group work and the members only occasionally show up?
  - What is the importance of individual availability to team success?

**EXPLORE!**

SCRIPTURE PASSAGE(S) : Isaiah 6

KEY VERSE(S) : Isaiah 6:8

**BIBLE STUDY**

1. Verse 1-5: Isaiah saw God's glory and felt unworthy to be in His presence. According to verse 5, why did Isaiah feel this way?
  - Share times when you had feelings of unworthiness or inadequacy when you were given a responsibility. What inadequacies did you feel?
2. Verse 6-7: What did God do to Isaiah to ease his feeling of unworthiness? What does this say about God's grace?
  - What, then, is the solution to our shortcomings and weaknesses that make us feel incapable of serving God?
  - Who or what can make us worthy to be in God's service? Is it through personal efforts or God's grace?
  - What kind of preparation does God require of us so we can effectively do His ministry?
3. Verse 8: Notice the transition from Isaiah's fear and feeling of unworthiness to readiness and availability.
  - Relate godly dependence, faith, and availability.
  - v.8: Reflect on God's question. Why did God need to ask this if He already appeared to Isaiah? (His appearance to Isaiah shows that He had already chosen him.)
  - What does personal free will have to do with availability for God's purposes?

Does God instantly impose his will on the person he chooses?

4. Verses 9-13:

- Verses 9-10 are about God’s message that Isaiah was to declare. What are your thoughts on this message? If you were to hear such a message what would you feel?
- In verse 11, Isaiah asks how long he is to proclaim the message or do his responsibility. Do you sometimes think that doing a particular church ministry has to have a kind of contract that will eventually end?

5. Discuss the importance of availability in doing ministry, or any other responsibility.

- Relate availability to willingness and commitment.
- Is it enough to be just available?

## HISTORICAL TIMELINE

Isaiah lived during the 8th century B.C. before and including the time of Hezekiah whom we will study next week. He predicted the captivity of Israel and the return of the Jews to Jerusalem, but he also had much to say about the coming Messiah (see Isa. 53). Because of this, he is probably the best-known prophet: he is quoted in the New Testament more times than all the other prophets combined.

- ▶ Prepare a small symbol, such as tongs holding a hot coal, to represent Isaiah. Attach it to the timeline near the symbol for Jonah.
- ▶ Below the line, write Availability and its definition.

### ACTIVITY OPTIONS

#### GOD CALLING

**Materials:**

Handout, ball pens

**Instructions:**

1. Ask: What is the hardest thing God could ask you to do?
  - You might think, “I will do anything for God as long as He doesn’t send me to Africa as a missionary!” But if God calls us He also equips us for the job. Let’s talk about this.
2. Read Isaiah 6:8, focusing on “Here am I, send me.” Emphasize that God is more interested in our availability than our abilities.
3. Describe your “availabilities” and abilities. At what times and in what ways are you available? What abilities do you have that are useful for service?

Availability	Abilities

4. Give some insights to group member while they share their lists.
5. Encourage your students to ask God to show them how they can make a difference.

## EXPERIENCE!

### LEARNING ACTIVITIES

To test the students' availability and willingness to serve, give each of them an assignment to perform in the week ahead, such as preparing for next week's worship time, preparing to lead the discussion, preparing a game or activity for this group or some other ministry, etc. The assignments may be for them to do individually or with a partner or small group. Provide them with whatever materials they will need.

### PERSONAL APPLICATION

Discuss the importance of availability in Christian leadership:

1. What happens to a group with a leader who often doesn't show up?
2. Relate experiences in school or at work when a team leader lacked presence in meetings or during group work. As a member, how did you feel?
3. What happens when the leader is the only one who's present for group work and the members only occasionally show up?
4. What is the importance of individual availability to team success?

(If appropriate, apply these questions to the activities of this group.)

### ACTIVITY OPTIONS

#### THE KINGDOM IN ACTION

**Materials:**

**Journals, ball pens.**

**Instructions:**

1. Ask each student to think of a way he or she could be involved in at least one of the ministry areas of the church, Sunday School, or outreach such as music, teaching, etc, and write it in their journal.
2. Encourage students to think of specific resolutions for the ministry based on today's session, such as teaching the street kids, feeding the homeless, etc. Have them write these thoughts in their journals, as well.
3. Divide the class into pairs, and have students share two or three of their goals with a partner.
4. Then ask each partner to pray for the other, committing themselves to Christ's mission.

*References: Adapted from Faith connections Dec/Jan/Feb (Kansas city : Wordaction, 2002-3), P39.*

## WORSHIP IN ACTION

### Instructions:

1. Have students design a worship service that focuses on an attribute of God and will test their own availability as discussed in this lesson.
2. Have each learner select which part for next week's worship they want to design, such as music, drama, worship leading, visual arts, etc., then allow them to choose which team they want to participate in to create the components of the service listed. For example:
  - ▷ \*Drama: Have this group write a monologue or sketch about a teenager trying to understand God.
  - ▷ \*Symbolic Art: Have this group create a "stained glass" image representing an attribute of God using colored tissue paper and poster board.
  - ▷ \*Prayer: Have this group write a prayer. The prayer should have two parts. The first part should acknowledge the attribute of God and praise Him for it. The second part should ask God to help us be more like Him in this area.
  - ▷ \*Songs: This group should come up with a song that focuses on the chosen attribute of God. A good way to do this is to look up the attribute in the topical index of a hymnal, or choose one of their favorite worship songs or choruses that fits the topic.
3. Use this service to close this lesson or work with your pastor to develop it into a full
4. worship service for the entire congregation.
5. Practice these things during the week.

*References: Adapted from Faith connections Sep/Oct/Nov (Kansas City : Wordaction, 2002), P76-77.*

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Accomplish the assignment your teacher gave you for the week.
3. Read 2 Chronicles 29-32 in preparation for next week's lesson.

# 28 HEZEKIAH

## DEVOTED:

Committed to honoring God's commands at all costs.

## ENGAGE!

### WORSHIP

**Suggested Scriptures:** *Psalm 40:6-10 or Isaiah 26:7-10*

**Suggested Song/s:** *One Desire; This is My Desire*

### MOTIVATIONAL ACTIVITY

- Have the students share about how they conduct their personal quiet time. Ask them to share other ways in which they express their devotion to God.

### ACTIVITY OPTIONS

#### KEEPING IT STRAIGHT CHALLENGE

##### Materials:

2 Chairs or stools

##### Instructions:

1. Arrange 2 stools or chairs about 3-4 feet apart depending on the height of the player.
2. Tell the students that the challenge is open to all. The winner will get a prize.
3. The player needs to lie with the head or shoulder blades on one stool and the feet on the other.
4. The player must remain still and must not curve down or let his or her bottom dip down. Record the time of each player from the point when he or she lies down until he or she gives in.
5. The one who stays straight for the longest time wins.
  - Discuss how this illustrates devotion as something synonymous to "holding on". Hezekiah, the godly leader in the lesson, went through challenges that pushed him to give up. In fact, there was a point where he did fail. But Christian leaders ought to remain still and straight as they face different challenges along the way.

*Reference:*

*Adapted from- <http://games4youthgroups.com/contest-games/Lying-between-two-stools.html>*

## EXPLORE!

SCRIPTURE PASSAGE (S) : 2 Kings 18-20

KEY VERSE (S) : 2 Kings 18:5-6

### BIBLE STUDY

1. Have the student share what they remember about King Hezekiah from their advanced reading. Now read 2 Kings 18:1-8. Focus on 2 Kings 18:5-6. Compare to 2 Chr. 31:20-21.
  - From what you read in these verses, why is Hezekiah considered to be devoted to God?
  - From the lesson's definition of devotion, relate obedience and passion to devotion.
2. 2 Kings 18:1-16 (2 Chronicles 29-31): These verses show Hezekiah's acts of devotion to God.
  - What are these acts of devotion?
  - (Enumerate and give a brief summary, like asking several students for their ideas)
  - Talk about your personal acts of devotion to God.
  - Are acts of devotion limited within church ministries? What could be other ways to show faithful commitment other than church ministries?
3. 2 Kings 18:17-19 (2 Chr. 32:1-23): A great threat came to Hezekiah and the people of Jerusalem. How did Hezekiah act on the situation?
  - Talk about personal "threats" to your devotion to God. What are common struggles in your personal faith walk that test your commitment to obeying God's commands? Share specific instances.
  - How do you deal with these threats?
  - In the scripture passage, how did Hezekiah deal with Sennacherib's intimidations?
  - How important is prayer in maintaining and expressing our devotion to God?
4. 2 Kings 20:1-11 (2 Chr. 32:24-33): Hezekiah's illness may have been one of the greatest challenges to his faith. Discuss his prayer in 2 Kings 20:2-3.
  - Focus on 2 Chronicles 32:24-26: Hezekiah was not a perfect straight-ace king. Like David and Solomon, he also had his low points. But considering Hezekiah's response, to which king was he more similar?
  - What was the result of Hezekiah's repentance?
5. Hezekiah was a king whom all Jerusalem looked up to. His devotion and commitment influenced all of Jerusalem to be obedient to God's commands. What does this say about the importance of devotion to Christian leadership?

## HISTORICAL TIMELINE

King Hezekiah was one of the godliest kings of the southern kingdom of Judah. Unfortunately, he made a disastrous error in judgment by proudly revealing the wealth of his kingdom to the ambassadors from Babylon. The prophet Isaiah confronted him and predicted the fall of Judah to the Babylonians which happened four generations later.

- Prepare a small symbol, such as a set of stair steps, and place it on the timeline a short distance from the symbol for Isaiah.
- Below the line, write Devoted and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

Discuss various creative ways of expressing and maintaining our devotion to God in our daily lives. How can you help each other and hold each other accountable “to honor God’s commands at all costs”?

### PERSONAL APPLICATION

Imagine what might happen in you and in your world if you and your group were to be as devoted to the Lord as Hezekiah was. What might change? Write a paragraph about this in your journal entitled, “Just Imagine...”

### ACTIVITY OPTIONS

#### DEVOTIONAL TREE DIAGRAM

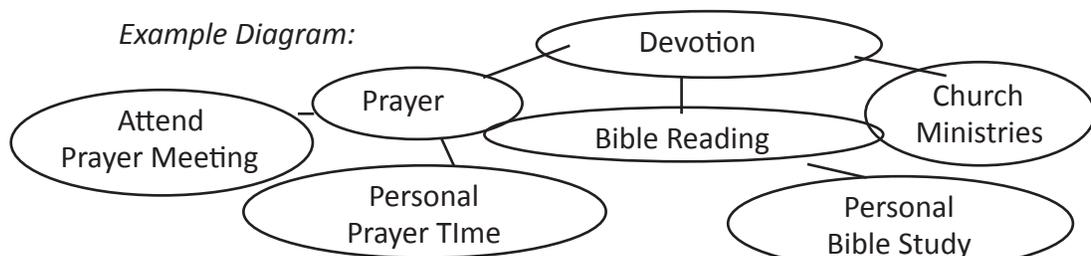
##### Materials:

Board and chalk or whiteboard marker

##### Instructions:

1. At the topmost part of the board, write “Devotion” and draw a box or circle around it.
2. Tell the students to draw connecting lines to the main word and write down ways that they know on how to be devoted to God’s commands and committed to Christian living. Demonstrate some examples on how to do this as a guide for the students.

*Example Diagram:*



## A PLACE FOR GOD: AN ACT OF DEVOTION

### Materials:

Journal Notebook, Pens / pencils

### Instructions:

*Have students use their journals for this activity.*

1. For each of the following statements, have students list a different place (even if they can relate to God in more than one way in the places).
2. In the same category, tell them to write down reasons they have listed that particular place.

Categories for devotion / reflection (Sample table):

"Pray to God" Place/s:
"Listen to God" Place/s:
"Talk to God" Place/s:
"Wait for God" Place/s:

3. After the students have filled in the details, proceed to discussing the activity. Ask students to share some of their responses then ask the following:
  - "Which places do you think are the best for being with God? Why?"
  - "Why is it important to find a good place to pray to, listen to, talk to, or wait for God?"
  - "Does one place work equally well for relating to God or is it good to find several spots for this relationship?"

### References:

*Keller-Scholz Rick and Jeannie Pomanowsk. Teaching Activities Manual for Breakthrough! The Bible for Young Catholics: An Introduction to People of Faith. Winona, Minnesota: Saint Mary's Press, Christian Brothers Publications, 2006. p 95. from [http://books.google.com.ph/books?id=RKPMJx8VE3kC&pg=PT91&lpg=PT91&dq=deborah+bible+activity&source=bl&ots=Q849O7Bpex&sig=p9vkkvQJC3-oQ\\_90vonEsYdyoK0&hl=tl&ei=azK2SplZhorqA-HYxO8J&sa=X&oi=book\\_result&ct=result&resnum=2#v=onepage&q=&f=false](http://books.google.com.ph/books?id=RKPMJx8VE3kC&pg=PT91&lpg=PT91&dq=deborah+bible+activity&source=bl&ots=Q849O7Bpex&sig=p9vkkvQJC3-oQ_90vonEsYdyoK0&hl=tl&ei=azK2SplZhorqA-HYxO8J&sa=X&oi=book_result&ct=result&resnum=2#v=onepage&q=&f=false), accessed 20 September 2009.*

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read 2 Kings 22-23 in preparation for next week's lesson.

## 29 JOSIAH

**RIGHTEOUSNESS :**

Doing what is right and encouraging others to do the same

**ENGAGE!****WORSHIP**

**Suggested Scripture:** *Proverbs 14:34, 21:21 or 1 John 3:7-10*

**Suggested songs:** *Take My Life (Holiness)*

**MOTIVATIONAL ACTIVITY**

- Try to acquire a clip from the movie “The Last Emperor of China” to illustrate what a boy-king would look like. Or consider using documentary clips from National Geographic or Discovery Channel on the same subject.

**EXPLORE!**

**SCRIPTURE PASSAGE(S) :** 2 Chronicles 34

**KEY VERSE(S) :** 2 Chronicles 34:2

**BIBLE STUDY**

1. 2 Chronicles 34:1-2: God uses people of all shapes and sizes, even of all ages, to reveal His will.
  - Would you be willing to follow such a young leader?
  - As a young person yourself, do you feel that your age gives you a small, insignificant voice? Do you think your opinions and ideas are being considered by the society?
2. 2 Chro 34:3-13: God reveals Himself to those who seek, no matter how young they start to seek Him.
  - Talk about how God progressively unfolded his will and enabled Josiah to do it.
  - Share thoughts on the importance of personal growth and maturity in handling responsibilities.
3. 2 Chro 34:14-33: Why did Josiah tear his robes (v. 19)? What was that a sign of in those days? What do you suppose was read that caused the king such concern? Does God’s Word have that kind of effect on people today? Why or why not? Give examples.
4. 2 Chro 35:1-19: Why was it significant that the Passover was celebrated? (See vv. 18-19.)

5. Josiah used his youth and power well. Discuss the things he did during his reign in Jerusalem.
  - God put Josiah in a seat of high power which greatly helped in the reformation of Jerusalem. Few youths today are given such a privilege. In your own life, what simple opportunities and privileges do you have by which you can set an example for doing what's right and encouraging others? (To whom are you ate or kuya?)
  - Let students share with each other how they could be more influential to their own friends or families.
6. Discuss further what important lessons can be taken from Josiah's example. Relate the characteristics of zeal, devotion and boldness to Josiah.

## HISTORICAL TIMELINE

- Although it was a relatively short time between Hezekiah's reign and that of his great-grandson Josiah (57 years), much evil had been done by the two kings in between and the people of Judah had once again strayed from the Lord. Even though much good was accomplished during Josiah's reign, it was too late—Judah's fate was sealed (see 2 Chronicles 36:15-16)
  - ▶ Prepare a small symbol, such as a scroll (Book of the Law), to represent Josiah. Place it on the timeline near Hezekiah.
  - ▶ Below the line, write Righteousness and its definition.

## ACTIVITY OPTIONS

### DICE TRIVIA

#### Materials:

**30-40 small pieces of candy**

#### Instructions:

##### Questions:

Section 1 - 34:1-2

- ▷ How old was Josiah when he became king? 8 years old
- ▷ True or false. Josiah was a disobedient king. False

Section 2 - 34:3-13

- ▷ What did Josiah do when he was twelve? He began to destroy the high places in Judah and Jerusalem and the idols that were in the land.
- ▷ Who did Josiah worship? The God of David, his father.
- ▷ List 3 ways Josiah cleansed Judah and Jerusalem? He cut down idols, he destroyed high places, he chopped down altars, he scattered their dust on the graves of those who sacrificed to them, he burned bones of priests on those altars.
- ▷ What did Josiah order after he removed the idols from Judah? The repair of God's house/temple.

## Section 3 - 34:14-33

- ▷ What was found in the house of God? the Book of the Law from Moses
- ▷ Why did Josiah tear his robes? He heard the words of the law. He felt shame and guilt for the disobedience of his people to God.
- ▷ Who told Josiah the meaning of the Book of the Law? Huldah the prophetess.
- ▷ What was the consequence of the people's disobedience? God's wrath would be poured out, they would be punished.
- ▷ Would Josiah be punished? Why or why not? No, because his heart was tender, and he humbled himself by tearing his clothes and weeping.
- ▷ Would Judah escape punishment? No, it would happen after the time of Josiah.
- ▷ What did Josiah make a covenant (a promise) to do? To walk after the lord, keep his commandments, statutes, and testimonies with all his heart and soul, and obey the word of the Lord written in the book.
- ▷ Did Josiah's leadership keep the people of Israel obedient to God? Yes.

**EXPERIENCE!****LEARNING ACTIVITIES**

Discuss situations in the community that need reform. Choose one and plan a means of addressing the issue as a group. How can God's Word be applied to this situation? How might God be able to use a group of young people who are devoted to Him? Pray together, asking God for wisdom and direction for how to proceed, then decide what steps need to be taken and when. (Teacher: insist that the students bathe each step of the process in prayer. We do not confront the darkness alone. They need the power and protection of the Holy Spirit.)

**PERSONAL APPLICATION**

Think about a time when, because of your young age, you felt you couldn't address or confront a particular problem. How did it make you feel? Had you been able to overcome your inhibitions, what might you have done differently? What might have been the result? Write about it in your journal.

**ACTIVITY OPTION****RIGHTEAOUSNESS SONG/POEM****Materials:**

**Paper and writing utensil for each student, guitars or musical instruments that the students play (if available). Whiteboard, whiteboard marker.**

**Instructions:**

This lesson will be best done if students know ahead of time to bring guitars or musical instruments that they play to the lesson. It might also require that the lesson be done in a location where these instruments are (such as the piano/ keyboard in a sanctuary) and that will not be a distruption to other activities occuring around the class.

On the whiteboard write some possible suggestions for their songs:

- ▷ Many pop songs or choruses have 2-3 verses, a chorus which is repeated after every verse, and a bridge which happens after the last chorus and which repeats back to the chorus. This is typical but not necessary. Encourage them to use their creativity.
- ▷ Rhyming is helpful (but not always necessary) in having a song that flows. The lyrics don't have to rhyme every line, but can rhyme every other line.
- ▷ Encourage the use of visual language. Word pictures are often done well by using metaphors (a comparison without the use of like or as: You are water to my soul) and similies (a comparison using like or as: I need you like a plant needs rain). The use of metaphors helps us express feelings or thoughts that we may not be familiar with through concepts/feelings/ experiences which we are familiar with.

Give each student a piece of paper and writing utensil. Ask them to begin to work either individually or as groups to write a poem which can be turned into a song. The song should be about Josiah's choices and character of righteousness. Encourage the students to also make personal applications in the poem both in the experiences and feelings they have in life as well as choices of how they will act.

**COMMUNITY ACTION BRAINSTORM****Materials:**

**Whiteboard, whiteboard marker, writing utensils and paper/journals for students, video player, copy of video 'Thousand Questions'**

**Instructions:**

Segway through emphasizing that Josiah was young but able to make some great changes in his society through trust in God. They have the ability to help create positive change where they live.

Ask the students to identify places in their community where they recognize problematic issues. Have them share how they see these issues impacting the lives of the people, the ways these issues cause concern or pain for people. Write responses on board or sheet of paper.

If possible show a section of the video “Thousand Questions” to the class (beginning with the line “How many prayers are rising up right now” to the end of the video. This can be found on [www.youtube.com](http://www.youtube.com). End by asking, “Will you be willing to help bring God’s change to this community?” Give students an opportunity to respond by standing or another appropriate way.

Ask the students to brainstorm together some specific ways they can begin to better understand the hurts of the people in their community and ways they can bring encouragement, healing, discussion and/or solutions to the issues that affect the lives of the people in the community. Write ideas on board and have students write notes and thoughts in journal.

Have a student end the time in prayer.

Look for ways to follow-up with students who are following through with intentionally engaging these kinds of issues. Find ways to talk with them, pray with them, encourage them to continue, and learn from what they are learning. Seek ways to help network these students to organizations or groups that are already working with similar issues or groups.

*References: “Thousand Questions” (accessed Sep 15, 2009), available from [www.youtube.com](http://www.youtube.com). Internet.*

## RESPONDING TO OUR NEIGHBOR

### Instructions:

Have the group divide into pairs (or groups of three if that is safer or more appropriate). Tell them the purpose of this lesson is to listen to others around them with a Christlike heart and seek a Christlike response.

Here are some questions and tips to help guide their interactions with the people they meet.

Note: The purpose of asking questions is to not just get an answer but to truly understand what that person is experiencing, thinking and feeling. Keep eye contact when a person is talking so they know that what they are sharing with you is important. Let the person talk, don’t interrupt. Seek to find ways to encourage or support the people you meet.

Tips to guide the conversation:

Introduce yourself.

Ask what things they think about, or what things concern them.

Ask if you could pray for them.

Tips for your attitude:

- Go out with faith that God is already working in the lives of the people you will meet, and approach people and homes in confidence.
- Pray continually as you go. God is going ahead of you!
- Expect the unexpected.
- Expect people to want to share about their lives.

It's okay if people do not want to talk. Respect a person if they do not want to answer or are unkind. If people do want to talk be willing to listen. Let their words be the most important thing!

When the groups return have them share about their experiences, how they felt, and what they learned. Pray together for a humble heart that cares for people.

*References: [http://www1.salvationarmy.org/ihq/www\\_sa.nsf/766d2187c97e6bf180256cf4005d2284/fdb5578e5e1a3c9280256f0e004aed0e/\\$FILE/mission\\_in\\_community-lr.pdf](http://www1.salvationarmy.org/ihq/www_sa.nsf/766d2187c97e6bf180256cf4005d2284/fdb5578e5e1a3c9280256f0e004aed0e/$FILE/mission_in_community-lr.pdf)*

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Accomplish the community reform project. Share a report with your church.
3. Read Daniel 1-3 in preparation for next week's lesson.

## 30 DANIEL - PART 1

**PURITY:**

Remaining unpolluted by worldly influences

**ENGAGE!**

## WORSHIP

Suggested Scripture: *Psalm 119:9-11 or 1 Timothy 4:12*

## MOTIVATIONAL ACTIVITY

**ACTIVITY OPTIONS****CASSIE BERNALL: MODERN-DAY MARTYR****Materials:**

News articles on the Columbine High School Massacre of April 20, 1999

**Instructions:**

Below are two articles written about Cassie Bernall, one of the victims of the Columbine High School shooting that occurred in April of 1999. Many more newspaper articles are available from the same website, <http://www.geocities.com/CassieBernall/> or visit <http://www.christianhistorytimeline.com/DAILYF/2002/04/daily-04-20-2002.shtml> or <http://www.geocities.com/CassieReneBernall/> for more concise summaries of the events, including the account of Rachel Scott, another girl who professed faith in God before she was shot the same day.

Share the articles or your own summary of the events with the students. Allow them to respond with their initial reactions. At this point it may be best to divide them into smaller discussion groups. Ask them to put their heads down and close their eyes and imagine themselves in Cassie's place, or in a similar situation at their own school. After a minute or two, ask them to tell their group, as honestly as their imaginations will allow them, how they would have responded in those circumstances.

(Turn to the next page for the internet articles)

Denver Rocky Mountain News  
by Carla Crowder, 1999

A Columbine killer pointed his gun at Cassie Bernall and asked her the life-or-death question: "Do you believe in God?" She paused. The gun was still there. "Yes, I believe in God," she said. (Alan Keyes in the – Worldnet Daily said, "Several of the students at Columbine High have told of being with a girl when a gunman demanded of the group whether any of them believed in Jesus Christ. The girl hesitated a minute, and then said "yes." The gunman said "for what?" --and killed her") That was the last thing this 17-year-old Christian would ever say. The gunman asked her "Why?" She had no time to answer before she was shot to death. Cassie entered the Columbine High School library to study during lunch. She left a martyr.

Though lots of fellow Columbine students already were strong, vocal Christians, Bernall's confession in the face of death has inspired them to keep the faith no matter how bad it gets. She did something that one of the thieves did when Jesus was on the cross. She admitted she believed in Jesus Christ before she died," said Joshua Lapp, a 16-year-old Columbine sophomore and member of St. Philip Lutheran Church. Crouched in the library, hiding from the gunmen, he listened as Bernall was shot to death after her confession. How would he have reacted? "I would've done the same thing she did," Lapp said. He only knew Bernall from passing in crowded school hallways. But his voice was still halting as he spoke of her. It was just ... she's ... after she said that, you know she's now in a better place," Lapp said. "She died for her faith. That's why she died and that's how she lived her whole life.

She was a martyr for Jesus," said Crystal Woodman, a Columbine junior and member of Bernall's youth group at West Bowles Community Church. The girls used to volunteer together, reaching out to homeless people downtown. Woodman, too, barely escaped from the library, and only after asking God to "send your angels down." Teens like Lapp and Woodman aren't blaming God for Tuesday's violence. They're thanking him they're alive. "Everybody that made it out, they know they made it out for a reason, or somebody was watching out for them," Lapp said. Churches where these students worship have had countless vigils, memorials and counseling sessions this week. On Thursday, another prayer session sprung out of the mud and muck at the park across from Columbine. At first it was just a small circle.

The Faith Christian School girls soccer team from Arvada had come over in their maroon sweats to pray at the site. Hundreds of people buzzed around them: friends, students and strangers hauling posters, flowers and letters to the giant memorials growing in the park. The girls prayed and the circle grew. Twenty kids, then 50. Holding hands, singing hymns. Young voices praying aloud under a cold, slate gray sky. Matt Baker, a tough-looking kid wearing baggy jeans, a Tommy Hilfiger sweatshirt and a yellow baseball cap turned backward, prayed: "If we lean toward you God, we know you're going to lean right back." The circle kept getting bigger, crowding out the television crews scrambling to go live.

A hundred kids. Maybe 120. Finally everyone grew quiet, captured by a sweet, high-pitched voice. "The only way you'll get through this is through Jesus. If you don't

have Jesus, get Jesus,” she said. “You don’t know if you have tomorrow.” It was the voice of Sam Matherne, a student at Cherry Creek High School and a member of the Orchard Road Christian Center. She, too, was a friend of Rachel Scott. “My best friend died in there, don’t let it be in vain,” Matherne said. Nearby, raindrops pattered on the memorials, smearing posters and letters. A letter to Bernall and to God, written on white notebook paper, stayed dry under a tent. “This sweet, innocent beautiful girl (is) one of your most precious creatures and the world has suffered a great loss.” But, as these teens see it, according to Bernall’s friend Woodman: “Now she’s in heaven. She’s so much better off than any of us.”

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Phoenix Seminary  
by Kent DelHousaye, 1999

When Cassie Bernall so boldly proclaimed her faith in Jesus Christ, her God didn’t save her. The words that came out of her mouth cost her her life, and people are asking why a young girl would put herself in harm’s way for a religious belief. Even if she did believe in Jesus, why didn’t she lie about it? All she had to do was shut her mouth and she could have walked away still breathing. Didn’t she think of her family, of her friends, of herself? So many of us walk away from this tragedy at Columbine High School in Littleton, Colorado, with many unanswered questions. However, one thing is clear: The two young killers had a bone to pick with some of their classmates, namely, athletes, minorities and Christians. Yes, Christians.

Authorities in Colorado have clearly established that the two killers were anti-jock and anti-minority, but only in the last few days has the nation really considered that they were anti-Christian, even anti-faith. Undoubtedly, many have died because of their profession of faith, but rarely is martyrdom displayed so clearly as it was at Columbine High School. Pressed with the questions, many Christians would say that they would die for their faith, but few are taken to task on this issue.

On April 20, Cassie Bernall was taken to task. When the gunman asked her if she believed in Jesus, she without hesitation replied that she did. The gunman did not like her response, so he shot and killed her. We cringe because we do not understand this predicament. Shouldn’t God protect those who have placed their faith in him? If God really does exist, why would he allow his child to suffer like this?

This is a legitimate question. To find an answer, we would have to ask Cassie’s grieving family and friends. They would tell you that Cassie is now in the arms of her heavenly father because He wants her there. The task that He had placed her on Earth to accomplish was complete even though from our perspective we think it was cut short. If Cassie were given another opportunity to reply to the gunman she would not change her response because she now understands that God is holding her more closely in heaven because she held so closely to Him on Earth. Her act of courage was not in vain because the world saw the beauty of her faith and the glory of her God.

*References: Denver Rocky Mountain News, by Carla Crowder, 1999 (title of article not given) and Phoenix Seminary, by Kent DelHousaye, 1999 (title of article not given) accessed through the website <http://www.geocities.com/CassieBernall/> on September 19, 2009.*

**EXPLORE!**

SCRIPTURE PASSAGE (S) : Daniel 1 and 3

KEY VERSE (S) : Daniel 3:17-18

**BIBLE STUDY**

1. Dan. 1:1-8: Read the passage and discuss Daniel's resolve. (Teacher: give insight on Hebrew laws regarding food.)
  - Why was it important to avoid the royal food and wine?
  - What worldly attractions influence your peers today? How do you avoid being influenced as well?
2. Dan. 1:9-16: How did God honor Daniel's resolve to maintain his purity and that of his companions? What positive consequences have you seen for maintaining purity?
3. Dan. 1:17-21: Wow! Their wisdom was amazing! Where did it come from? Do you think God could grant you wisdom, as well?
4. Dan. 3:8-18: Discuss the three friends' attitude about bowing to the image.
  - What was more valuable to them, their lives or their purity?
  - What does the word "purity" mean to you? (Choose a Filipino word and explain why you chose that word.)
5. Dan. 3:19-27: Discuss what happened in this passage. This is an awesome story of God's presence as well as His deliverance: an angel, or perhaps Jesus Himself, was in the furnace with them! What an impact these 3 were able to have because they chose to maintain their purity, even in the face of death. Again, God honored their commitment. God might choose to use you in the same way. Will you keep your testimony strong and pure?
6. Dan. 3:28-30: King Nebuchadnezzar praised the name of God as a result of this display of integrity and God's power. What were the other results of this event? How might maintaining your integrity influence the people around you? How could you be sure that God got the glory?

**HISTORICAL TIMELINE**

- Daniel and his three friends Hananiah (Shadrach), Mishael (Meshach) and Azariah (Abednego) were captured by King Nebuchadnezzar and taken to Babylon during the reign of Jehoiakim, one of the last kings of Judah.
  - ▷ Prepare a small symbol, such as a fiery furnace, to represent Daniel's three friends. Attach it to the timeline a short distance from King Josiah.
  - ▷ Below the line write Purity and its definition

## EXPERIENCE!

### LEARNING ACTIVITIES

Consider using the story of Rachel Scott, another of the Columbine victims. (See [http://en.wikipedia.org/wiki/Rachel\\_Scott](http://en.wikipedia.org/wiki/Rachel_Scott) and follow the link to “Rachel’s Tears: the Spiritual Journey of Columbine Martyr Rachel Scott”) Have the students consider the far-reaching effects of Rachel’s life and death because of her stand for her faith.

### PERSONAL APPLICATION

It’s possible that some day your faith may put you in a life and death situation where you will have to choose whether to maintain your integrity and purity before God, or give in to the pressure. Imagine how you would have responded if you had been in the situation of Shadrach, Meshach and Abednego, or Cassie Bernall and Rachel Scott. What would you have done? Write your thoughts in your journal.

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Daniel 6 before next week’s meeting.

# 31 DANIEL - PART 2

## PRAYERFUL:

Recognizing my need for communication with God at all times

### ENGAGE!

#### WORSHIP

**Suggested Scripture:** *Psalm 5:1-8*

**Suggested songs:** *Hungry; Breathe*

#### MOTIVATIONAL ACTIVITY

- Have the students share what they believe is the real purpose for prayer. Have them list or describe the different types or parts of prayer (such as praise, thanksgiving, confession, making requests, interceding for others). Which ones are most important? Which ones do we practice the most? Which ones do we often neglect?

### EXPLORE!

**SCRIPTURE PASSAGE(S):** Daniel 6

**KEY VERSE(S):** Daniel 6:10

#### BIBLE STUDY

1. Dan. 6:1-3: What do we learn about Daniel from this passage? Why did King Darius take him as an administrator?
2. Dan. 6:4-5: What was the complaint of the other administrators and satraps? What do you think motivated them to look for charges against Daniel?
3. Dan. 6:6-15: What can we learn from Daniel's response to the king's decree? Why did he continue to do what he had done before, in spite of the new law against it? Discuss the importance of Daniel's prayer life to his work and ministry as an exile in Babylon.
  - How do you know his prayer life was important to Daniel?
  - How important to you is your prayer life? Do you have a regular habit of prayer?
  - Why is prayer so important in the life of a Christian leader?
4. Dan. 6:16-18: We can see from the king's reaction that Daniel was special to him. Unfortunately, due to the nature of their laws, he was powerless to save Daniel. However, King Darius appeared to have some hope in Daniel's God. Have you ever been in a situation that seemed hopeless unless God intervened?

5. Dan. 6:19-23: Here we see the power of prayer. How was Daniel rescued from hungry lions? If God is powerful enough to rescue someone from lions, is there any threat he cannot overcome?
6. Dan. 6:24-27: What were the results of answered prayer?
  - Have your friends and neighbors been surprised when God has answered your prayers?
  - Have you remembered to give God the glory for answered prayer?
7. Dan. 6:28: What evidence do we have that Daniel continued his prayer life?

### ACTIVITY OPTIONS

#### ACTS PRAYER

##### Materials:

Pieces of paper

##### Instructions:

Give students a piece of paper and let them make a personal prayer using "ACTS" as a guide for including the following elements: Adoration, Confession, Thanksgiving and Supplication. Explain the terms if needed, mentioning that supplication can include intercession for others' needs, not just your own.

#### PRAYING LIKE DANIEL DIARY

##### Materials:

Students' own notebooks/journals

##### Instructions:

Give students a notebook or have them designate part of their journals as their "Praying like Daniel Diary". After discussing with the students the prayerful life of Daniel and how it moved God's heart to intervene in his situation by performing a miracle just to save his life from the lions, encourage the youth to make praying their lifestyle. Start with a commitment to pray like Daniel (in the morning, at 3:00 p.m. and before going to bed). Then they should write in their journal the exact time, circumstances & location when they prayed and what they prayed about. Tell them to do this starting the next day and that the diary will be checked during your next meeting. After checking it the following week, encourage them to continue writing in their diary and praying even if you will not check it. Encourage them to make it their commitment to talk to God on a regular basis.

### HISTORICAL TIMELINE

- Daniel held a high position in a foreign government through the reign of three different kings. He obviously had much influence, and his spiritual convictions, including his habit of prayer to the one true God was known by and influenced even the kings he served.
  - ▷ If you like, you may prepare another small symbol, such as a lion, to represent Daniel's ongoing ministry and add it to the timeline.
  - ▷ Below the line, write Prayerful and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

Spend time discussing prayer and the students' experiences with prayer--answered or unanswered. Discuss why God sometimes answers our prayers and sometimes he doesn't. Have the students divide into groups of 2 or 3 and then ask them to discuss the following:

- ▶ What are your prayer concerns right now?
- ▶ Do you really trust that God has the power to answer your prayers?
- ▶ Do you believe it is God's will to answer your particular request?

Give the groups time to pray together regarding their specific prayer concerns.

### PERSONAL APPLICATION

Find verses on prayer, such as Colossians 4:2, in the New Testament. Reflect on the importance of one's individual prayer life and write a response in your journal. Perhaps you would like to establish a 3x/day prayer habit like Daniel.

### ACTIVITY OPTIONS

#### ANSWERED PRAYERS

**Materials:**

Pieces of paper

**Instructions:**

Give students a piece of paper or have them create the following chart in their journals. Encourage them to list down at least 10 prayers they have seen answered in their lifetime.

Prayer Request	When Answered	How Answered	Instrumental Person

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Jeremiah 1 and 2 in preparation for next week.

## 32 JEREMIAH

**PASSIONATE:**

Unable to withhold the truth, even in the face of persecution,

**ENGAGE!****WORSHIP**

**Suggested Scriptures:** *Psalm 25:4-10*

**Suggested Songs:** *Shout Your Fame; Days of Elijah*

**MOTIVATIONAL ACTIVITY**

- Divide the students into groups of 3 or 4. Provide each group with a large sheet of paper and crayons or marking pens. Have them read and discuss how to illustrate Psalm 115:2-8. Encourage them to make it relevant to today's culture. Give them time to complete their drawings. If time, allow them to share comments regarding their illustration with the other groups.

**ACTIVITY OPTIONS****AIRPORT****Materials:**

Different colored and textured papers

**Instructions:**

Explain that you're going to have a paper airplane flying contest. Tell kids they can use any paper airplane design they want and that awards will be given for the best airplanes.

Have kids choose partners. After the pairs choose their paper, give them about 10 minutes to design and create their planes. Then call time and hold contests for things such as distance, acrobatics, length of time in the air and design uniqueness. Also, give awards for the planes that flew the shortest distance, stayed in the air the shortest time, and were most dangerous to innocent bystanders. Make this a fun and upbeat time for the youth.

After the awards, combine 2 or 3 design teams to form small groups. Have kids take turns answering and exploring the following discussion questions:

- ▷ If you were to get an award for your relationship with God, what would the award be titled?

- ▷ What can you see from your present location in flight? What are the big issues for you right now in your relationship with God?
- ▷ What are your flight plans? Where would you like to go in your relationship with God?
- ▷ What specific things can you do to reach those goals in your relationship with God?
- ▷ How can this group hold you accountable as you execute your new flight plan?

*SOURCE: Rydberg, Denny. "TrustBuilders" Group Publishing Inc., Loveland, Colorado 1993 p. 116*

## EXPLORE!

**SCRIPTURE PASSAGE(S) :** Various passages from Jeremiah (see below).

**KEY VERSE(S) :** Jeremiah 20:8-9

### BIBLE STUDY

1. Jer. 1:4-10: Read the passage and share thoughts on the calling that God planned for each of us before we were born.
  - How does that make you feel? How do you think Jeremiah felt?
  - What promise can you claim from this passage?
2. Jer. 2:9-13: The Israelites had "exchanged their Glory" for worthless idols. What does this mean?
  - Has the Philippines done the same thing? If so, how?
  - What would God say to our country today?
3. Jer. 2:20, 26-28: There are many idols that may lead people the wrong way. Reflect on these verses personally: what are the idols in your life?
4. Jer. 4:19-22: What caused Jeremiah such anguish? What might cause a Christian to feel anguish like that today? Do you ever feel that kind of anguish for the people of your own country? What might it motivate you to do?
5. Jer. 15:15-21: Reflect on Jeremiah's prayer and the Lord's response. What was God's promise to Jeremiah?
6. Jer. 17:5-8: Compare the consequences for the one who trusts in man, who depends on the himself for his strength and whose heart turns away from the Lord with the one who trusts in the Lord, whose confidence is in Him.
7. Jer. 20:7-13: In this passage, Jeremiah goes from a bitter complaint to praise.
  - Have you ever had a complaint against God? Did you feel free to express your complaint to God?
  - Jeremiah was tired of the opposition he received to his message. He wanted to quit. But how did he feel when he tried to hold in his message?

That burning feeling was a sign of passion. Have you ever experienced anything like that? How did you feel?

8. Jer. 26:1-19: Jeremiah was faithful to proclaim the word of the Lord even in the face of death. He knew he could not withhold the truth, no matter what happened. How did the people finally respond?

### ACTIVITY OPTIONS

#### BALLOON AFFIRMATIONS

##### Materials:

ball

##### Instructions:

Distribute pencils, two slips of paper, and two uninflated balloons to each person. Have kids each write their name on two slips of paper. Collect the paper slips and mix them up in a hat. Have kids each draw two names from the hat and write affirmations about those people on the other side of the paper slips. (If a youth draw his own name, have him draw again). Remind the youth to say positive things. Have kids insert the affirmations in their balloons, blow up the balloons and tie them off. Have the youth form a circle and bat the balloons around for several minutes. Then ask members to grab two balloons each. One by one, have the youth pop the balloons with a pin and read aloud the affirmations and the names.

##### DISCUSSION QUESTIONS:

- ▷ What did you feel when you are the one giving the affirmations? How do you think the other person felt when given the affirmation?
- ▷ How did you feel yourself when somebody gave you an affirmation?
- ▷ How different would you feel if, like Prophet Jeremiah, God told you to give a message to people who won't like what you will say?

Proceed with discussing the story of Jeremiah.

*SOURCE: Rydberg, Denny. "TrustBuilders" Group Publishing Inc., Loveland, Colorado 1993 p. 85*

#### TOSS THAT BALL

##### Instructions:

Have the youth seated in a circle so they can all see each other's faces. The teacher will toss a ball first to a youth he/she wishes to answer the first question. Then that youth will be the one to toss the ball to another whom he/she wishes to answer the next question.

## HISTORICAL TIMELINE

Jeremiah began his ministry as a prophet from the time of the reign of King Josiah through the captivity of the people of Judah. Through him, God continued to warn his people clear up until the time of their deserved judgment.

- ▷ Prepare a small symbol, such as a window with iron bars, and attach it to the timeline next to Daniel. Under the symbol, write 600 B.C.
- ▷ Below the line write Passionate and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

Discuss the following:

Imagine a prophet like Jeremiah coming to the Philippines. What concerns would he address? What might happen? Divide into 2 groups and dramatize your ideas, or remain as one group and prepare a skit for the church or Sunday School or other venue.

### PERSONAL APPLICATION

How can you be a Jeremiah to your community? Your message won't be the same as Jeremiah's, but what message has God given you? Write about it in your journal. Think about when and where you should share your message. Pray about it.

### ACTIVITY OPTIONS

#### HOW TO SAY IT: Tips

##### Materials:

manila paper, writing materials

##### Instructions:

Divide the youth into two groups. Give each group a manila paper and some writing materials. Tell them to make guidelines or tips to effectively confront a friend or somebody who they think is doing something wrong (e.g. a friend gossiping about someone). Tell the youth to think together and come up with no less than 3 guidelines. Then they should choose someone to share what they have written.

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Esther 1-8 in preparation for next week's lesson. This is a long assignment but it's a fascinating story.

## 33 ESTHER

**DISCRETION:**

Ability to avoid words or actions that may have undesirable consequences

**ENGAGE!**

## WORSHIP

**Suggested Scriptures:** *Proverbs 16:20-23*

**Suggested Songs:** *Lord, Reign in Me*

## MOTIVATIONAL ACTIVITY

- Prepare a number of case studies, either from real-life situations or imaginary but realistic scenarios, which require confrontation or mediation. Have the students act out or discuss how they would normally handle that kind of situations. (After the lesson they will have a chance to revise their approach based on what they have learned.)

**ACTIVITY OPTIONS****NEWS SEARCH****Materials:**

Internet resources (printed articles) or Newspapers

**Instructions:**

1. Provide recent newspapers or print the headlines page from news-related web sites.
2. Distribute these to students and ask them to look for examples of people who saved, rescued, or prayed for their society or country.
3. Have the students share their findings. Ask them to talk particularly about the “hero” in their chosen news article.
  - How did the “hero” in the story come up with a way to help or contribute in solving the issue at hand? Was he bold? aggressive? cautious? Did he do a lot of preparation and thinking before and during the process of helping?
4. Ask the each student about what they would do if they were in the situation of their chosen “hero.”
  - How well do you handle desparate situations or sensitive confrontations with tough people?

*References: Faith connections Dec/Jan/Feb (Kansas city : Wordaction, 2006-7), P36*

**BODY GUARD****Materials:**

Small, soft balls

**Instructions:**

1. Players stand in a circle and two volunteers--the Client and the
  - Bodyguard--go into the middle.
2. The bodyguard must try to protect his/her client from the balls which are being thrown by those forming the circle.
3. If the Client is hit, the two volunteers change roles. Once the new Client has been hit, select two new volunteers.
4. Give them time to share feedback on how difficult it was to protect the client from the balls.
5. Start the Bible study and relate the activity to Esther's story.

*References: <http://www.games4youthgroups.com/contest-games/Bodyguard.html>*

**EXPLORE!**

**SCRIPTURE PASSAGE (S) :** Esther 4-7

**KEY VERSE (S) :** Esther 4:16

**BIBLE STUDY**

1. Esther 4: Esther recognized how critical the situation was for her people and sought God's help for it. Discuss how Esther prepared for the necessary confrontation.
  - Verses 12-14: Mordecai told Esther that she was the only hope of the Israelites for survival, implying that she was not in that position by accident. Talk about situations wherein one is "caught in the middle" of a critical situation that may have risks involved. Share the context of the situation and how you felt at the time.
  - Verse 15-16: Why was Esther so concerned? Historical accounts show that Xerxes was a dangerously impulsive and unpredictable king. In spite of her high position, Esther's life was at risk. How did Esther respond to Mordecai's words?
    - ▶ How do you usually respond when people ask you to mediate something or confront someone to fix a conflict?
    - ▶ Note Esther's courageous words in verse 16. Have you ever thought the same way when you agreed to mediate in a conflict? ("Bahala na, patay kung patay!")

- ▶ What risks are involved in doing such mediation?
2. Esther 5:1-8: Discuss Esther's manner of approaching and speaking with the king.
    - Notice the words Esther used when she spoke to the king. What is the importance of our manner of speaking when confronting someone to resolve a conflict? Share personal insights on the proper way to do this.
    - Talk about how rash and insensitive words can cause further conflict.
  3. Esther 5:9-chapter 6: Esther's boldness and discretion led to Mordecai's honoring and Haman's execution. Ultimately, the Jews were saved.
    - Let students share personal experiences of the blessings that followed a successful mediation and confrontation.
    - In contrast, what happens when a confrontation is handled incorrectly?
  4. Relate discretion to wisdom, boldness and gentleness.
    - God urges us to do everything in love (see 1 Cor. 16:14 and Eph. 4:2). Having discretion is one way to show love in our relationships with people. From everything that has been discussed for this lesson, review what discretion is and how important it is for Christians to practice this.

## HISTORICAL TIMELINE

- Not long after Josiah's reign, Jerusalem was conquered by King Nebuchadnezzar of Babylon. The people, including Esther's cousin Mordecai, were taken into captivity. About 50 years after that, Babylon was conquered by Cyrus, king of Persia. His reign was followed by Darius and then Xerxes, Esther's king.
- Prepare a small symbol, such as a scepter, to represent Esther. Place it on the timeline near Jeremiah. On the line between Jeremiah and Esther write the year 500 B.C. (Esther became queen in about 478 B.C.)
- Below the line, write Discretion and its definition.

## ACTIVITY OPTIONS

### NEWSPAPER MAKING

#### Materials:

A4 size paper, Color pens and other writing instruments.

#### Instructions:

1. Divide the class into two or three groups and ask them to report about the Jews' situation at that point in history.
2. Encourage students to review and summarize the story or allow them to reconstruct a contemporary version of the story.
3. Encourage them to add their reflections about Esther's discretion (e.g. a creative interview with Esther for the newspaper).
4. Each group should present its work to the class, sharing their different perspectives with each other.

**EXPERIENCE!****LEARNING ACTIVITIES**

Refer back to the case studies discussed earlier. What have you learned from the lesson on Esther that might help you handle the situations differently? Consider the importance of timing in exercising discretion. How can you apply discretion to your approach to these case studies?

**PERSONAL APPLICATION**

Are you a person of discretion, or do you usually “not get it” until it’s too late? James gives some wise advice. Read James 1:18. What does this have to do with discretion? Write about it in your journal and ask God to help you develop this important quality.

**ACTIVITY OPTIONS** ■ ■**PRAYER BOMBS****Materials:**

Prayer list, chair, tissues

**Instructions:**

1. Ask the students to share if they have an urgent or serious prayer need.
2. When a student shares something, all other members need to listen carefully to him or her.
3. Pray for the one who shares by surrounding him or her and placing their hands on the person’s shoulder or back.

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Ezra 7:1-10, 27, 28 in preparation for next week’s lesson.

## 34 EZRA

**CONSCIENTIOUS :**

Being guided by a strong sense of right and wrong

**ENGAGE!**

## WORSHIP

**Suggested Scriptures:** *Psalm 119:9-16***Suggested Songs:** *Refiner's Fire; Heal Our Land*

## MOTIVATIONAL ACTIVITY

- Plan a trip! Imagine that there has been some sort of crisis and you need to move the people of your barangay to another location over 200 km away to a place where you have never been. What factors will you need to consider? How will you convince them to go with you? What plans will you need to make for their welfare? What are the essentials you will need to take? How will you prepare them for life in the new location?

**ACTIVITY OPTIONS****WORD AND LIFE MATCH-UP****Materials:**

Pieces of paper, colored if desired.

**Instructions:**

1. Prepare a list of Bible verses that are usually used as a moral basis for practical situations like "pray without ceasing", "be strong and courageous..." Make two copies of the Scripture reference list.
2. Prepare a list of practical or contemporary situations or problems that people face. These situations must match the chosen Scripture passages.
3. For the actual game, divide the students into two groups and give each group a copy of the verses list (this should only indicate the reference, not the passage itself).
4. The teacher or facilitator will stand at the front while the two groups will be on the opposite end of the room. There should be some distance between the students and the teacher.
  - The teacher picks and reads a situation out loud two times only. The students will then look at their list and, with their Bibles, try to find

the most appropriate verse for the read situation. When a group has decided, a representative will run to the teacher to show the chosen verse.

4. The teacher will judge if the verse is indeed relevant to the situation that was read. If it is, the group gets a point. This could be a best of five game, or whichever team has the most correct answers.

Note: the group can defend their answer to the teacher, or to the other group. The teacher will decide if the group's point is really relevant.

## EXPLORE!

SCRIPTURE PASSAGE(S) : Ezra 8:15-23; 9:1-10:17

KEY VERSE(S) : Ezra 7:10

### BIBLE STUDY

1. Ezra 8:15-23: Ezra was a man of deed and prayer. Notice how he made preparations and organized the people for their journey. He paid attention to details, like calling for priests to join their journey.
  - In verses 18 and 21-23, Ezra recognized the importance of God's presence and grace in going through a challenge. Share reflections on how much we should ask for and allow God's guidance in everything we do.
  - Let students share personal instances where they usually ask for guidance (whether at work, or in school, or in certain responsibilities).
2. Ezra 9: How did Ezra react to the unrighteousness that he discovered among his people?
  - Think of the common examples of unrighteousness in today's world. What do you feel when you read and watch about, or observe them in daily life?
  - Discuss how Ezra prayed about the situation. What do you do or how do you pray about the unrighteousness that you see?
  - Share reflections on the role of Christians in curing social ills. What should be your part as a Christian youth? Do you think Christians have adequate positive influence in today's world? Why are injustices and sin still rampant?
3. Ezra 10: Discuss how the Israelites responded or reacted to hearing Ezra's prayer. This is the ideal response God desired from people who live in sin.
  - Share personal stories of being convicted of sin and repenting because of seeing another person's act of repentance. It could also be situations wherein a pastor's message, a Bible reading, or a person's testimony convicted you to repent.
4. Talk about how God's guidance in one's life can influence others to the same path.
5. Connect faithfulness, righteousness and influence to conscientiousness.

**ACTIVITY OPTION****A THOUSAND QUESTIONS** for Bible study question number 2.**Materials:**

TV and CD player or  
Desktop computer / laptop

**Instructions:**

1. Play the video and have everyone watch it.
2. Discuss in general what they felt while and after watching it.
3. Explore the issues presented in the video clip (use the Bible Study questions as a guide).
4. Ask students what the video presents as the Christian response to the problems presented.
5. Discuss what students see as similar problems in their contexts or community and let each one identify a practical way of approaching it in the light of God's Word and His love.
6. Have each one commit to their identified responses and designate an accountability partner for the students or let them choose their partners.
7. Let students write about their insights in their journals.

*References:*

*A Thousand Questions. Willow Creek Leadership Summit. From <http://www.youtube.com/watch?v=YiNBmNI88Pk>; accessed 21 September 2009.*

**HISTORICAL TIMELINE**

- The book of Ezra begins during the reign of Cyrus, king of Persia, who allowed the Jews to return to Jerusalem to rebuild the temple. However, this return happened probably before Ezra himself was even born. Ezra led his group to Jerusalem in the second return, almost 80 years later, during the reign of Artaxerxes, the successor of Xerxes, Esther's king. Israel was no longer an independent nation. Even though they had been allowed to return to their homeland, they were subjects of the Persian Empire.
- Prepare a small symbol, such as a scroll, to represent Ezra. Place it on the timeline next to Esther.
- Below the line, write Conscientious and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

- Being conscientious requires paying attention to detail and knowing God's Word well. Play some sort of Bible drill or matching game that requires the students to find scriptures that apply to given situations.

#### ACTIVITY OPTIONS

##### Teacher Plays the Skeptic

###### Materials:

Prayer list, chair, tissues

###### Instructions:

The teacher will act as an unbelieving skeptic and asks students about some morally inclined subjects, as students try to convince the skeptical teacher about their opinions. This examines the students' convictions on certain practical topics.

1. Prepare a list of "controversial" moral issues that usually leave Christians divided in their stand. The following are examples:
  - ▷ Is it okay for Christians to drink wine or alcoholic drinks as long as they don't get drunk?
  - ▷ Is it okay to be physically intimate with one's boyfriend or girlfriend as long as they don't have actual sexual intercourse?
  - ▷ Is it okay for Christians to tolerate homosexuality among their friends?
2. The teacher will ask one question and will let the students express their thoughts on the issue. The teacher will then ask additional questions, pressing for proof, reasonable interpretation and convincing support of statement. It would be important to ask if their opinions are biblical by echoing the serpent's question in Genesis: "Does the Bible really say that?"
3. Basically, the purpose is to press members of the group to examine their reasons for thinking and to find reasons for their conclusions.

###### References:

Morrison, Eleanor Shelton and Virgil E. Foster. *Creative Teaching in the Church*. New Jersey: Prentice-Hall, Inc., 1963.

## PERSONAL APPLICATION

- Before we can guide others with regard to right and wrong, we must make sure our own “moral compass” is set on “true north”—the truth of God’s Word. Confess any areas in your life that don’t match up to God’s expectations.
- Ezra was an expert in God’s law. What do you need to do now that will help you become an expert in God’s Word? Write your commitment in your journal.

### ACTIVITY OPTIONS

#### LISTENING TO GOD

##### Materials:

Several sheets of short bond paper (you may recycle scrap paper that has a blank page on one side.) Using newsprint paper can also be an option.

Pens

Blindfolds (handkerchief or any cloth)

##### Instructions:

###### Preparation:

1. Write various issues or sins that your youth group faces a lot. Write one sin per paper. You may leave the papers blank, just point out after the game that the papers represent sins or issues that the Christian youth commonly face. Examples are: Pre-marital sex, cheating, lying, drinking, hatred, apathy, etc.
2. Scatter them on the floor, but make sure that there are clear areas that the students can step on to get to the other side of the room.

###### Actual Game:

1. Choose a person who could be the “voice of the Holy Spirit.” Do not let the rest of the group to know who the person is. That chosen person will be the one to lead the blindfolded players to the right directions.
2. Appoint a few “stray voices” who would confuse the blindfolded players and lead them to step on the papers. The rest of the students will be blindfolded to play the game.
3. One person would play at a time. Have those who are waiting for their turn wait outside the room. Have them line up to be more organized.
4. “Blindfold the participant and tell them that their goal is to reach the other side of “life” without touching the sheets of paper.”
5. Line the rest of the group up along the two side walls of the room - They cannot come next to the blindfolded person, and cannot touch them. Neither can they move from their starting positions. Only the person playing the “Holy Spirit” can move along the walls.”

Ask what things they think about, or what things concern them.  
Ask if you could pray for them.

Tips for your attitude:

- Go out with faith that God is already working in the lives of the people you will meet, and approach people and homes in confidence.
- Pray continually as you go. God is going ahead of you!
- Expect the unexpected.
- Expect people to want to share about their lives.

It's okay if people do not want to talk. Respect a person if they do not want to answer or are unkind. If people do want to talk be willing to listen. Let their words be the most important thing!

When the groups return have them share about their experiences, how they felt, and what they learned. Pray together for a humble heart that cares for people.

*References: [http://www1.salvationarmy.org/ihq/www\\_sa.nsf/766d2187c97e6bf180256cf4005d2284/fdb5578e5e1a3c9280256f0e004aed0e/\\$FILE/mission\\_in\\_community-lr.pdf](http://www1.salvationarmy.org/ihq/www_sa.nsf/766d2187c97e6bf180256cf4005d2284/fdb5578e5e1a3c9280256f0e004aed0e/$FILE/mission_in_community-lr.pdf)*

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Nehemiah 1 and 2 in preparation for next week's lesson.

## 35 NEHEMIAH

**DETERMINATION:**

Accomplishing God-given goals regardless of the opposition

**ENGAGE!**

## WORSHIP

**Suggested Scriptures:** *1 Thessalonians 2:1-9 (relate to determination)***Suggested Songs:** *By Your Side*

## MOTIVATIONAL ACTIVITY

- Divide the class into 2 or 3 groups. Provide some kind of toy building blocks or other construction toy or building material and have the groups compete to see which group can create the tallest stable structure.

**ACTIVITY OPTIONS****HUMAN PYRAMID****Instructions:**

- ▶ Challenge the students to form a human pyramid using the entire group. Do this by having people in a row on their hands and knees. Have them continue to get on top of each other on their hands and knees to continue to form the shape of a pyramid. You can time this event if the group is small to have them do it in a certain period of time.
- ▶ Later in the lesson use this as an example. Just as they needed to be focused, keep trying, and motivate one another to build the pyramid, Nehemiah had to show the same characteristics in building the wall of Jerusalem.

**RESPONDING TO OUR NEIGHBORS****Instructions:**

Have the group divide into pairs (or groups of three if that is safer or more appropriate). Tell them the purpose of this lesson is to listen to others around them with a Christlike heart and seek a Christlike response. Here are some questions and tips to help guide their interactions with the people they meet:

Tips for being a good listener:

- The purpose of asking questions is not just to get an answer but to truly understand what that person is experiencing, thinking and feeling.
- Keep eye contact when a person is talking so they know that what they are sharing with you is important.
- Let the people talk, don't interrupt.
- Seek to find ways to encourage or support the people you meet.

Tips to guide the conversation:

- Introduce yourself.
- Ask what things they think about, or what things concern them.
- Ask if you could pray for them.

Tips for your attitude:

- Go out with faith that God is already working in the lives of the people you will meet, and approach people and homes in confidence.
- Pray continually as you go. God is going ahead of you!
- Expect the unexpected.
- Expect people to want to share about their lives.

It's okay if people do not want to talk. Respect a person if they do not want to answer or are unkind. If people do want to talk, be willing to listen. Let their words be the most important thing!

When the groups return have them share about their experiences, how they felt, and what they learned. Pray together for a humble heart that cares for people. Also discuss if there are tangible ways your class can also engage some of the issues that people shared.

Segue by saying how Nehemiah needed courage and determination to accomplish what God was asking him to do. Have the group look at the lesson scripture passage.

*References: [http://www1.salvationarmy.org/ihq/www\\_sa.nsf/766d2187c97e6bf180256cf4005d2284/fdb5578e5e1a3c9280256f0e004aed0e/\\$FILE/mission\\_in\\_community-lr.pdf](http://www1.salvationarmy.org/ihq/www_sa.nsf/766d2187c97e6bf180256cf4005d2284/fdb5578e5e1a3c9280256f0e004aed0e/$FILE/mission_in_community-lr.pdf)*

## EXPLORE!

SCRIPTURE PASSAGE (S) : Nehemiah 4:1-6:16

KEY VERSE (S) : Nehemiah 2:4-5

## BIBLE STUDY

1. Have students share what they learned about Nehemiah and his quest from their advanced reading in chapters 1 and 2. What kind of person does he appear to be? (Be sure the students recognize Nehemiah's prayerfulness.)
2. Neh. 4:1-6: What kind of opposition were Nehemiah and the people facing? What was Nehemiah's initial response? What was the response of the people?
3. Neh. 4:7-23: Nehemiah was an excellent organizer and strategist. But his plans required a strong commitment on the part of the people.
  - Why do you think they were so willing to comply with Nehemiah's instructions? (Nehemiah was not asking them to do anything that he himself was not doing—he was setting an example of determination.)
  - See verse 9. What does this indicate about Nehemiah's approach to the challenge? (He was a man of both prayer and action.) What does this say to us?
4. Neh. 5:1-13: What was the issue in this passage? See Leviticus 25:35-43. (Make sure the students understand the abuses that were taking place. The Israelites had been commanded not to take advantage of each other financially by charging interest on loans, etc. and they certainly weren't to enslave each other.)
  - How does this situation compare to similar matters of social injustice that you have observed in your community?
  - Was it right for Nehemiah to become so angry? Discuss the meaning of "righteous indignation." Is it appropriate for Christians? When?
5. Neh. 5:14-19: These verses give another example of Nehemiah's commitment to justice. What were his personal standards for leadership? What sort of example does he give to those in public office?
6. Neh. 6:1-14: Twice in this passage Nehemiah exercised great discernment. His enemies attempted to distract, intimidate and trick him into stopping the work. What do you think was the secret of Nehemiah's discernment?
7. Neh. 6:15-16: Nehemiah's determination paid off—the job was done in 52 days! To whom did Nehemiah say his enemies gave the credit for this accomplishment? Why did the surrounding nations lose their self-confidence?

## HISTORICAL TIMELINE

- Nehemiah arrived in Jerusalem several years after Ezra's reforms. The remainder of the book of Nehemiah describes how Nehemiah and Ezra worked together to bring revival and reform among the people once again. This is the last episode in our study of Old Testament history.
- Prepare a small symbol, such as a gate or part of a stone wall, to represent Nehemiah. Place it on the timeline next to Ezra.
- Below the line, write Determination and its definition.

**ACTIVITY OPTIONS****Nehemiah's Wall****Materials:**

Paper and writing utensil for each student, or the activity can be done on a whiteboard or chalkboard (whiteboard marker, chalk, eraser), Bibles.

**Instructions:**

- ▶ After reviewing the passage the instructor will hand out a sheet of paper and a writing utensil to each student. The instructor will ask the students to draw a wall with very large rocks. Inside of each rock the student will write an emotions or feeling that Nehemiah and the people felt throughout the story. Students may look through the passage during the exercise.
- ▶ After 6 minutes ask the students to share what they wrote with the class by posting their pictures on the wall.

**EXPERIENCE!****LEARNING ACTIVITIES**

Discuss the following:

Teacher: Find a modern day example (perhaps a video or article) of leadership similar to Nehemiah—someone who did not abuse the leadership position but sacrificed for the good of his/her people, or someone who spent their life to an end to some kind of social injustice. Have the students respond and discuss the needs of their own community and how they might be addressed.

**PERSONAL APPLICATION**

Nehemiah was a man of determination, but he relied heavily on God. His book is interspersed with brief prayers requesting God's help and acknowledging God's work on his behalf. Ask God to help you become a prayerful person. Determine to begin developing a habit of God-consciousness throughout the day.

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Job 1-3 in preparation for next week's lesson.

## 36 JOB

**PATIENCE:**

Quietly enduring suffering in view of God's sovereignty

**ENGAGE!****WORSHIP**

**Suggested Scriptures:** *James 5:7-11*

**Suggested Songs:** *My Life is in You, Lord; God Will Make a Way*

**MOTIVATIONAL ACTIVITY**

- Have the students think of good people that they know who have suffered greatly. How did each person deal with their pain and/or loss? Did they patiently trust God, or become bitter and angry at the unfairness of it all?

**ACTIVITY OPTIONS****LIFE OF JOB MODERN DAY ENACTMENT****Instructions:**

- ▶ Identify and discuss the various characters found in the account of Job. Encourage them to talk about how each of the characters probably felt. Ask them to create a modern-day version of the story. What might the story be like if it happened in our lifetime? Allow the students to volunteer for various roles. You can have as many messengers or "Job's friends" as needed to accommodate the class. No need for a script. Ask the students to take time to imagine what they, themselves, would do if they were really involved in such an incident. Ask them to enact their roles based on what they think they would really say and do in that situation.

**EXPLORE!**

**SCRIPTURE PASSAGE(S):** Job 1-2, 19, 42

**KEY VERSE(S):** Job 1:21-22

## BIBLE STUDY

1. From your reading assignment (Job 1), describe Job and his life prior to Satan's attacks.
2. Describe the scene when Satan came before the Lord. It's hard to imagine why God would even tolerate Satan's presence. What can we learn from chapters 1 and 2 about Satan's capabilities and limitations? What was Satan hoping to achieve?
3. Job 1:20-22, 2:9-10: Describe Job's initial response to the tragedies that struck him. Did he pass the tests of Satan? After a week of suffering, what did Job finally curse? (See Job 3:1)
4. In the next 30 chapters of the book, Job and his three friends take turns making speeches as they explore the possible reasons for why God had allowed such awful things to happen to Job. Based on their knowledge of God and the world, the friends are sure Job must have done something to deserve this kind of treatment. They accuse him of hidden sin and advise him to repent. Job, provoked to anger by their insensitive words, insists on his innocence and begins to challenge God to explain Himself.
  - Job 19:1-24: Describe Job's attitude at this point.
  - Job 19:25-27: In spite of all that has happened, Job still has hope. Explain. (See also 13:15)
5. Many of the things Job's friends said to him were correct and true, but they were not helpful because they were said at the wrong time or in the wrong way. What are some important things to remember when comforting those who suffer? (Teacher-- you may need to suggest some of the following guidelines: Don't talk too much—mainly be there to listen; make sure you understand the person's situation—don't judge; don't attempt to answer the unanswerable; use Bible verses carefully and lovingly; pray for and with him/her.)
6. In chapters 38-41, Job gets what he asked for: God answers him. But the answer is overwhelming. God reveals his greatness to Job and Job recognizes his own smallness in comparison.
  - Job 42:1-6: Describe Job's response. What was he feeling at this point?
  - Job 42:7-17: In spite of his rebuke, what do these verses show us about God's attitude toward and relationship with Job?
7. How would you describe the outcome of this story? Was God glorified? What do you think Job and his friends learned from the situation? What can we learn about God? How does this story affect your faith?

### ACTIVITY OPTIONS

#### Nehemiah's Wall

##### Materials:

a copy of the activity sheet for each student or pair. (See next page.)

**Instructions:**

Assign the students to number the items in chronological order. This may be done as an open-Bible assignment in pairs prior to the lesson, or as an individual quiz-type review activity after the lesson.

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**Chronology of the Life of Job**

*with answers*

- \_(1)\_ Job was a wealthy man with 7 sons, 3 daughters, 7000 sheep, 3000 camels, 500 yoke of oxen, 500 donkeys and a large number of servants.
- \_(6)\_ The house where all his sons and daughters were feasting collapsed, killing them all.
- \_(2)\_ Satan came before God to request permission to test Job.
- \_(5)\_ The Chaldeans formed raiding parties, stole all his camels and killed his servants.
- \_(17)\_ Job was a wealthy old man with 7 sons, 3 daughters, 14,000 sheep, 6000 camels, 1000 yoke of oxen, 1000 donkeys and many grandchildren and great-grandchildren.
- \_(3)\_ The Sabeans attacked, killed Job's servants and carried off all his oxen and donkeys.
- \_(4)\_ Fire came from the sky and burned up Job's sheep and the servants with them.
- \_(14)\_ Job claimed innocence, saying that God had wronged him, yet still had hope in God.
- \_(11)\_ Job's friends came and sat with him for a week before anyone said anything to him.
- \_(15)\_ God answered Job.
- \_(7)\_ Job tore his robe, shaved his head, and fell to the ground in worship.
- \_(8)\_ Satan came before God a second time to request permission to torment Job physically.
- \_(9)\_ Job became covered with painful sores which he scraped with broken pottery.
- \_(10)\_ Job's wife told him to curse God and die.
- \_(16)\_ Job is overwhelmed and ashamed and repents of questioning God.
- \_(12)\_ Job cursed the day of his birth.
- \_(13)\_ Job's friends took turns reasoning with him and urging him to repent.

## EXPERIENCE!

### LEARNING ACTIVITIES

As a group, discuss patience and its definition, and what it means that God is “sovereign.” One of the main lessons of Job is that God’s wisdom and power is far beyond what we can even imagine, and if it wasn’t for the fact that God chooses to be concerned with mankind, people are very insignificant in comparison. We must never presume that we know how to handle things better than God does. (Teacher: use an example of needlework, such as cross-stitch. Show the students the back side only. From there it looks messy and it is difficult to understand the design. Explain, “Sometimes our view of life is like looking at the back side. It may not be until we get to heaven that we really understand what God was doing.” Show the front side. “But God sees the finished product even before it’s started, and He knows exactly what He’s doing.”)

### PERSONAL APPLICATION

The lessons of the book of Job are hard to understand and accept. Write in your journal what you have learned and how you feel toward God. What reason might he have for your suffering or the suffering of someone you know? Purpose that, whatever happens, you will continue to trust Him and bring glory to Him. Don’t let Satan win the battle!

### ACTIVITY OPTIONS

#### QUIET COMFORT

**Instructions:**

- ▷ Ask the students to demonstrate as many ways as they can think of to comfort someone without talking (singing is acceptable). They may work in pairs to create various scenarios in which one needs comforting and the other gives appropriate care without words.

#### POEM FOR A SUFFERING FRIEND

**Materials:**

a surface on which to record brainstorming results, paper, pens

**Instructions:**

- ▷ Following the Bible Study on Job, ask the students to think of someone they know who is suffering in some way. How do the things they have learned from Job’s story apply to that person’s suffering? Have them brainstorm about what they might be able to say to that person that would truly be an encouragement—avoid the mistakes of Job’s friends! Then ask them to write their thoughts in the form of a poem for the person they are thinking of.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Matthew 1:18-2:23 in preparation for next week's lesson.

# 37 MARY, JESUS' MOTHER

## OBEDIENCE:

Submitting to God and those He has placed in authority over me

### ENGAGE!

#### WORSHIP

**Suggested Scriptures:** *Luke 1:46-55*

**Suggested Songs:** *Potter's Hand*

#### MOTIVATIONAL ACTIVITY

Start by asking the following questions:

1. How many world leaders can you think of who are women? (Corazon Aquino, Gloria M. Arroyo, Hillary Clinton, etc.)
2. What do you think about having women as leaders in our society today?
3. Was Mary, Jesus' mother, a leader? In what way might she be considered a leader?
  - (The Scriptures speak of a number of women who became leaders in society and in the church. Today we will learn from a very important woman in the Bible who became a leader in righteousness through her obedience to God's will.)

#### ACTIVITY OPTIONS

##### THE POTTER'S HAND

###### Materials:

Clay, Camera, MP3 or cassette player, etc.

###### Instructions:

1. Students will have a listen to The Potter's Hand (Hillsong).
2. Give some clay to each of the students. Allow them to make any shape from it.
3. Give students directions for how to make the shape of a pot or a jar.
4. Explain that obedience is submitting to God and those He has placed in authority over us, allowing Him to have his way in forming our lives.
5. Take a picture of each individual product with its maker.

**EXPLORE!**

SCRIPTURE PASSAGE (S) : Luke 1:26-56, 2:1-19

KEY VERSE(S) : Luke 1:38

**BIBLE STUDY**

1. Luke 1:26-37: These verses announce that the miraculous and the impossible were to occur in Mary's life. What are Gabriel's words that explain to Mary how this would happen?
2. Review Luke 1:11-20. How did God's Words to Mary compare with those given to Elizabeth and Zechariah?
3. Luke 1:34, 38: What was Mary's response?
  - • What things were revealed to Mary? Why do you think these things were revealed to her? How would these things affect her life?
  - • What feelings might she have had upon hearing these things? What fears, doubts and expectations might she have?
  - • How do you think Mary felt about giving birth to the promised Messiah?
  - • Considering the time and the culture in which Mary lived, do you think that Mary felt she was special enough to be used by God?
  - • Do you think she truly understood everything?
4. Luke 1:38: Her response was from the position that she was God's servant. What is God asking of you? If you respond to God in the same way as Mary did, what will you say? "I am the Lord's servant. Therefore, I will..."
5. Why do you think God chose Mary?
6. Luke 1:42-45: How do you think Mary felt upon hearing Elizabeth's greeting?
7. Luke 1:46-55: What are some things that Mary's song reveals about her and her attitude?
  - What are some of the themes of her song?
  - What does it say about her view of God?
  - What does it say about God's plans?
  - How does this song compare with that of Zechariah in verses 67-79?

**ACTIVITY OPTIONS****TEENS IN HISTORY****Materials:**

Bibles, Pens

**Instructions:**

1. Ask students to find scripture references for teen Bible characters.
  - (e.g. Joseph, David, Daniel, Esther, and Mary)
2. Ask them to find some of these teens' character traits (honesty, integrity, etc.) and write them on the paper.

3. Then ask:
  - What did God call them to do?
  - What obstacles did they face?
  - How did they overcome them?
  - What was the result of their obedience to God?
4. Discuss Mary's obedience in more detail by using the following chart.

	Character Trait	Gift	Abilities	Presources
Mary				
Myself				

5. As they complete the chart, ask them to compare their gifts, abilites, and resources with Mary's.
  - Do you feel you have more or less to offer?
  - Knowing what we do about Mary's role in God's plan of salvation, how do you feel about the possibility of your impact on the world for God?
  - Do you believe God can take what you have to offer, as small as it may seem, and use it for His kingdom?
6. Encourage them to follow the modeling of the Bible teens God used. Don't forget they were people like us--just ordinary people.

*References: Faith connections Dec/Jan/Feb (Kansas city : Wordaction, 2006-7), P18*

**GOLDEN BELL**

**Materials:**

**Individual white boards (small size) or paper, markers or ballpens**

**Instructions:**

- ▷ **After the Bible study, ask the students to sit by themselves on their chair or the floor.**
- ▷ **Encourage them to write their answers to the multiple choice questions on the white board paper when instructor gives them a signal.**
- ▷ **If their answer is correct, they should just stay in their seats and keep going to continue the game. If they answer incorrectly, they have to leave their seats and go to a "waiting pen" where they must stay until they get a "second chance" question. After 5 questions, give a "second chance" question to those in the waiting pen only.)**
- ▷ **After 10 questions, give an appropriate prize to the few "survivors."**  
*Sample question: Who decided on the name "Jesus" for the baby?*  
 A. Mary      B. Joseph      C. Gabriel      D. God.

**EXPERIENCE!****LEARNING ACTIVITIES**

Discuss: What are some lessons, truths, attitudes and responses we can learn from Mary? Are there ever situations in which we should not submit? (Remember Daniel and his 3 friends.)

**PERSONAL APPLICATION**

During the week, write about the opportunities you have to exercise obedience. In what situations will obedience be difficult?

**ACTIVITY OPTIONS****MY PLACE IN HIS WORLD****Materials:**

My Place in His World sheet for each student, pens

**Instructions:**

- ▶ Students need to understand that God is still looking for people who will bring His message into the world.
1. Give students the My Place in God's World handout.
  2. Have them fill in each area by responding to the question at the bottom.

MY PLACE IN THIS WORLD	
Family	Friends
Church	School

3. How can God use me in each area of my life to make a difference?
  - (You could play Michael W. Smith's song, "My Place in This World," as they do the activity.)

*References: Faith connections Dec/Jan/Feb (Kansas city : Wordaction, 2006-7), P21*

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Matthew 3 and John 1:19-34 in preparation for next week's lesson.

# 38 JOHN THE BAPTIZER

## SELFLESSNESS:

Having the single-minded goal of fulfilling God's purpose for my life

### ENGAGE!

#### WORSHIP

**Suggested Scripture:** *Philippians 3:12-14*

**Suggested songs:** *One Way*

#### MOTIVATIONAL ACTIVITY

- As you start the lesson, ask students about their ideas of what it means to be selfless in the ministry. What does that look like? Encourage participation from each of the students.

### EXPLORE!

**SCRIPTURE PASSAGE(S):** Luke 1:5-24; Luke 3:1-20

**KEY VERSE(S):** Luke 1:17

#### BIBLE STUDY

1. Luke 1:15-17: What was to be John's purpose in life?
  - How was he to live his life? (Bring up this topic to the students: ask them about their idea of trying to live a life free from all comforts.)
  - How did John really live his life right before he went out preaching and baptizing people publicly? (See also Matthew 3:5)
2. Luke 3:1-3: Where and when did John begin his ministry?
3. Luke 3:4-14: In connection to his purpose in life as stated in Luke 1:15-17, what did he preach about?
  - Notice how John spoke to the crowd (in connection to him being bold in his witness).
4. Luke 3:21: What was it that he did to Jesus in this passage? What do you think is the significance of this act?
5. John 3:27-30: What does this passage tell us about John? In what ways can we be like John?

## HISTORICAL TIMELINE

- John the Baptizer came as a new kind of prophet, announcing the arrival of the Lamb of God. He was born just a few months before Jesus, and began his public ministry some time before Jesus began his.
  - ▶ Prepare a small symbol, such as a locust, to represent John the Baptizer. Place it on the timeline at about 5 B.C., near the symbol for Mary.
  - ▶ Below the line, write Selflessness and its definition.

### ACTIVITY OPTIONS

#### WHO WANTS TO BE A MILLIONAIRE?

##### Materials:

30-40 small pieces of candy

##### Instructions:

This is an individual game. Each pupil will draw his/ her priority number for the opportunity to choose a question. The teacher will prepare at least 10 questions for each category or level (with corresponding Peso-value: P300, P200 & P100). Each pupil will be given at least 3 opportunities to choose a question. If he gets a correct answer on his chosen question, he will earn the corresponding peso-value but if he gets the wrong answer, the same amount will be counted as demerits (deducted from his points). After at least 3 rounds, the one who has the highest number of points will be the one to answer the "jackpot question". The teacher should prepare tie-breaker questions in case some will have the same number of points.

## EXPERIENCE!

### LEARNING ACTIVITIES

- Have the students answer the following questions as part of a group discussion:
  1. How do you think God will use your life as a young person? (Consider the avenues of school, home and church.)
  2. What does it mean to be single-minded regarding your purpose in life?
  3. What are practical ways that you can think of in which you can show or exercise your selflessness?

### PERSONAL APPLICATION

- Think of practical ways that you can exercise selflessness in your ministry and leadership responsibilities this week. Write your ideas in your journal.

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Isaiah 52:13-53:12 and John 13:1-17 in preparation for next week's lesson.

## 39 JESUS

**SERVANT-LEADERSHIP:**

Loving those I lead through self-sacrificing service

**ENGAGE!****WORSHIP****Suggested Scriptures:** *Philippians 2:1-11***Suggested song:** *Make Me a Servant***MOTIVATIONAL ACTIVITY**

- Think of a practical and unexpected way in which you could humbly serve the students in your class. If you are unable to think of anything, consider something similar to what Christ did when he washed the disciples' feet. When you are finished, have the students express their feelings and reactions regarding what you did.

**ACTIVITY OPTIONS****SONG SEARCH****Materials:**

Christian song books, Internet search service.

**Instructions:**

1. Bring in some hymnals and let students pick which song seems to best summarize the message of today's lesson.
2. Tell them to read the words of these songs. Let several share the words of a verse or two from their songs.
3. Sing one or two of the songs together now or during the class worship time.

**JESUS SAYS****Instructions:**

- ▷ Play the game like Simon Says, replacing Simon's name with Jesus'.
- ▷ Play as many rounds as you can in four or five minutes (large classes may get only one round).
- ▷ In the game of Jesus Says, when a person makes a mistake, that person is out of the game. Fortunately, the same is not true in our spiritual journey, as we will see in our Bible study.

**EXPLORE!**

SCRIPTURE PASSAGE(S) : Matthew 20:20-28; John 13:1-16

KEY VERSE(S) : Matthew 20:26-28

**BIBLE STUDY**

1. Matt. 20:20-23: What did the mother of Zebedee's sons (James and John) seem to think about her sons? Read Mark 10:35-40. What did James and John seem to think of themselves?
2. vv. 24-28: What was the reaction of the rest of the disciples to this request?
  - Jesus used this occasion as a teaching opportunity. Rather than scolding James and John for their audacity, what did he teach the disciples?
  - Who did he use as an example?
  - Do you think they really understood what he was talking about at this point?
3. John 13:1-7: Imagine Almighty God, the Creator of the universe, the King of Kings and Lord of Lords washing your feet. How do you think the disciples felt? Do you think they understood yet what he was trying to teach them?
4. vv. 12-17: What is Jesus trying to tell them here? What example of leadership was he giving the disciples? What can we learn from Jesus' example?
5. Refer back to your reading assignment in Isaiah 52 and 53. Isaiah was prophesying about the coming Messiah. He is depicted as a suffering Servant. According to this prophecy, what was the primary service Jesus would render?
6. Read John 6:37-40. If Jesus was a Servant, who was his Master? According to verse 40, what was the will of that Master?
7. If we are Christians, who is our Master? What is the will of that Master for our lives? (Refer to previous passages and Phil. 2:1-11.)

**HISTORICAL TIMELINE**

- King Herod, who was ruling at the time Jesus was born, died in 4 B.C. while Mary, Joseph and Jesus were living in Egypt. Once Herod was dead, it was safe for them to return to Israel. Jesus was at least 2 years old by then, so he must have been born during or prior to 6 B.C. His crucifixion was likely around 27 A.D. Jesus life, death and resurrection was the fulfillment of God's promise to Abraham so many years before that He would bless all the nations of the world through Abraham's offspring. That blessing is still going on as the Good News of Christ reaches the remote locations of the world.
- Prepare a large cross as the symbol to represent Jesus Christ, the perfect Servant Leader. Place it on the timeline and write 0 underneath to indicate the dividing point between B.C. and A.D.
- Below the line, write Servant-Leadership and its definition.

**ACTIVITY OPTIONS****KEY WORDS****Materials:**

Bible and chalk or white board and marker

**Instructions:**

1. Ask someone in the class to read Matt 20:20-28. Then ask students to find what they think are the key words of the passage, particularly verses 26-28.
  2. Have them list them on the chalk or white board.
  3. Follow up by asking why they feel these words are important.
- ▶ Optional: Supply craft materials and ask the students to create class-room decorations using these key words.

*References: Faith connections Dec/Jan/Feb (Kansas city : Wordaction, 2002-3), P35*

**EXPERIENCE!****LEARNING ACTIVITIES**

During his life on earth, Jesus focused primarily on serving the poor and needy. Discuss the poor and needy in your community. Choose a needy individual or group and plan how you might serve them this week. What material goods or service could you provide? Spend time in prayer, asking God to guide your plans. Prayerfully carry out your plans. If possible, pray with those you serve.

**PERSONAL APPLICATION**

Look again at Phil. 2:3-5 and answer the following questions in your journal.

- Is your own attitude like that of Christ Jesus?
- Where do you fall short of his example? What needs to change?
- What is a specific way you can put verses 3-4 into practice?

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Mark 1:14-20 and Luke 9:46-56 in preparation for next week's lesson.

## 40 JOHN (DISCIPLE OF JESUS)

**RELATIONAL:**

Having a bond of love with others in God

**ENGAGE!****WORSHIP****Suggested Scriptures:** *John 15:1-17***Suggested song:** *We are One in the Bond of Love; We Will Stand***MOTIVATIONAL ACTIVITY**

Stir up a discussion to introduce the lesson:

- Ask each student to name one type of relationship that exists. (e.g. mother-daughter, friends, boss-subordinate, boyfriend-girlfriend, etc.)
- Ask some students about how their relationships with people have been lately. Is everything going OK? Are there some conflicts?
- Discuss the background reading to familiarize students with the apostle John (see assigned reading at the end of Lesson 39: From these passages, what can be said about John's personality or character when he was still an apostle?)

**ACTIVITY OPTIONS****LOVE HOLDS ALL THINGS TOGETHER****Materials:**

Large sheet of poster board, manila paper or cartolina  
 Markers/crayons/pens  
 Old magazines, newspapers, and other sources of pictures  
 Scissors  
 Glue or clear tape

**Instructions:**

1. Write the words "Love is..." on the board in bold letters.
2. Ask the students to finish the phrase.
3. Let the students share why they define love in that way.

## Variation

1. Break into small groups around the room.
2. Provide old magazines, newspapers, and scissors.

**DOCTOR QUACK QUACK****Instructions:**

1. Choose one student to be Doctor Quack Quack. Send him or her out of the room or away from the rest of the group where he/she doesn't see what the others are doing.
2. Have everyone else form a circle, facing inside, and hold hands.
3. Instruct them to keep their hands together and try to twist the formation. Some can slip under and between two people, cross between two people's hands, etc. The idea is to become a tangled circle for Doctor Quack Quack to fix. Just make sure that no hands will be unlinked while doing all the twisting.
4. When the tangling is done, call in Doctor Quack Quack. Give him or her the time to look at the problem. The others should be cooperative with the Doctor as he/she tries to solve it. After a reasonable attempts, it's okay if the Doctor gives up.
5. After the activity let students rest for a while (their arms might hurt) and casually discuss what it felt like to keep their hands linked while tangling themselves up. Relate the activity to the kind of connection that John the Beloved wanted to communicate. This bond should be found among all believers, rooted in their relationship with God.

**EXPLORE!**

**SCRIPTURE PASSAGE(S) :** 1 John 2:9-11; 4:7-12, 19-21

**KEY VERSE(S) :** 1 John 4:12

**BIBLE STUDY**

1. From the background reading, we can notice that John seems to be far from being relational. Ask students about their assessment of themselves.
  - How relational are you? Do you easily approach people?
  - Differentiate between being 'sociable' and being 'relational.'
2. John 2:9-11: Discuss the passage:
  - What did the passage mean about 'being in the light'?
  - What does the passage say about the character of a true Christian?
  - How is being a Christian connected with being relational?
  - Recall the two greatest commandments that Jesus told the rich young ruler. What then, is the role of love in Christianity? How important is this in walking like Jesus?

3. John 4:7-12: What is the source of Christian love and what does Jesus' act of sacrifice have to do with it?
  - What should be the source of our love to others according to verse 7?
  - Talk about what motivates you to love someone. Think about one relationship that you cherish lately. What makes you love the person and make the effort to maintain a good relationship with him or her?
  - 4:9-11: Our love for God should come first and this brings out our love for our neighbor. In the passage, how did God show His love for us? What then is the proper response to His act of love?
  - 4:12: What does the passage imply about Christ-likeness?
4. John 4:19-21: Link this passage with John 2:9-11. Let students freely share their thoughts on the passage. Let students reflect on these questions:
  - Is there anyone you know that you feel you have not been treating well lately?
  - How do you show love to others?
  - Do you choose the people you love?
  - Do you think most Christians today are doing what the passage is saying?

## HISTORICAL TIMELINE

- John and his brother James were known as the "Sons of Thunder." In his early life as a disciple there were cases in which John didn't seem too loving. His experience with Christ apparently had a profound impact on him. Later in life he wrote a lot about love, as we have studied today. John outlived the other disciples. He was possibly the only one who did not die a martyr's death, though he did experience a long-term exile on the island of Patmos.
- Prepare a small symbol, such as a red heart, to represent John. Place it on the timeline next to the symbol for Jesus.
- Below the line, write Relational and its definition.

## ACTIVITY OPTIONS

### THINGS THAT MEAN SO MUCH *(suggested activity for question # 3)*

#### Instructions:

Preparation:

\*It is advisable to have students prepare for it as an assignment.

1. Have students bring one object that has "sentimental value" to them. The object must have some unforgettable or emotional story attached to it.
2. In discussing question 3 in the Bible Study, let each student show the object they brought and share the story behind it.
3. For discussion topics, have students share the health of his/her relationship with the person the object is connected with (Are they still on good

terms? What did the person contribute to their lives?). However, do not force the students to share if they really do not want to. Respect confidential matters.

4. Another point of discussion is about the complexity of relationships. Things are not always smooth sailing in any relationship. It would be okay to point out if there are students who brought objects that represent a turning point in their relationships, whether good or bad.
5. As you listen to the students, lead the discussion to how God values our relationship with Him (refer to the sub-questions/topics).

## EXPERIENCE!

### LEARNING ACTIVITIES

1. Show a video clip of a current social issue that is either nation-wide or world-wide (e.g. war, political fights, injustices, etc.) Discuss what Christian love might be able to do in such a situation.
2. Ask students to share about a friendly boss, teacher, etc. that they know. How does it feel to have a good relationship with a person who is above you in authority? How can you apply that to people who look up to you?

### PERSONAL APPLICATION

What does being relational have to do with Christian leadership? What does it look like to be a loving Christian leader? Write about it in your journal.

#### ACTIVITY OPTION

##### LOVE APPLIED

###### Materials:

Small pieces of paper  
A basket, bowl, or anything that could hold the pieces of paper

###### Instructions:

1. On pieces of paper, the teacher should write sample situations that students can consider. The main point would be for them to explain how they would show Christian love in the situation given.

Sample situations:

- To my friend who still does not know Christ.
- To my parents
- To my siblings
- As a student or office worker

- As a boyfriend/girlfriend
  - To a stranger
  - To the poor in my community
2. Fold the papers and put them in a basket or bowl and let each student pick one. Once everyone has picked a statement, have them take turns, first reading the statement then explaining how Christian love can be demonstrated.

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Choose one person with whom you need to improve your relationship. Write that person's name in your journal. Make a pledge to look for a way to improve your relationship with that person this week. Write about what you did and the results in your journal and be prepared to share about it in class next week.
3. Read Luke 5:1-11 as background for next week's lesson.

## 41 PETER

**LIFE-LONG LEARNER:**

Continually allowing God to teach me through my experiences

**ENGAGE!**

## WORSHIP

**Suggested Scriptures:** *John 15:1-17***Suggested song:** *You're Changing Me; Binabago Mo Ako Araw-Araw*

## MOTIVATIONAL ACTIVITY

- Show students a photo of older people who are studying and another photo of an adult making some mistake. Then ask them that why people should continue to learn throughout their lives.
- Ask the students to define the words “Life-long Learner” and then define it for them. Have the students share different thoughts about what that looks like in real life.
- Share stories of people who have been life-long learners spiritually, emotionally, and intellectually.

**ACTIVITY OPTIONS****HOLES****Materials:**

Some way to mark the playing field with a grid of 100 (10x10) squares (tape, pieces of paper, etc.)

**Instructions:**

Holes is a memory game where the class must work together to get through a grid remembering which squares are holes and which squares let them pass.

Before the class session the instructor will create a 10x10 square grid. The bottom right square of the grid will be the entrance and the top left of the grid will be the exit. (Instructors can vary the size and complexity of the grid depending on the size of the class and the amount of time available.) Tell the class, “There is a saying that says, ‘If at first you don’t succeed, try, try again!’ We will look at ways to put that into practice during this game.”

Explain to the class that this is a field through which they must pass, however there are hidden holes throughout. Students may move only one square at a time vertically, horizontally or diagonally then wait for you to inform them whether they are safe or in a hole. If a student falls into a hole, they must go to the end of the line and the next student will have a turn. They must observe carefully and work together to pass safely to the other side of the grid.

Grid legend (example):

X = hole

**EXIT**

			X					X	X
	X	X		X	X			X	
	X							X	
X		X					X		
X		X			X				
		X	X					X	X
		X			X		X		
		X	X				X		

**ENTRANCE**

Ask students, "What did you have to do in order to get through the maze?" Many times in life we have to learn from our mistakes in order to continue to our goal. This is especially true in our lives with Christ. Let's look at the disciple Peter and his journey through the holes of life and choices.

### **OOPS! I MADE A MISTAKE!**

#### **Materials:**

**Pictures (included in lesson)**

#### **Instructions:**

1. Show students pictures of people making various mistakes (Find others if these are not effective for your context. Look at sample pictures on the next page. You may find similar images)
2. Ask the students to share a funny or embarrassing mistake they have made and what they learned from it.
3. Say, "We have all made mistakes in life. Some are funny while others are more serious and painful. We're going to look at Peter, the disciple of Jesus, the mistakes he made, and what he learned from them."



## EXPLORE!

**SCRIPTURE PASSAGES :** Matthew 4:18-20, Luke 5:1-11 (Peter's calling)  
 Matthew 14:22-33 (Peter walks on water)  
 Matthew 16:13-20 (Peter's confession)  
 Mark 14:29, 66-72 (Peter's denial of Christ)  
 Acts 2:14-41, 8:15-17, 10:25-48 (testimony)  
 Galatians 2:11-14

**KEY VERSE(S) :** 2 Peter 1:1

### BIBLE STUDY

1. Matt 4:18-20: Describe Peter's calling: What was his occupation? What was Jesus calling him to do? How did he respond?
2. Luke 5:1-11: This incident is probably a more detailed account of the one given

- by Matthew. Here Peter seems a bit skeptical at first. What convinced him that Jesus was more than just an ordinary teacher? What did Peter learn about Jesus?
3. Matt 14: 22-33: What do you think about Peter walking on the water? Was he a failure or success in his faith? (see verse 31)
    - It seems Peter's faith in Jesus had grown somewhat or he wouldn't have even attempted to walk on the water. Bit by bit, Peter was learning.
    - Imagine you are Peter in this situation. How do you think Peter felt when he saw Jesus walking on the water? What would you have done if you had been there? What did Peter learn about Jesus from this experience? What did he learn about himself?
  4. Matt 16:13-20: How did Peter respond to Jesus? What was Jesus' blessing for Peter's response?
    - Notice that Jesus said it was God who revealed the truth about Jesus to Peter. What is your response to Jesus question: "Who do you say I am?"
    - What we can learn about Peter from Jesus' response?
    - See John 1:12-13. How does this relate to Peter's confession? What is the result of receiving and believing in Christ?
  5. Mark 14:29, 66-72: Have you ever felt uncertain about mentioning your relationship with Christ to others? How do you feel about Peter's denial? What do you say to your unbeliever friends when they ask you who Jesus is?
  6. Acts 2:14-41, 3:6, 12, 4:8,13: How do you think Peter had changed in his character?
    - According to these scriptures, who taught Peter to speak boldly and with wisdom?
    - What does Acts 3:12 say was Peter's response to the onlookers? To whom did he give credit?
    - We see that Peter had changed his speech and attitude through the work of the Holy Spirit. (See Acts 2:1-4)
  7. Galatians 2:11-14: Even though Peter was a primary church leader, he made a mistake in his discrimination against Gentiles. What can you say about God's grace toward those who acknowledge their mistakes?
    - Refer to 1 Peter and 2 Peter. What evidence can you find that Peter became the rock of the Church?

## HISTORICAL TIMELINE

- Peter was probably close to the same age as Jesus. After Christ's death and resurrection, Peter devoted the remainder of his life to spreading the gospel and died a martyr's death in Rome sometime between 66 and 68 A.D.
- Prepare a small symbol, such as a rock, to represent Peter. Place it on the timeline next to the symbol for John the disciple.
- Below the timeline, write Life-long Learner and its definition.

**EXPERIENCE!****LEARNING ACTIVITIES**

Interview some older people. Ask them to share about mistakes they have made and how they learned from their experiences.

**PERSONAL APPLICATION**

1. Read a biography of a great person and observe the ways in which they learned and grew over time.
2. Think and write and write in your journal about your own experiences of learning from your mistakes. If you are still experiencing guilt feelings related to those mistakes, confess them to the Lord and claim his forgiveness. Ask Him to help you learn from it.

**ACTIVITY OPTION****PETER CHILDREN'S LESSON CREATION****Materials:**

Writing utensils and paper.

**Instructions:**

Have the students develop a children's lesson about what they have learned from Peter that they will then teach on a future date.

Some suggestions to help the youth be effective in teaching children:

- ▷ Songs with motions, games and general activity are good ways of helping engage children.
- ▷ Lessons should be simple and focus on one theme or one idea.
- ▷ Use visual aids and other concrete objects to help teach children.
- ▷ Ask questions to help ensure the children are thinking, understanding, and applying what they are learning.
- ▷ Be ready for God to use the children to teach you! Like Jesus said, "The Kingdom of Heaven belongs to such as these." There are many things that children know and say that are words teens, teachers, and adults need to hear.
- ▷ Suggest some general elements to be used in the lesson. The class can work together on what to incorporate given the time allowed.
- ▷ A memory verse.
- ▷ A song with actions.
- ▷ A game/activity.

- ▷ An object lesson (which uses something physical to help explain something non-physical: i.e. dropping a ball can help explain how there are natural consequences when we don't trust God and do what he says).
- A craft.

Work together with the class to determine the theme and outline of the lesson. Divide the students into small groups to each work on a different section which ties into the main theme. Plan for the students to teach the lesson to children either in the community or in the church within the following week.

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read John 1 in preparation for next week's lesson.

## 42 ANDREW

**RESOURCEFUL:**

Making the most of what God has entrusted to me

**ENGAGE!**

## WORSHIP

**Suggested Scriptures:** *Matthew 11:25*

**Suggested song:** *The Potter's Hand*

## MOTIVATIONAL ACTIVITY

**Activity:** *Building a Holy, Big, Clean Church*

Materials Needed: sticks, scotch tape, colored paper, white paper, crayons

Instructions:

1. Write down the words Holy Church, Big Church and Clean Church on small pieces of paper.
2. Divide the group into smaller groups with 3 members each to match the 3 descriptions of what kind of church they will be building.
3. Each group member will choose one of the 3 without telling his or her group mates what was chosen.
4. Each group member begins building a church according to the description they chose, without talking about it to the rest of the group.
5. Decide on a time limit and have everyone start and stop at the same time.
6. After the activity, ask the students questions about how they felt working alone on their own kind of church without knowing what their group mates were doing, and how important it is to know who we are within the body of believers. Talk about resourcefulness with regard to the use of what has been provided and related it to the Kingdom of God.

**ACTIVITY OPTIONS****PRACTICING RESOURCEFULNESS****Materials:**

Whatever resources the teacher can make available.

**Suggestions:** disposable cups, barbecue sticks, straws, paper of various sizes, cartolina of various colors, scissors, tape, glue, scraps of wood or bamboo, nails, hammers, bowls, spoons, can opener, condensada, fruit cocktail or fresh fruits, Nestle cream, graham crackers, rubber bands, wire, wire cutters, plastic bags of various kinds, rice sack, flour sack, needle and thread, fabric scraps or old clothes, etc.

**Instructions:**

Place a variety of supplies on a table in the middle of the room. Divide the group into teams of 3 or 4. Tell them to make something useful from the selection of supplies provided. Allow them time to discuss what they will make before anyone is allowed to take materials from the table. Only one representative from each group should be allowed to fetch materials. You may want them to draw numbers to determine which group will gather supplies first. Allow ample time for the completion of the projects, then allow them to admire each other's resourcefulness.

**SMELL AND TELL****Materials:**

Large bag of fresh pandesal or other aromatic treat. Be sure it's more than enough for the class.

**Instructions:**

Place a large bag of fresh pandesal somewhere in the meeting room. Watch for the reactions of the students to the aroma. Answer questions about it but don't initiate any conversation about the pandesal. They are free to eat it if they wish. They are free to share it with anyone they wish.

Apply this to the lesson by asking them how they felt when they smelled the pandesal. Ask how it made them feel when they were allowed to eat the pandesal. Was it good? How many had offered pandesal to others? How many had saved a piece to take to someone else?

Today's lesson is about a man who found something good—really good. As soon as he was sure he had found a really good thing, he wanted to share it with his brother.

**EXPLORE!**

**SCRIPTURE PASSAGE(S)** : Matthew 4:18-22, John 1:35-42, John 6:8-9

**KEY VERSE(S)** : John 1:41

**BIBLE STUDY**

1. Matt. 4:18: Who was Andrew? Who was his brother? What was their occupation?
2. John 1:35-40: What was Andrew's relationship with John the Baptist? What was his response to John's proclamation about Jesus?

3. John 1:41: How did Andrew show his excitement and sincerity about being a follower of Christ? What did he do that made a huge impact on the spread of the gospel? (Teacher: Point out that even though we don't know that Andrew was a great evangelist himself, he was the one who brought Peter to Christ, and Peter was a great evangelist as we have seen in Acts.)
4. Matt. 4:20: How quickly did Andrew respond to God's call on his life?
5. John 6:8-9: During the feeding of the five thousand, it was Andrew who found the child with the five loaves and two fish and brought the food to Jesus. What can be said about Andrew from this incident? (Teacher: try to bring out Andrew's resourcefulness. He was able to see what others did not see, and had the faith to believe Jesus might be able to do something with it.)

## HISTORICAL TIMELINE

- As we have seen, Andrew was among the very first to respond to Jesus call. Though the Bible doesn't have a lot to say about Andrew, we can learn from church history based on other documents that Andrew became a church planter and died an agonizing death as a martyr for Christ.
- Prepare a small symbol, such as 5 loaves and 2 fish, to represent Andrew. Place it on the timeline next to the symbol for Peter.
- Below the line, write Resourceful and its definition.

## ACTIVITY OPTIONS

### TRUE-FALSE GAME: FACTS ABOUT ANDREW

#### Materials:

a buzzer, bell or other noise-maker for each of two teams; small table or podium

#### Instructions:

1. Divide the group into two teams. One representative from each team comes to the "stand" (a table between the two teams) for each question. The "host" reads the question which must be answered either true or false. The first contestant to hit the noise-maker may answer the question. A correct response gets his or her team one point. If it is incorrect, the point automatically goes to the other team. The team with the most points at the end of the game wins.
- Suggested questions:
1. Andrew was one of the sons of Zebedee. (F)
  2. Andrew was the brother of Simon Peter. (T)
  3. Andrew was originally a disciple of John the Baptizer. (T)
  4. Andrew was a tax collector. (F)
  5. Andrew was very hesitant to follow Jesus. (F)
  6. Andrew was eager to introduce his brother to Jesus. (T)

7. Andrew was the one who introduced the apostle Paul to Christ. (F)
8. Andrew did not believe that Jesus was the Messiah. (F)
9. Andrew became one of the 12 disciples of Jesus. (T)
10. Andrew was the disciple who found the boy with the loaves and fish. (T)

*References: This game is loosely patterned after TV game shows such as Family Feud*

## EXPERIENCE!

### LEARNING ACTIVITIES

Discuss with the group a service project that they might do in the church or community that will give them an opportunity to work together (e.g. volunteer work for the church, cleanliness drive in a neighborhood, even a short term missions trip). Help them plan what they will need to do in preparation. Highlight the importance of being resourceful in finding the things they will need and making assignments according to each person's strengths.

### PERSONAL APPLICATION

Andrew was very close to Peter, James and John, but he is never mentioned as one of Jesus' "inner circle" like those three were. Though he could have felt bitter and envious, the Bible does not depict him this way. Instead we see him as generous, relational and resourceful. He was able to find opportunities by which he could bring honor and glory to God. Read the following questions and write your answers in your journal.

- ▷ What good attitudes or qualities do you see in Andrew's life that could be applied to our lives today?
- ▷ Have you ever felt that you were a nobody, just an insignificant, unimportant person? What helped you overcome that feeling? What have you learned in this class that helps you see yourself as a significant part of the family of God?

### ACTIVITY OPTIONS

#### SERVICE PROJECT PLANNING AND DEFENSE

##### Materials:

Chalk board, white board or manila paper, writing instrument

##### Instructions:

- ▷ Begin by brainstorming about what sort of service projects are needed in the church and/or community. Write responses on the board.

- ▷ Through discussion, determine which options seem to be most needed and/or most favored by the group and circle them.
- ▷ Have the students group themselves according to which project idea they like best. Each group should have at least 3 and no more than 5 people in it. These will be their planning and defense groups.
- ▷ During the remaining class time, if any, the groups should develop more detailed plans for how to go about their projects. Help them come up with questions by which the plans might be critiqued. (E.g. How many people will be needed? Who will benefit? What materials will be needed? What resources are available? How much will it cost? etc.)
- ▷ During the week the students should plan project details and find the necessary information for defending their plan.
- ▷ Next week, give them a few minutes to collect and organize their material and designate responsibilities to group members. The groups will then take turns presenting and defending their project proposals.
- ▷ Whether by vote or discussion leading to a consensus, help them narrow down their choice based on their evaluation of the proposed projects. If the number of students and other resources allow, more than one project may be chosen.

### PROJECT DOCUMENTATION

#### Materials:

Camera or video camera, computer

#### Instructions:

Create a Power Point or video for presenting your service project to the church. Show how your project related to what you've been learning in class, what you did, the results and what you learned from it.

### ASSIGNMENT

1. Following the service project described above, have the group decide on a way to share a report to the congregation (e.g. testimony, short video presentation, etc.).
2. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
3. Read John 11:1-12:8 in preparation for next week's lesson.

# 43 MARY AND MARTHA

## ATTENTIVENESS:

Honoring a person by listening carefully to his words

### ENGAGE!

#### WORSHIP

**Suggested Scriptures:** *Proverbs 4:1-4, 20-23*

**Suggested song:** *You're Worthy of My Praise*

#### MOTIVATIONAL ACTIVITY

- Have the students discuss the difference between being task-oriented and being person-oriented. Explain each and give examples without indicating that one is better than the other. Talk about situations in which one or the other orientation is more important or helpful. Ask them to tell which they perceive themselves to be most naturally.

#### ACTIVITY OPTIONS

##### SUNDAY SCHOOL MEMORIES

###### Instructions:

Prepare questions about Bible stories that are commonly taught in children's Sunday school. You may refer to curriculum or story books for kids. There are also Bible quiz booklets available in Christian bookstores that you may use.

The following are sample questions:

- ▷ How many stones did David pick up in preparation to fight Goliath?
- ▷ Who is known for having very long hair?
- ▷ Where did Jonah intend to go instead of Nineveh?
- ▷ Who were Noah's sons?
- ▷ Who were Daniel's three friends?
- ▷ How many men cut a hole on a house's roof to have their friend healed by Jesus?
- ▷ Where was Paul going when Jesus appeared to him and he was blinded?
- ▷ How many brothers did Joseph the dreamer have?
- ▷ Who was John the Baptist's mother?
- ▷ Who was the man who was taught a lesson by a donkey?

- ▷ How many were the spies that Rahab hid in her house?
- ▷ Who was the prophet who did not die but was taken into heaven by a chariot of fire?
- ▷ According to Genesis, what did God create on the fifth day?

You may group the students and turn it into a contest or just let anyone answer. If someone answers correctly, ask how the person remembered it and if he or she can remember a particular Sunday school activity that helped him or her remember the answer. If a person has answered incorrectly or no one could answer, ask why that detail did not stick in their minds.

After the game, ask students if they remember a certain Sunday school teacher in their childhood who they think was very engaging and made lessons interesting. Also ask about what were major distractions to them that caused them not to focus on the Sunday school lesson.

After the sharing, segue to the lesson by saying that Jesus must have been an engaging teacher since someone by the name of Mary was quite attentive to Him. Mary's sister, however, was concerned with other things and did not pay immediate attention to Jesus.

### **"SHAGGIDY"**

#### **Instructions:**

*This game tests the attentiveness or alertness of the students. It's a fun game that requires concentration.*

- ▷ Assign an "action leader" who will be leading the action to be imitated by the rest of the students.
  - ▷ Teach the chant that goes with the actions: "Shaggidy, shaggidy, sha-po-po". The beat is like 1,2 - 1,2 - 1-2-3. The action that goes with it can be anything. The movements must include more than one part of the body, like both arms, arms with foot or with head, etc.
  - ▷ Each set of chanting (one line of "shaggidy") will have one accompanying movement. The leader will keep on making actions for every succeeding chant so the leader must be very creative.
1. Have everyone form a circle, facing each other. The leader stands with the others. Decide whether the imitation will go clockwise or counter-clockwise.
  2. Start by having everyone chant together. After a few counts, let the leader start the first movement.
  3. The person next to the leader (whether right or left, depending on which direction they have decided to go with) will imitate the leader after he or

- she finishes one line of the chant with the accompanying action.
4. The others must not follow all at the same time. After the second person finishes the action, that would be the time the next person does the imitation. (THIS IS NOT MIRROR-IMITATION). This goes on until the action reaches to the last person. It would be like a domino-effect.
  5. The leader keeps making actions (but everyone must be singing the chant at the same time) and the rest will keep following until a person gets too confused and the sequence of actions get mixed up.

## EXPLORE!

SCRIPTURE PASSAGE (S) : Luke 10:38-42; John 11:17-44, 12:1-8

KEY VERSE (S) : Luke 10:38-39

### BIBLE STUDY

1. What did you learn about Mary and Martha from your reading assignment? What was their relationship to Jesus? (Teacher: Point out that Bethany was a town near Jerusalem. Jesus stayed at the home of Mary, Martha and their brother, Lazarus, more than once—perhaps several times—when he was in that area.)
  - John 11:21-27: What did Martha say that expressed the depth of her faith?
  - John 12:1-8: How did Mary honor Jesus? What was Martha doing at the time?
2. Luke 10:38-40: Both Martha and Mary were being attentive to Jesus.
  - To what was Martha attending? What was her primary concern? (Jesus' physical needs for food and a place to stay)
  - To what was Mary attending?
3. Luke 10:41-42 Which sister did Jesus affirm? Why? Was Martha doing something wrong? (Teacher: Try to bring out that Martha's attention to her responsibilities as hostess was important, but her attitude was wrong when she criticized Mary. Martha was being excessively task-oriented when, according to Jesus, that was less important than what Mary was doing. The fact that Martha was "worried and upset" indicates that she was focused on herself rather than enjoying the opportunity to serve Jesus.)
  - What was better about what Mary was doing?
  - When you listen closely to someone, what does that indicate about your relationship to them? How does it benefit them? How does it benefit you?
  - How do you feel when you are trying to communicate and the person or people you are talking to don't pay attention?

## HISTORICAL TIMELINE

- The Bible indicates that Mary, Martha and their brother Lazarus were friends of Jesus. They were probably around Jesus' age. It is likely that Martha was the oldest, the head of the household, since she invited Jesus to "her home," as is says in Luke.
- Prepare a small symbol, such as an ear, to represent Mary and Martha and place it on the timeline next to Andrew.
- Below the line, write Attentiveness and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

- Divide the students into pairs. The partners will take turns talking and listening to each other. For 1 minute, Partner 1 will try to talk to Partner 2 about a topic while Partner 2 pays no attention (ignores Partner 1 or acts busy doing something else). During the next minute, they will change roles. For the next part, Partner 1 will again do the talking and Partner 2 will listen attentively, making eye contact and responding. Again, they will change roles and Partner 2 will talk while Partner 1 listens.
- Bring them all back together and allow them to share what they experienced and how they felt. Ask them to think of situations in which they could be better listeners.

### PERSONAL APPLICATION

- Who are the people you really listen to? Who are the people you should listen to most attentively? In what ways can you "sit at the feet of Jesus" this week? Write about it in your journal.

### ACTIVITY OPTIONS

#### COURT FACE-OFF: MARTHA SUES MARY

##### Materials:

- Suggested props: (optional)
- Toga and gavel for the Judge
- Lectern or pulpit for the Judge
- Suits for the lawyers
- Chairs for the courtroom set-up

##### Instructions:

1. Set the scene:
  - Imagine Martha as an "active" Christian who is always busy feeding the poor and doing all sorts of ministries. In fact, she's so busy, she hardly even prays. Her reason is that there's just too much to do.

Mary, on the other hand started a convent where women pray and worship all the time. Martha becomes irritated with Mary's lack of concern for the poor and decides to take legal action against Mary for not doing what Christians ought to do.

- What if Martha decided to sue Mary for "Christian Malpractice"?
2. Choose students to act as the following:
    - Mary
    - Martha
    - Judge
    - 2 or 3 Attorneys each to represent the 2 women.
    - The rest could act as the jury.
  3. Allow each side to discuss their arguments before starting the trial.
  4. Conduct the trial:
    - Have attorneys take turns in presenting their case, with Martha's argument first.
    - Allow each side to present their arguments.
    - The jury can ask questions and decide who presents the most convincing argument.

*References:*

Taylor, Dean. "Mary and Martha Malpractice" in *Creative Meetings, Bible Lessons, and Worship Ideas*. From [http://books.google.com.ph/books?id=sBCkYqb7XZoC&pg=PA67&lpg=PA67&dq=mary+and+martha+youth+lesson+activity&source=bl&ots=0ZxUIMq02X&sig=Nm5HNCBPisKIXPTICRdpvZFnJUA&hl=tl&ei=LNvbSpLplHakAWE4LTJDg&sa=X&oi=book\\_result&ct=result&resnum=2&ved=0CAsQ6AEwAQ#v=onepage&q=&f=false](http://books.google.com.ph/books?id=sBCkYqb7XZoC&pg=PA67&lpg=PA67&dq=mary+and+martha+youth+lesson+activity&source=bl&ots=0ZxUIMq02X&sig=Nm5HNCBPisKIXPTICRdpvZFnJUA&hl=tl&ei=LNvbSpLplHakAWE4LTJDg&sa=X&oi=book_result&ct=result&resnum=2&ved=0CAsQ6AEwAQ#v=onepage&q=&f=false); accessed 19 October 2009.

## PASS THE MESSAGE + RELAY

### Materials:

Plastic Cups, depending on the number of teams: 10 plastic cups per team

### Instructions:

*Preparation:*

- ▷ Stack 10 plastic cups on top of each other, forming a pyramid. Demonstrate this for the group.
- ▷ Ready the statement that the players need to memorize. It can be any statement but to keep it more relevant to the lesson, use a Bible verse or the key verse of the lesson itself.

*Actual Game:*

1. Split the students into equal sized groups with a minimum of 5 per group.
2. Have each team form a line, keeping a few feet of distance from the plastic cup stack.

3. Instruct them follows:
    - a. When the game starts, the first player will run to the plastic cups and lay all the cups on the floor, then re-stack them into a pyramid-shape.
    - b. Right after re-stacking, the player will go to the teacher and the teacher will whisper the statement to the player.
    - c. Player runs back to the line and tags the next player by whispering the statement to him or her. The player may have the statement repeated until he or she has a good grasp of it but remember that it's a race so the line has to keep moving.
    - d. The next player then runs to the plastic cups and un-stacks and re-stacks them and goes back to the line and tags the next one by whispering the statement to him or her. This continues till the last player completes the relay and he or she will have to tell what he or she remembers of the statement. The group who first finishes the really and gives the most accurate statement wins.
    - e. The winners can be rewarded, though this is optional.
  4. Discuss what the players felt:
    - a. What was the hardest thing to do in the relay? To stack and restack the plastic cups or to remember what the statement was? Why was that task hard?
    - b. If it was hard to remember the statement, why was it so?
    - c. What did it feel like to be doing something and remembering something at the same time?
    - d. Share about the difficulties of multi-tasking in any situation that you have experienced.
- ▶ Martha might have tried to listen to Jesus amidst all the preparation she's doing, but it's clear what he chose to prioritize. Mary, on the other hand, gave her full attention to Jesus and so she was commended. It's difficult to process and really understand a certain message when you are distracted or if your attention is divided.
  - ▶ People sometimes try to multitask by meshing physical tasks around their spiritual lives. There are those who do their Bible reading while commuting, or have their Scripture reflection at work, trying to put their thoughts on spiritual matters with the rest of their senses on a task. This can hinder the Holy Spirit from speaking clearly; hence the person may not be getting what he or she needs to hear from the Lord. Through Mary and Martha, Jesus is teaching us to learn real attentiveness to His voice so that we might receive His wisdom to the full: undistracted and uncompromised.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Mark 15:33-16:20 in preparation for next week's lesson.

## 44 MARY MAGDALENE

**FAITHFUL WITNESS:**

Telling the truth about what I have seen and heard

**ENGAGE!****WORSHIP****Suggested Scripture:** *Luke 24:45-49 or Acts 1:6-8***Suggested songs:** *My Redeemer Lives***MOTIVATIONAL ACTIVITY**

Start by asking the following questions:

1. Have you ever tried sharing your faith to others?
2. How did you feel right before sharing with them? Right after?
3. What made you share your faith with them?
4. What was the result of what you shared?

**EXPLORE!****SCRIPTURE PASSAGE(S):** Daniel 6**KEY VERSE(S):** Daniel 6:10**BIBLE STUDY**

- Luke 8:1-2: Who was Mary Magdalene? What was the event of her encounter with the Lord? Teacher: Point out to the students that Magdalene was not Mary's last name. Rather she was from the town of Magdala. She was "Mary the Magdalene" in the same way Jesus of Nazareth was "the Nazarene." This Mary is referred to by name 14 times in the Gospels: once as "Mary (called Magdalene)" to distinguish her from other Marys (Luke 8:2); two times simply as "Mary" but the context makes it clear that John is referring to her (John 20:11, 16); and eleven times as "Mary the Magdalene."<sup>1</sup>
- Luke 8:3: How did Mary Magdalene (and other women) minister to the Lord and the disciples? Teacher: Luke writes that these women were contributing to the material needs of Jesus and his disciples as they traveled and ministered. Because of this, we may assume they were fairly wealthy or at least financially independent. Even so, before Jesus cast the demons out of Mary, she was probably socially ostracized. She

<sup>1</sup>Gary C. Burger, *What the Bible says about Mary Magdalene* (New Media Ministries, 2005, accessed 15 March 2009); available from [http://www.newmediaministries.org/DaVinciCode/MaryBible\\_S.html](http://www.newmediaministries.org/DaVinciCode/MaryBible_S.html); Internet.

may not have been able to return to her family and community, but now she was a member of a new community based on God's gracious acceptance.<sup>2</sup>

- Let's look at other Bible passages that speak about Mary the Magdalene. Read the passage and tell why she was mentioned there. Teacher: assign one or more passages to each student.
  - Matt. 27:55-57
  - Matt. 27:60-62
  - Matt. 28:1-3
  - Mark 15:39-41
  - Mark 15:46-47
  - Mark 16:1-3
  - Mark 16:8-10
  - Luke 24:9-11
  - John 19:24-26
  - John 20:1-3
  - John 20:9-11
  - John 20:17-19
- What can we learn from the life of Mary Magdalene from these passages? (See Learning Activities.)

## HISTORICAL TIMELINE

- As you have learned from the lesson, Mary of Magdala also lived at the time of Christ's ministry on earth.
- Prepare a small symbol to represent Mary Magdalene. Attach it to the timeline next to the symbol for Mary and Martha.
- Below the line write Faithful Witness and its definition.

## EXPERIENCE!

### LEARNING ACTIVITIES

- Divide the class into 2 groups and have them answer these questions as a group. Afterward, have them share their ideas with the whole group.
  - Group 1: Looking at the experience Mary Magdalene had along with the other women who ministered to the Lord, what ways can you think of and do in your current situation to become like her, a faithful witness?
  - Group 2: Noting the self-esteem that Mary displayed because of what Jesus had done in her life, what do you think is the importance of self-esteem in our daily walk with the Lord, especially as it relates to being God's witnesses and Christian leaders?

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<sup>2</sup>Gary C. Burger, *What the Bible says about Mary Magdalene*.

**ACTIVITY OPTIONS****I AM A WITNESS: AN EVALUATION****Materials:**

**ball pens and student journals**

**Instructions:**

Write the following questions on the board and ask the students to write the questions and answers in their journals:

1. What word picture best describes you in the area of witnessing for Christ? (For example: a small boat in a heavy sea, running through a mountain meadow, climbing a tall mountain, riding a lion, etc.) Explain why you chose that imagery.
2. Write the date you accepted Christ as your personal Savior. Then list down the names of persons you have witnessed to since then.
3. How would you rate the “witnessing accomplishments” of Mary Magdalene on a scale of 1-10, 10 being the highest? How would you rate yourself compared to her?

**PERSONAL APPLICATION**

- Be conscious this week of your role as a faithful witness to your classmates, friends and family. Find ways to minister to the Lord through your encounters with them. Write your plans and the results in your journal.

**ACTIVITY OPTIONS****COLOR (WORDLESS) BOOK****Materials:**

Color book, bracelet, etc. for presenting the Gospel

**Instructions:**

Instructions: Teacher demonstrates the use of the “Wordless Book” in presenting the plan of salvation.

- Black page--the sinful heart (Romans 3:23)
- Red--the blood of Jesus Christ which washes away our sin (Ephesians 1:7)
- White--a cleansed heart (1 Juan 1:7)
- Green--new life in Christ (2 Peter 3:18)
- Yellow (gold)--eternal life with Christ in heaven (John 14:2)

After the demonstration, the teacher will ask volunteers to try presenting the Gospel using the color book.

**GOSPEL ON THE GO!****Materials:**

Wordless Book

**Instructions:**

After discussing with the group the life of Mary Magdalene, divide them into teams of four members each. Give an outreach assignment to last for one month: each group should go out of the church vicinity and find a teen or a group of young people to whom they could share the gospel through the Wordless Book and their own personal testimony of what Jesus has done in their life. Each team member should get the chance to share each week. They should write down the names, contact numbers and responses (positive or negative) of those to whom they share for reference and the teacher's evaluation.

**THE UGLY WALL****Materials:**

squares of grey or brown cartolina  
paper cut-outs of a young person and a crowd of people  
markers  
tape

**Instructions:**

After discussing with the youth the life of Mary Magdalene, attach to the board or wall your paper cut-out of a young person and, far away to the other side of the board, a cut-out of a crowd. Then give each youth a square of cartolina and a marker. Ask them to write on their paper one obstacle that prevents a young person from easily witnessing for Christ. One at a time they should come to the board to tape their papers between the youth and the crowd, one square atop another, to create a wall.

Discussion questions:

1. Do you feel like this person, with this wall in front of him hindering him from witnessing for Christ?
2. What might you do to tear this wall down?
3. Close with prayer that God would help them put into action their ideas for overcoming obstacles to witnessing.

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Acts 8:26-40 in preparation for next week's lesson.

## 45 PHILIP

**EVANGELISM:**

Compassionate sharing of God's Word

**ENGAGE!****WORSHIP****Suggested Scriptures:** *Ephesians 4:1-16***Suggested song:** *Mighty to Save***MOTIVATIONAL ACTIVITY**

- Ask the students if there is anyone of them who has experienced 'evangelizing' someone. Ask them what it was like and what happened. (This would be an opportunity for them to report on the outcomes of their outreach assignment from Lesson 45.)
- Ask the rest if they have ever tried to share God's Word with unbelievers. What happened to your attempts?
- Whose job is it really to evangelize?

**ACTIVITY OPTIONS****HUNGRY****Materials:**

Paper or Poster board, Markers, Tape, Post-it notes, Pens

**Instructions:**

1. Before class, post a sign that says "HUNGRY" on the whiteboard or the wall of the classroom.
2. In class, say, "Most of the time, when we say hungry, we mean physical hunger for food. But there are other kinds of hungers, too. For example, we might say that someone is "hungry for love." (Other examples: Hunger for attention, money, power, etc.)
3. Give each of students a few Post-it notes. On these they are to write down as many different kinds of hunger as they can think of, and then post them on the whiteboard or wall under the HUNGRY sign.
4. After the students have had time to do this activity, discuss the hungers they identified.
5. Say, "In our Bible study today, we will look particularly at spiritual hunger through the story of Philip and the Ethiopian eunuch. We'll discover how God uses his servants to fill up the spiritual hunger through the power of the Holy Spirit.

## EXPLORE!

SCRIPTURE PASSAGE(S) : Acts:8:26-39

KEY VERSE(S) : Acts 8:34-35

### BIBLE STUDY

1. Acts 8:26-29: Philip was 'led' or prompted by the Holy Spirit to evangelize. Discuss the importance of spiritual sensitivity to evangelism.
  - Were there times when you felt like someone near you needed some advice or some spiritual encouragement? When a friend or loved one opens up to you about a problem, do you sometimes feel like you need to talk about God's love?
  - Have you tried distributing tracts randomly to people? Does the task make you feel like you are doing effective evangelism?
  - In the passage, what did the Holy Spirit do and say to Philip?
2. Acts 30-31: Philip noticed what the eunuch was doing and approached him to help. What does this act have to do with being compassionate?
  - Let students talk about times when a classmate asked their help to better understand a lesson. Ask them if there had ever been times when it was they who approached someone and offered assistance to their classmate.
  - Seeing and being sensitive to the needs of others and doing something to help the person is compassion. How does this connect with evangelism? What should then be our motivation to evangelize? Is it just for the sake of 'being Christian' or should it be an act of voluntary compassion?
3. V. 32-34: The eunuch asked for Philip's interpretation of the Scripture he was reading. This showed the eunuch's genuine interest and desire to know about God.
  - When a friend or loved one asks advice from you about a problem, how do you help them? Have you tried relating your response with God's word?
  - Have you been approached to talk about your faith, or asked about a question concerning faith and religion? How did you respond to such an opportunity?
  - Do you hold back from talking about 'Christian stuff'? Why?
4. What is 'evangelism' for you?
  - Does it mean plain outright persuasion to convert someone?
  - Can it be a progressive process that might take a long time?
  - What can be other ways to evangelize other than the common methods you know?
5. V. 35-39: Philip's sharing of the Good News was effective. It can be seen in the eunuch's enthusiasm to be baptized and rejoicing after Philip left him. In your opinion, when can you say that someone has been effectively evangelized?
  - Talk about the major evidence that a person has received salvation. Do you think the Christians you know show this evidence?
  - Talk about your own experiences of accepting Christ. How was it? Share the whole story.

## HISTORICAL TIMELINE

- Philip was chosen to be one of the seven men “known to be full of the Spirit and wisdom” (Acts 6:3) who would care for the needs of the widows in the newly forming and quickly growing church in Jerusalem. We learn later in Acts (21:8, 9) that he was known as “Philip the evangelist” and that he had four unmarried daughters who were prophetesses.
- Prepare a small symbol, such as a scroll or chariot, to represent Philip. Place it on the timeline next to the symbol for Mary Magdalene.
- Below the line, write Evangelism and its definition.

### ACTIVITY OPTIONS

#### SHARING MY STORY OF FAITH

##### Materials:

Journals, paper for writing letters, ball pens

##### Instructions:

1. Remind students that Philip’s sharing came about when he was open and obedient to God. He just asked a question and had a conversation with the Ethiopian. Perhaps the best way to share our faith is to be natural in telling the story of our own salvation, but we must know the gospel well.
2. Encourage them to write their own story of faith in their journals.
3. Next, have them write down, in their own words, how they would share the gospel with a friend. What does “the gospel” include?
4. Have volunteers share their responses with the rest of the class.
5. Close in a prayer asking God to help them be open to those with whom He wants them to share their faith.
6. Assign students to rewrite the contents of this activity on letter paper in order to send it to a friend or family member this week.

*References: Faith connections Mar/Apr/May (Kansas city : Wordaction, 2004), P27.*

#### FLYING A KITE

##### Materials:

Materials for flying a kite

##### Instructions:

1. If the weather allows, consider this week’s lesson by flying some kites with your class.
2. Prepare at least two kites. If you don’t have any kites at home, ask around to see if anyone will donate used ones, or buy new ones at a local store. If time allows, you may consider making kites in class.

3. Have your students put the kites together, and then take them outside and fly them. Be sure that everyone has a chance to fly a kite for a few minutes. (Notice: Caution your students to avoid any power lines that may be near.)
4. Read John 3:8 aloud to the class. As this passage from John tells us, the Holy Spirit within us is like the wind; we cannot see Him, but we feel His effects.
5. Afterward, spend a few moments in prayer, allowing your students time to reflect on and pray about what they have learned in the lesson.
6. Say, "Today we've seen that when a person feels spiritual hunger to know about Jesus, the Holy Spirit is at work. He creates the hunger in us for a deeper relationship with Him, and can guide us and give us strength to live for God. With the Holy Spirit in our lives, we can fly as high as these kites in our relationship with God."

*References: Faith connections Mar/Apr/May (Kansas city : Wordaction, 2004), P14*

## EXPERIENCE!

### LEARNING ACTIVITIES

- Explain or demonstrate at least three creative ways or ideas about practical evangelism. For example, student can create their own of the following:
  - ▶ Make wordless books or bracelets and explain how they can be used.
  - ▶ Show a list of good Christian films or pictures of shirts with Christian messages on them that are being sold in local stores.
  - ▶ Let students brainstorm about their own approaches to evangelism.

### PERSONAL APPLICATION

- Connect this lesson with the previous lessons. Let the students discuss the necessary points involved in evangelism. How does evangelism tie together with Christian leadership? How can a Christian leader be an evangelist in his or her own way?

**ACTIVITY OPTIONS****GUIDED PRAYER****Materials:**

Sample prayer

**Instructions:**

1. If appropriate for your group, give your students the opportunity to pray a prayer of salvation.
2. This activity will give them a chance to talk to God about their lives.
3. Ask students to bow their head and lead them in the following prayer which they should pray to God by sentence by sentence.

**Example:**

Lord Jesus, I confess that I am a sinner. I am sorry I have sinned against You. Please forgive me. I want You to be my Lord and my Savior. Take control of the throne of my life. Make me the kind of person You want me to be. I ask Your Holy Spirit to guide my words, thoughts, and actions. In the name of Jesus, I pray. Amen.

4. Assure your students that God hears their prayer and has forgiven them. Then, read aloud 1 John 1:9 from *The Message*, "If we admit our sins, he won't let us down; he'll be true to Himself. He'll forgive our sins and purge us of all wrong-doing."
5. Close by praying a prayer of praise and thanksgiving to God for His love and forgiveness.

*References: Faith connections Dec/Jan/Feb (Kansas city : Wordaction, 2004-5), P8*

**ASSIGNMENT**

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Choose one of the creative evangelism tools discussed in the Learning Activity. Use it this week and write about the results in your journal.
3. Prior to next week's lesson, read Acts 4.

## 46 BARNABAS

**ENCOURAGEMENT :**

Helping others to see their God-given potential

**ENGAGE!****WORSHIP****Suggested Scriptures:** *Isaiah 41:8-20***Suggested song:** *Go Light Your World***MOTIVATIONAL ACTIVITY**

- Divide the group in to partners. Have them share with each other a meaningful word of praise and encouragement. When they return to the larger group, have them share how it felt to give and receive encouragement.

**ACTIVITY OPTIONS****CHEERING COMPETITION****Instructions:**

1. Divide students into at least two groups, depending on how many they are. A minimum of 5 per group would be most ideal. Tell them that they would be cheering squads, rooting for their own teams.
2. Ask each group to think of a name for their squad. Give them a few minutes to think of a simple but very encouraging cheer (complete with chants and moves). Let them think of qualities that they could “brag” about their team.
3. After their preparations, ask the groups to perform one by one.
4. After everyone has performed, the facilitator or teacher will judge which group won. Prearranged criteria may be used to judge. Make sure the students know the criteria.
5. After the activity, ask the students about their experiences of watching sports and being involved in cheering for their favorite team. Ask them also what it feels like to be one of the competitors, knowing that someone is cheering for you.
6. Relate this to the lesson by saying that Barnabas was a kind of “cheerleader” to the leaders of the early church. We will find out how through the Bible study discussion.

**VIDEO CLIP ANALYSIS****Materials:**

TV and VCD player or computer

\*Watch the video "The Father's Heart" from this link (YouTube):

<http://www.youtube.com/watch?v=B-SYmlj4kBE&feature=fvsr>

You may download it then burn it on a CD, or if available, watch it with the students on a laptop or PC.

**Instructions:**

1. Play the video and let everyone watch.
2. After watching, let students freely talk about what they felt as they watched.
3. On the board, make two simple columns labeled: Encourager and Needs Encouragement. Let students identify which person in the video fits the identified roles. (Father= encourager / Son= needs encouraging).
4. Discuss using the following guide questions (you may add more):
  - a. Explore emotions:
    - what might Dick have felt about his son?
    - what might Rick have felt about his situation?
  - b. In what ways was Dick Hoyt an encourager to his son?
  - c. In what ways did Rick need encouragement?
  - d. From Dick's example, how can one be an encourager?
  - e. What were the things Dick saw in his son that people normally wouldn't?
  - f. Putting yourself in Rick's shoes, what might you feel toward a father like Dick?

References: <http://www.youtube.com/watch?v=B-SYmlj4kBE&feature=fvsr>

**EXPLORE!**

SCRIPTURE PASSAGE(S) : Acts 4:36-37, 9:26-28, 11:22-26, 15:36-41

KEY VERSE(S) : Acts 11:23

**BIBLE STUDY**

1. Acts 4:36-37: What was the meaning of the nickname Barnabas?
  - Why do you suppose the apostles called him Barnabas?
  - What is your nickname given by friends at church?

2. Acts 9:26-28: Paul was known as a fearsome persecutor of the early church. But after Paul had a change of heart, Barnabas “took him under his wing” and brought him to the apostles. It might not have been easy to trust him but Barnabas could somehow trust and believe that he had become a real Christian.
  - Have you ever felt skeptical when you have heard of a notorious person becoming a Christian? What risk did Barnabas take by defending Paul?
  - Would you believe it if one of your non-Christian friends became a Christian? Would you be able to encourage him or her by introducing him/her to your church family?
  - Do you have the kind of reputation in your church that, if you recommended someone for membership, the leaders would trust your recommendation?
  - When we study Paul’s life, we will see that Barnabas mentored a great Christian leader. Barnabas could see Paul’s God-given potential for the whole Christian community.
3. Acts 11:22-26: What did Barnabas do when he arrived in the church of Antioch? What was the result when Barnabas gave encouragement to the community?
  - What does the passage say about Barnabas’ character?
  - If the Bible said something about you, how would you be described?
4. Acts 15: 36-40: According to these scriptures, Paul and Barnabas had a serious conflict.
  - Why do you think Barnabas took Mark and covered over his disappointing past behavior (deserting them on the previous mission journey)?
  - Apparently Paul was more interested in getting on with the mission work rather than considering the needs and potential of an individual. What was Barnabas’ approach with Mark? Again, what was he risking?
  - It’s a great thing to know that someone believes in you. It makes you want to try harder. What do you think Barnabas’ encouragement did for Mark? We’ll learn more about Mark in a future lesson.

## HISTORICAL TIMELINE

- Barnabas was a Jew, and one of the earliest Christian converts. He was a leader in the Jerusalem church. Although he was not an apostle, he seems to have been highly respected within the community of faith. He and Paul undertook missionary journeys together planting churches among Jews and Gentiles alike. They were consistent in defending the freedoms of the Gentile believers against Jewish believers who wanted them to abide by certain Jewish laws.
- Prepare a small symbol, such as a “thumbs up” hand, to represent Barnabas. Place it on the timeline next to the symbol for Philip.
- Below the timeline, write Encouragement and its definition.

**ACTIVITY OPTIONS****PAUL AND BARNABAS DEBATE****Materials:**

Sheets of paper (for listing debate outline)

**Instructions:**

## Preparation:

- ▷ The teacher should make guide questions or subjects for students to structure their debate from. The following guide questions can be used:
  - Should Mark be trusted as a disciple after his desertion?
  - Should Mark still be accepted as a disciple despite what he did?
  - Mark has returned and seeks for a second chance. Should it be given to him? Why or why not?

## Activity Proper:

1. Divide students in two groups. Toss coin, or let each group decide which team will defend Paul's or Barnabas' decision.
2. Dictate, write on the board, or post the guide questions for the debate to help students formulate ideas.
3. Let the students read Acts 15:36-40 and give them several minutes to discuss the passage according to the perspective of the person whose side they must defend. Have the students write their arguments on paper to help them structure their debate.
4. Toss coin or use other methods to determine which group will go first.
5. For the debate itself, present the main topic: "Should Mark be allowed to join another mission trip?" Let each group present their main arguments first. After each other's turn have them debate about the presented arguments.

**EXPERIENCE!****LEARNING ACTIVITIES**

- Discuss among yourselves what is true encouragement as opposed to mere flattery. Think of someone you know who needs encouragement, or who is not using their God-given potential, and plan a way to encourage him or her.
- Teacher: Encourage the students to form mentor/mentee relationships whereby they can be helped in their spiritual growth and also help someone else develop their God-given potential.

## PERSONAL APPLICATION

- Think about the difference an encourager can make within a community or an individual. Try to be an encourager to someone every day this week. Write about your experiences in your journal.

### ACTIVITY OPTIONS

#### PROGRAM BRAINSTORMING

##### Materials:

Blackboard and chalk / sheets of paper for listing ideas

##### Instructions:

For the Learning Activity part:

1. Cut out small pieces of paper. Write a student's name on each piece of paper and fold it in half. Put them in a box or any container and mix them up.
2. Pass the container around and let each student pick one name.
3. Once the students have read the name they have picked, tell them to think about the skills and talents that their chosen person has.
4. Have each student talk about the person they picked as to the talents or skills that they observe about the person.
5. On the board, the teacher will write the students' names with their observed talents for all to see.

For the Personal Application:

- ▷ Discuss or hold a short meeting about a certain youth ministry or project that the group is planning. Designate roles and responsibilities among the students by using the listed talents on the board. Have students suggest who fits what job or the things that each person can contribute in making the project possible.

## ASSIGNMENT

1. Write the name of Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Before next week's meeting, read Acts 9.

## 47 PAUL

**DISCIPLER:**

One who entrusts the Great Commission to a receptive learner

**ENGAGE!****WORSHIP**

**Suggested Scriptures:** *Matthew 28:18 and Acts 1:8.*

**Suggested song:** *To the Ends of the Earth*

**MOTIVATIONAL ACTIVITY**

- Use an illustration of cell division to demonstrate how believers can multiply by reproducing themselves (use the numbers to illustrate exponential growth).
- Ask the students to give their ideas about what it means to be a discipler, then explain the definition given above.
- Share a real-life example of someone who has discipled others successfully.

**ACTIVITY OPTIONS****WHO TOUCHED YOUR LIFE?****Instructions:**

1. Ask members of the class to share a person who has impacted their lives for Christ, and how they did so.
2. Later in the lesson tie this into how Paul invested in Timothy to help him grow as a follower of Jesus, and their own ability to invest in the life of someone else.

**EXPLORE!**

**SCRIPTURE PASSAGE(S) :** Acts 9:1-19; 22:1-21; 26:1-23;  
2 Timothy 1:11-14; 2:1-6

**KEY VERSE(S) :** 2 Timothy 2:2

**BIBLE STUDY**

1. For this week's reading, you read Luke's (Luke is the writer of Acts) historical account of Paul's conversion and calling. Later in Acts, Paul gives a full account of his conversion and calling to certain people.

- Read Acts 22:1-21 and 26:1-23 and compare them with what you read in Acts 9:1-19. Which version gives the most detail? How are Paul's personal accounts different from Luke's?
  - How does Paul's call relate to the Great Commission?
2. 2 Tim. 1:11-12: Paul had a clear understanding of his identity. What words did he use to describe himself in verse 11?
    - What is your identity in Christ? How would you describe yourself?
    - Why do you think Paul said he was not ashamed? Ashamed of what? (v.12)
  3. 2 Tim. 1:13-14: What is Paul asking Timothy to do? How is Paul fulfilling the Great Commission? Was Paul's message for Timothy only, or can it apply to us?
  4. 2 Tim. 2:1: What is Paul's advice to Timothy? What does Paul imply by calling Timothy "my son?" Describe your relationship with the one discipling you or with the one you are discipling.
  5. 2 Tim. 2:2: What is Paul's advice for discipleship? What kind of person is a good disciple? According to this description, are you a good disciple? Is the one you are discipling a good disciple?
  6. 2 Tim. 2:3-7: Paul indicates that Timothy will face hardship as a servant of Jesus. We can expect the same. With relation to enduring hardship, in what ways is a Christian leader like a soldier/athlete/farmer?
    - Are you willing to serve Christ by discipling others?
    - Reflect on your role in the Great Commission. Have you accepted it for yourself? Are you ready to entrust it to someone else?

## HISTORICAL TIMELINE

- Paul did not know Jesus during his life on earth, but he met Him through a special revelation. Paul asserted that he received the Gospel not from men, but from Christ Himself. God used Paul to spread the Gospel to both Jews and Gentiles, but ultimately his focus was the Gentiles. He planted many churches among them. Paul wrote 13 letters (epistles) that are part of our New Testament. He eventually went as far as Rome, and perhaps farther, though some believe he died in Rome in about 62 A.D.
- Prepare a small symbol, such as a writing quill, to represent Paul. Place it on the timeline next to the symbol for Barnabas.
- Below the line write Discipled and its definition.

### ACTIVITY OPTIONS

#### HOW DID PAUL DISCIPLE?

##### Materials:

Bibles for students

##### Instructions:

1. Ask the students: "What do you think it means to disciple someone?" Write students responses on a chalk/whiteboard or large sheet of paper

for everyone to see.

2. Say, "Paul was a discipler or mentor to Timothy. I want you to look over our passage today in II Timothy 1:3-14 and 2:1-7. We will look at these scriptures verse by verse and think of how Paul was mentoring or discipling Timothy.
3. Have a student read a verse then ask the class for words that describe what Paul was doing. Write student answers on the board or paper.

## EXPERIENCE!

### LEARNING ACTIVITIES

- Teacher: arrange ahead of time for the students to be able to interview a pastor, missionary or other church leader regarding discipleship. Have the students prepare questions to ask, such as:
  - What is the Great Commission?
  - What is a disciple?
  - What is a discipler?
  - How do you disciple someone?
  - How can we prepare ourselves to become disciplers?

### PERSONAL APPLICATION

1. Read a book on the life of a great minister or missionary and observe the ways in which that person shared the gospel and then disciplined new believers. How did they pass on the Great Commission to others?
2. Write in your journal about the ways in which you have been involved in discipleship. If you don't yet have someone to disciple, think of someone you can introduce to Christ, or think of a new believer you could disciple. Ask your discipler for help in getting started.

### ACTIVITY OPTIONS

#### DISCIPLESHIP PRACTICE

##### Materials:

chalkboard/chalk or whiteboard/marker

##### Instructions:

- ▷ Have the students identify some of the key elements involved in discipling from the scripture passage. Ask "Based on what we learned, what does a person do to disciple someone else?" Write responses on the board.

- ▷ Help emphasize that discipling is an intentional relationship that builds another person up and points them towards Jesus.
- ▷ Talk about the process of discipling.
- ▷ Divide the class up into groups of two or three and have them practice discipling one another using the elements that they identified from the scripture passage. Depending on the context have the class go out into the community and prayerfully seek a discipling opportunity.

### CARDMAKING FOR KIDS

**Materials:**

Colored paper, markers/crayons, scissors, glue

**Instructions:**

Say, “We are going to learn how to teach children to make a card. This is a way that we can show that Christ loves them and that we do too. It is also a way to begin to build an intentional relationship with a child, just like Paul did with Timothy. We will first practice this ourselves, then we will go and do this with the children in our church (or community).”

Steps to make a heart card:

1. Cut a piece of construction paper in half, then draw half a heart.
2. Cut along the line to make a heart.
  - ▷ This heart may be the card itself, or it may be mounted on a larger rectangular piece of cardstock or cartolina.
  - ▷ Be creative, but keep it simple. You may wish to write a verse in or on the front of the card.

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Acts 12:1-19 and 15:36-41 in preparation for next week’s lesson.

## 48 JOHN MARK

**TEACHABILITY :**

Learning from my mistakes in order to be more effective in the future

**ENGAGE!**

## WORSHIP

**Suggested Scriptures:** *Philippians 3:12-14***Suggested song:** *Jesus, Lamb of God*

## MOTIVATIONAL ACTIVITY

- Play the game Tomato Relay. Divide the class into two groups. Each member will have a plastic spoon in his/her mouth and will use it to pass a tomato from the first person to the last person in each line. If the tomato falls, that team must start over again from the first person in line. The team that finishes first wins the game.

**ACTIVITY OPTIONS****TOMATO RELAY RESPONSE****Instructions:**

After playing the game Tomato Relay\*, as described above, have the students express the feelings of frustration, embarrassment or determination they may have experienced when they repeatedly dropped the tomato. Did anyone give up? How did the losing team feel? Would they be willing to play again? As they continued to try to carry the tomato, did they learn any techniques that helped them improve in their ability? Had any of them attempted to coach their teammates by making helpful suggestions? Was the advice taken? Did it help?

\*This type of discussion could be applied to any difficult task you may wish to assign to the students instead of the Tomato Relay. Try to make it something new, at which they will almost certainly experience some failure yet be able to make improvement as they learn from their mistakes.

**COMMANDER PIMPERNEL****Instructions:**

One person is named as Commander Pimpernel. The rest of the group tries to follow the commander's orders. (continued on next page)

- ▷ Commander Pimpernel: tap the table with the index finger.
- ▷ Commander Flat: the hands are laid flat on the table.
- ▷ Commander High: the stretched out hands stand upright on the table, palm out.
- ▷ Commander Fist: the hands are made into fists on the table
- ▷ Commander Tower: the hands stand on fingertips like claws on the table.

The commands should only be followed when the commander word is said. For example, if only the word “flat” is said, the action is not carried out. Those who make mistakes are out of that round. The faster the game the more interesting it becomes.

*References: [www.games4youthgroups.com/circle-games/commander-pimpernel.html](http://www.games4youthgroups.com/circle-games/commander-pimpernel.html)*

## EXPLORE!

SCRIPTURE PASSAGE(S) : Acts 12:12-13, 12:24-25, 13:1-13, 15:36-41

KEY VERSE(S) : 2 Timothy 4:11

### BIBLE STUDY

1. Acts 12:12-13: What can we learn from this passage about John Mark’s background? What observations can you make from the setting of this story? (Teacher: review the story of Peter’s escape from prison so the students understand the setting. Note that the house was a gathering place for believers, and that the family was apparently wealthy enough to have a servant girl.)
2. Acts 12:24-25: What do these verses tell us about John Mark’s exposure to ministry?
3. Acts 13:1-5: What is the word used to describe John Mark in this verse? What do you imagine his duties might have been?
4. Acts 13:13: What did John Mark decide to do? He apparently left Paul and Barnabas before the job was finished: he went home, they continued their journey.
5. Acts 15:36-41: Describe what took place in this passage. Here we see how Paul felt about John Mark’s early departure. What was the result? (Who did Paul take with him? Who did Barnabas take with him?)
6. 2 Timothy 4:11: Interestingly, John Mark is mentioned in a later letter of Paul. What does Paul say about him? How does he describe him in contrast with how he apparently felt about him before? What does this tell us about John Mark and his ability to overcome past mistakes?

## HISTORICAL TIMELINE

- John Mark, also known simply as Mark, or later as the Evangelist, went on to make a significant contribution to the faith and growth of the Church by writing the Gospel of Mark.
- Prepare a small symbol to represent Mark and place it on the timeline next to the symbol for Paul.
- Below the line write Teachable and its definition.

### ACTIVITY OPTIONS

#### SYNTHESIS WHEEL

##### Materials:

Chalk board, white board or large piece of manila paper and marker

##### Instructions:

Explain to the students the analogy of how synthesis of information is like the ever expanding concentric circles that come from throwing a rock in a pond: as you listen, read and learn, “your thinking evolves as you encounter new information, and the meaning gets bigger and bigger.”<sup>1</sup>

Use a “synthesis wheel”<sup>2</sup> (see sample below) to diagram the development of understanding about John Mark’s life and character. In the center the students should write their first impressions of Mark. A circle should be added for each new revelation, building on what was previously known. The outer ring should be a final conclusion about Mark and what was learned from studying him.

Allow the students to use as many rings as needed to synthesize what they learn about Mark, and to use their own words. Prompt them only as necessary to get them going. The phrases given in the example are only to illustrate how to use the wheel and may be changed.

##### Example:

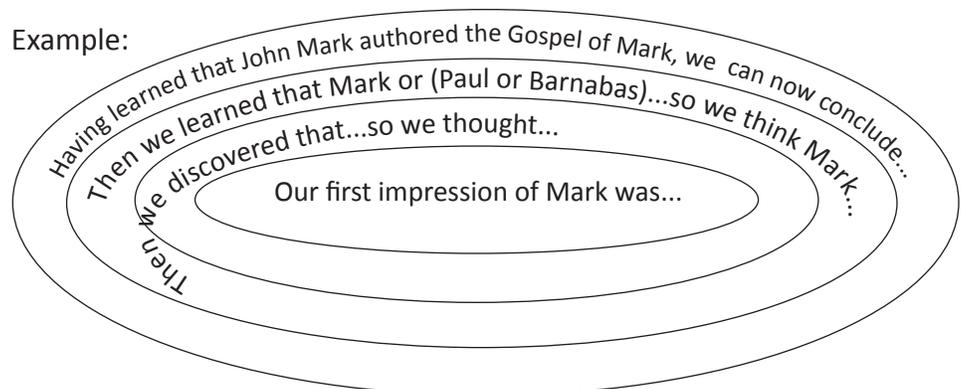


Figure: Modification of “Ben’s Synthesis Wheel,” illustrated in Fig. 11.4 of Miller, p. 162.

##### References:

Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland, Maine: Stenhouse Publishers, 2007.

<sup>1</sup>Debbie Miller, *Reading with Meaning: Teaching Comprehension in the Primary Grades* (Portland, Maine: Stenhouse Publishers, 2007), 159.

<sup>2</sup>Miller, *Reading with Meaning*, 160.

## EXPERIENCE!

### LEARNING ACTIVITIES

- Divide the class into small groups and have them answer the following discussion questions:
  1. What are the past failures you can remember that provided a “life lesson” from which you were able to learn something?
  2. Describe what happened and how you were able to overcome your failure.
  3. What Biblical principles can you think of that may help us in overcoming past failures?

### PERSONAL APPLICATION

- Perhaps you can think of mistakes or failures you don’t really want to share with the group. Write about them in your journal. What do you think God can teach you through them? Reflect on the part mistakes and failures play in our growth as people and as Christian leaders.

### ACTIVITY OPTIONS

#### SPATIAL REPRESENTATION

**Materials:**

a sheet of paper for each small group; markers, pencils or crayons

**Instructions:**

After reading and studying the Scripture Passage for this lesson, divide the students into groups of three. Ask them to use the materials provided to illustrate, through a diagram or flowchart or other visual representation, what happened as a result of John Mark’s decision to leave Paul and Barnabas and return to Jerusalem early.

### ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Read Acts 16 in preparation for next week’s lesson.

## 49 TIMOTHY

**TRUSTWORTHY:**

Being a person of honor in whom others may place full confidence.

**ENGAGE!**

## WORSHIP

**Suggested Scripture:** *Proverbs 3:1-8*

**Suggested songs:** *Make Me a Servant*

## MOTIVATIONAL ACTIVITY

■ **Name of Activity:** Follow the Leader

Choose a leader and instruct him/her to do an action (encourage them to be funny and awkward) while the rest of the group imitates him/her. Prepare a simple reward for those who followed the leader the most diligently.

■ **Alternative Activity: Follow What I Say, Not What I Do**

Teacher: Follow up the activity with questions that point out the difficulty of following the leader, and the potential embarrassment of doing the actions.

Say: Today's topic will tell us something about being a good follower of Christ. In our world today, we see a lot of our youth follow certain people in the way they talk, dress and live a worldly life, passionate for the "not-so-good stuff" of today's world. Let's learn today from Timothy, one of the youngest leaders in the Bible, who was an attentive disciple and became a trustworthy pastor.

**EXPLORE!**

**SCRIPTURE PASSAGE(S):** Acts 16:1-5; 1 Corinthians 4:17;  
2 Timothy 3:10-17

**KEY VERSE(S):** Daniel 6:10

## BIBLE STUDY

1. Acts 16:1-2; 2 Tim. 1:5: What do we learn about Timothy from these verses?
  - Who were his mother and grandmother?
  - On what occasion did Paul meet Timothy?
2. 1 Tim. 4:12: What does this verse say about Timothy's age when he got involved in ministry? What was Paul's charge to Timothy as a young leader in the church?
3. 1 Cor. 4:17; Phil. 2:22: Describe Timothy's relationship with Paul. What kind of

reputation did Timothy have? What influence do you think his background had on his ministry?

4. 2 Tim. 3:10-4:5: Even though they are separated, Paul continues to disciple Timothy through letters. What are the key points in this charge to Timothy?
5. 2 Tim. 2:2: What does this verse teach us about Paul's philosophy of discipleship? Do you think Paul found Timothy trustworthy? Why?

## HISTORICAL TIMELINE

- Paul appointed Timothy as the pastor in Ephesus where he served for many years until he also died a martyr's death.
  - Prepare a small symbol, such as an open Bible, to represent Timothy and place it on the timeline next to John Mark.
  - Below the line write Trustworthy and its definition.

### ACTIVITY OPTIONS

#### JUMPSEAT QUIZZING

##### Materials:

4-8 chairs, depending on number of students

##### Instructions:

See the Jumpseat quizzing instructions from Lesson 17.

Using the scripture passage, develop questions for the competition.

Here are some examples:

- ▷ Who did Paul meet in Lystra? Timothy (Acts 16:1)
- ▷ Why did Paul circumcize Timothy? Because the Jews knew his father was a Greek. (Acts 16:3)
- ▷ Who sent Timothy to the church in Corinth? Paul (1 Cor 4:17)
- ▷ Why did Paul send Timothy to Corinth? To remind them of Paul's ways in Christ and to teach them to the church (1 Cor 4:17)
- ▷ According to II Timothy 3:10-11, name four characteristics of Paul that Timothy followed. Paul's teaching, his conduct, his aim in life, his faith, his patience, his love, his steadfastness, his persecutions and his sufferings. (II Tim 3:10-11).
- ▷ What happened to Paul in Antioch, Iconium and Lystra? Persecutions and/or sufferings. (II Tim 3:11).
- ▷ What will happen to those who desire to live a godly life in Jesus? They will be persecuted (II Tim 3:12).
- ▷ According to II Tim 3:13 what will happen to evil people and imposters? They will go from bad to worse, deceiving and being deceived. (II Tim 3:13).
- ▷ What is Timothy to continue in? What he has learned and what he believes. (II Tim 3:14)
- ▷ What has Timothy been familiar with since childhood? The sacred writings/scripture (II Tim 3:15).

- ▷ What does Paul say about scripture? They are able to make one wise for salvation through faith in Christ Jesus. (II Tim 3:15).
- ▷ Fill in the blank. "All scripture is \_\_\_\_\_ by God." Breathed out (II Tim 3:16).
- ▷ What is scripture profitable for? Teaching, reproof, correction, training in righteousness. (II Tim 3:16).
- ▷ What does Paul say scripture will help the man or woman of God be? Competent and equipped for every good work. (II Tim 3:17)

### WHAT DO YOU THINK?

#### Materials:

Chalk board, white board or large piece of manila paper and marker

#### Instructions:

- ▶ Divide students into three groups assigning one of the passages to each group (Acts 16:1-5, 1 Corinthians 4:17, 2 Timothy 3:10-17). Ask each group to look at their passage and find examples of how Timothy was trustworthy. Do they think he was trustworthy? Why or why not?
- ▶ Give groups time to discuss and then each group will come. One member will read the scripture, another will share what the group thought and a third will write these on the board or on the manila paper.

## EXPERIENCE!

### LEARNING ACTIVITIES

- Discuss the following questions:
  1. What factors influenced you to follow Christ? How were these factors important in your discipleship toward becoming a Christian leader?
  2. Do you think there is a proper age for entering Christian leadership? Discuss the pros and cons of ministry at a young age.
  3. Looking back at Paul's charge to Timothy in 1 Tim. 4:12, talk about ways in which we can set a good example in speech, life, love, faith and purity.

### PERSONAL APPLICATION

- Take some time to pray about how today's lesson might apply to you. Are you the kind of person your mentor or church leaders can depend on? What needs to change in order for you to be a trustworthy disciple? Are you ready to make that kind of commitment? Write your responses in your journal.
- (Teacher: You may wish to close this weeks class with the song "Lord, I Give You My Heart.")

**TRUSTWORTHINESS JOURNALING EXERCISE****Materials:**

Student Journals or piece of paper for each students, writing utensils

**Instructions:**

Write these instructions on the board:

- ▷ Take some time to pray about how today's lesson might apply to you.
- ▷ Reflect and write in your journal:
  - Are you the kind of person your mentor or church leaders can depend on?
  - What needs to change in order for you to be a more trustworthy disciple?
  - How will you work to make these changes in your life?
- ▷ Give the students quiet time to write in their journals and pray. You could play reflective Christian music in the background. Encourage students to find someone they trust to share what they wrote and have that person hold them accountable and also commit to pray with them.

**USHER TRAINING****Materials:**

Offering plates

**Instructions:**

It is important to get youth vitally involved in the life of the church. One way they can have an important role and show trustworthiness is serving as a church usher/greeter. Speak to the pastor about letting the youth practice this in a worship service after they have gone through this lesson.

Share with the class:

1. The role of an usher/greeter is to help greet people as they come into worship. Their smiles and care are important to help people know that they are valued and in a place of love and care. Here are some tips:
  - Give the proper respect to people to make them feel special and important.
  - Smile at them and tell them you are glad they are there. Use their name if you know it.
  - If it is a visitor, ask their name and tell them your name. Welcome them to your church.
  - Have the class practice these things with one another.
2. Another role of an usher is helping people find a seat once the service

has started. Here are some tips:

- Be aware of where there are open seats throughout the service.
- If someone comes in late, help direct them to a nearby seat.
- Be sure to use a soft voice to not distract others from the service.

Go into the sanctuary and practice with the group.

3. A final role of an usher is taking the offering. Talk with the class about how your church takes the offering. Here are some tips:

- If people are looking for money slow down or stop to give them time before passing the offering plate to the next row.
- Try to put an usher on either side of each row.

Go into the sanctuary and practice taking the offering as a group.

## ASSIGNMENT

1. Write the name of the Bible person studied, the leadership character quality targeted (with its definition) and the key verse in your journal.
2. Memorize 1 Tim. 4:12.
3. Read Acts 18:1-3, Romans 16:3-4 and 1 Corinthians 16:19 in preparation for next week's lesson.

## 50 PRISCILLA AND AQUILA

**DEPENDABILITY :**

Being a faithful servant whom God can enlist in His service

**ENGAGE!****WORSHIP**

**Suggested Scriptures:** *Matthew 25:14-30*

**Suggested song:** *To You (I Belong to You)*

**MOTIVATIONAL ACTIVITY**

- Ask the students to tell about people they know whom they feel they can truly depend on. What makes that person dependable? Give examples.

**ACTIVITY OPTIONS****FALL BACK****Instructions:**

This game has 2 variations. In the first, the group is divided into groups of three. Two players hold hands and stand behind the other player in their group. The 3rd player in each group falls backward and is caught by his or her group mates. In the second variation, one player stands in the middle of a circle of classmates (about 1.5 meters across). That player then falls in one direction and is caught by the others in the circle. They push that player back in a new direction around or across the circle. The group should take care to handle that player gently so no one gets hurt and a higher level of trust is established.

*References: Adapted from <http://www.games4youthgroups.com/trust-games/Fall-Back.html>*

**DEPENDABILITY QUESTIONNAIRE/DISCUSSION****Materials:**

A copy of the Dependability Questionnaire for each student.

**Instructions:**

The teacher may use the Dependability Questionnaire as a guideline for a class discussion OR give each student a copy of the Dependability Questionnaire for them to do on their own. (See below for a reproducible copy).

If time allows, they may complete it in class. If not, allow them to take it home to complete on their own time. Do not require them to turn it in or share their responses, but give an opportunity for those who would like to share any of their responses.

## *DEPENDABILITY QUESTIONNAIRE*

1. Who has proved to be a dependable person in your life?
2. How has that person shown dependability?
3. Has anyone you depended on let you down? If so, how? What happened?
4. How did it make you feel?
5. Do people depend on you for anything? Who? For what?
6. Have you ever let others down? If so, how?
7. How did they respond?
8. How did you feel?
9. Did you attempt to make up for it? If so, how?
10. Do you think people can trust you to be dependable most of the time? Why or why not?
11. Why is dependability important for a Christian leader?
12. In what areas of your life would you like to become more dependable?

**EXPLORE!**

**SCRIPTURE PASSAGE(S) :** Acts 18:1-3, 18-26

**KEY VERSE(S) :** Romans 16:3-4

**BIBLE STUDY**

1. Acts 18:1-3: How did Paul get to know Priscilla and Aquila? What did the couple have in common with Paul? Notice that their commonality became a way for Paul to introduce them to the Gospel and become fellow missionaries.
  - What church ministries are closest to your personal skills and interests?
  - Would there be a way for you to use your personal skills and interests to introduce a friend or loved one to the Gospel?
2. Acts 18:18-19: It was not indicated how long Paul ministered to Priscilla and Aquila before the couple accompanied him on a mission trip. But nevertheless, Priscilla and Aquila became able and willing servants, whom Paul depended upon in ministering to the people of Ephesus.
  - Let students share about their own level of willingness in doing their ministry. Make sure there are no pretensions. Assure students that there is no right answer and let them freely talk about their true thoughts and feelings.
  - Encourage them to build each other up in their ministries through encouraging words and advice. Priscilla and Aquila did not become “Super Ministers” overnight, but they eventually did.
  - Talk about experiences of being “dropped off” to do a ministry or responsibility on your own. Did you feel confident and able? Or did you feel inadequate?
3. Discuss the connection between dependence on God and dependability as God’s servant. Is dependability (in Christian terms) all about personal ability and confidence? From the previous lessons, reflect on how most of the Bible characters studied showed dependability.
4. Acts 18:24-28: Priscilla and Aquila, who were mentored by Paul, became mentors to Apollos. Notice their gentle way of teaching Apollos. What does this say about the kind of ministers that they were?
  - Reflect back on the lesson on being an Encourager. Where is this character quality seen in the passage?
  - Priscilla and Aquila “explained to him (Apollos) the way of God more adequately”. The couple could have just let Apollos continue with his way of preaching since he already seemed well equipped. But the couple saw the importance of “filling every hole” in his understanding, and helped Apollos in the area where he lacked. Part of being dependable is doing one’s responsibility wholly or completely. Reflect on how you do your personal ministries. Do you let some things or some people “get away with” seemingly minor things (i.e. those times when you just say, “Pwede na, balaha na!”)?
5. Look back at the entire Bible lesson. Discuss the elements that made Aquila and Priscilla dependable partners in ministry.

## HISTORICAL TIMELINE

- Priscilla and Aquila were tentmakers whom Paul met in Corinth. Paul stayed with the couple for some time and worked with them since Paul was a tentmaker himself. This became an opportunity for Paul to share the Gospel to the couple. Priscilla and Aquila became Paul's faithful ministry partners. The couple was entrusted to minister in Ephesus where they met a passionate man named Apollos. The couple gently taught Apollos more about the Gospel, and this made Apollos a very able minister who eventually went on to become an effective missionary as well.
  - ▶ Prepare a small symbol, such as a tent, to represent Priscilla and Aquila. Place it on the timeline next to Timothy.
  - ▶ Below the line write Dependability and its definition.

### ACTIVITY OPTIONS

#### CHARACTER QUALITY REVIEW

##### Materials:

Student journals, chalk board or white board

##### Instructions:

This activity can be done in a variety of ways:

1. Have the students review their journals to find character qualities that are related to dependability. This could be done in pairs or as a race between two teams to see which team can find the most within a certain time limit. When the time is up, teams must justify their results by explaining the relationship. Or...
2. List the following character qualities on the board and allow the students to choose from the list, one or two per person. Give them time to review their journals and then take turns telling how that quality is related to dependability.

Integrity (8 Joseph)	Conscientious (34 Ezra)
Endurance (12 Moses)	Determination (35 Nehemiah)
Faithfulness (14 Joshua)	Obedience (37 Mary)
Dependence (17 Gideon & Samson)	Selflessness (38 John the Baptizer)
Loyalty (18 Ruth)	Servant Leadership (39 Jesus)
Courageous (21 David)	Resourceful (42 Andrew)
Availability (22 Isaiah)	Faithful Witness (44 Mary Magdalene)
Passionate (32 Jeremiah)	Trustworthy (49 Timothy)

## EXPERIENCE!

### LEARNING ACTIVITIES

Have the students identify who their mentors or disciplers are. If they have none, try to pair them up with a more mature church member who is involved in the same ministry. Have them identify something they can do during the week to demonstrate dependability which can be monitored and evaluated by their mentor, e.g. choose the songs for this week's worship service. This involves communicating with the pastor regarding the sermon topic, etc.

### PERSONAL APPLICATION

Dependability is an important quality for Christian leaders. What does dependability mean to you? Write about it in your journal. Also write what you intend to do for your "act of dependability (from Learning Activities), the name of your mentor, and how you will be accountable to that person.

### ACTIVITY OPTIONS

#### PERSONAL LEADERSHIP ASSESSMENT

##### Materials:

A copy of the Assessment for each student (next page)

##### Instructions:

Provide each student with a copy of the Personal Leadership Assessment. (See next page for a reproducible copy.) The teacher may wish to send this with the students to be completed at home. Plan to meet one more time to celebrate the completion of the course and to reflect and share responses to the Assessment. Brainstorm together about how each of them might become more active in leadership from this point on. For example, two of them may be capable of team teaching this course to another group of students. Others may be ready to take other responsibilities in the church or on outreach teams. If they are not already involved in regular ministry, help them make plans for involvement as soon as possible. Encourage them to continue their relationships with their mentors.

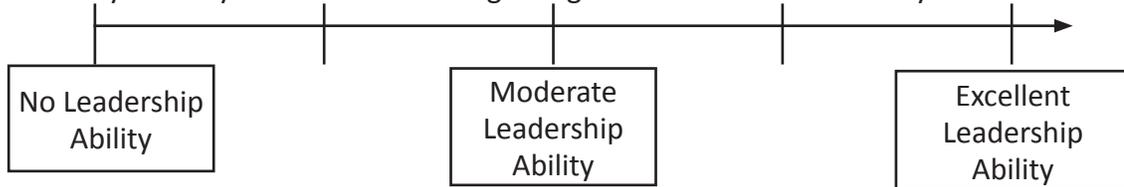
### ASSIGNMENT

1. Carry out your "act of dependability." Write about what you did in your journal and share it with your class next week.
2. Review your journal. Reflect on which characters you most identify with. Which character qualities need to improve the most in your life? Make a list so you can remind yourself what you want to work on.

## *PERSONAL LEADERSHIP ASSESSMENT*

1. Take a few minutes to review your journal. What is one of the most valuable things you have learned during this course?
2. How well have you applied what you've studied? Give an example of personal application that has made a difference in your life.

3. Have you grown as a leader since you started the course? On the scale below, show where you feel you started at the beginning of this course and where you are now.



4. In what areas of leadership or character would you like to further improve?
5. Do you feel that you could lead or assist in leading another group through this course? Why or why not?
6. Do you believe your spiritual gifts, interests and abilities qualify you for a different kind of leadership or ministry? If so, what?
7. Project yourself into the future. Who do you want to be in 10 years? (Describe the life you want to be living a decade from now.)
8. Has what you have learned this year helped you toward that goal? How?

# HISTORICAL TIMELINE LIST OF SAMPLE SYMBOLS



Lesson 1: Fruit Tree



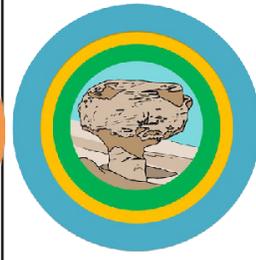
Lesson 2: Heart  
Half Black, Half white or red



Lesson 3: Ark



Lesson 4: Camel



Lesson 5: Stone Altar



Lesson 6: Well



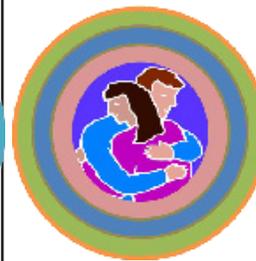
Lesson 7: Stones



Lesson 8: Multi-Colored Robe



Lesson 9: Crown



Lesson 10: People Hugging



Lesson 11: Stone Tablets



Lesson 12: Staff



Lesson 13: Cluster of Grapes



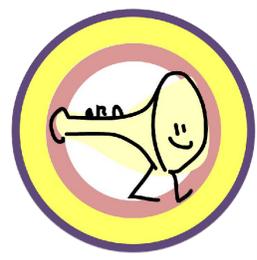
Lesson 14: Ram's Horn



Lesson 15: Window with red rope hanging



Lesson 16: Palm Tree or Gavel



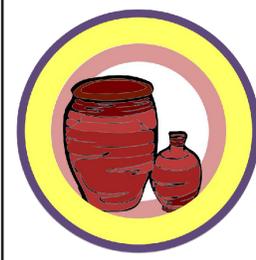
Lesson 17: Torch and Trumpet



Lesson 18: Bundle of Wheat

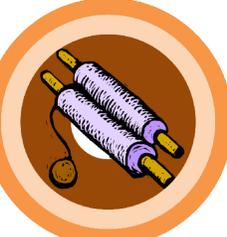


Lesson 19: Praying Hands



Lesson 20: Container of Anointing Oil

# HISTORICAL TIMELINE LIST OF SAMPLE SYMBOLS

 <p>Lesson 21: Sheep</p>	 <p>Lesson 22: Sling</p>	 <p>Lesson 23: Temple</p>	 <p>Lesson 24: Clouds</p>	 <p>Lesson 25: Cloak</p>
 <p>Lesson 26: Big fish with open mouth</p>	 <p>Lesson 27: Hot coals or tongs holding hot tongs</p>	 <p>Lesson 28: Stair Steps</p>	 <p>Lesson 29: Scroll</p>	 <p>Lesson 30: Fiery Furnace</p>
 <p>Lesson 31: Lion</p>	 <p>Lesson 32: Window with iron bars</p>	 <p>Lesson 33: Scepter</p>	 <p>Lesson 34: Scroll</p>	 <p>Lesson 35: Gate or stone wall</p>
 <p>Lesson 36: Job</p>	 <p>Lesson 37: Angel</p>	 <p>Lesson 38: Locust</p>	 <p>Lesson 39: Cross</p>	 <p>Lesson 40: Red Heart</p>

# HISTORICAL TIMELINE

## LIST OF SAMPLE SYMBOLS

 <p>Lesson 41: Rock</p>	 <p>Lesson 42: Five loaves and two fish</p>	 <p>Lesson 43: Ear</p>	 <p>Lesson 44: An Eye</p>	 <p>Lesson 45: Chariot</p>
 <p>Lesson 46: Thumbs-Up hand</p>	 <p>Lesson 47: Writing Quill</p>	 <p>Lesson 48: Hand pointing</p>	 <p>Lesson 49: Open Bible</p>	 <p>Lesson 50: Tent</p>



## Discipleship Ministries - Mesoamerica Region

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