

# The ANSWER

# Teacher's Guide



LESSONS 40-52

GOD'S PLAN FOR ME

**THE  
Answer**

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

A Bible study resource for use at home and church.

# SEARCH



## Lessons 40-52



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

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## Teacher's Guide

(USPS 591-410)

Lessons 40-52

### Apostolic Faith Church

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

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

POSTMASTER: Send address change to

APOSTOLIC FAITH CHURCH

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

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

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

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

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

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

# GOD'S PLAN



IS  
THIS  
YOUR  
PLACE?



# FOR ME

# Teacher, ask yourself...

## **Am I ready for this?**

Spiritually? Physically? Emotionally? Intellectually?

## **Am I anxious to learn?**

A good teacher is always watching for new ideas, methods, and materials.

## **Do I get there on time?**

That means at least 15 minutes beforehand.

## **Do I know the facts?**

You need to know more than just enough to get your point across.

## **Am I using all resources available?**

Get together as much material as you need to make your point most effectively.





**Do I really love my class?**

A teacher who truly loves his students will do everything possible to win each one to Christ.

**Do I talk or teach?**

Can you recognize the difference between the two?

**Do I encourage good ideas?**

Is there some way you can incorporate the new and original in your teaching?

**Am I interesting?**

How would you like to hear yourself teach 52 Sundays a year?

**Do I get discouraged?**

If so, look up! Ask God to give you a fresh vision of the possibilities in the task to which He has called you.



# Make Your Teaching Come Alive!

Objects, pictures, or devices brought into your class to use as visual aids can give your lesson a special impact. Use them to supplement and assist you in introducing or clarifying abstract concepts, developing desirable attitudes, and stimulating activity. Remember, the use of a visual aid is not an alternative to teaching, but a helpful tool to make your teaching more understandable and vivid.

Let's pinpoint exactly what visual aids can accomplish in your class. They can

- ... arouse interest and hold attention
- ... furnish information
- ... make learning more permanent
- ... stimulate imagination
- ... encourage discussion
- ... develop retention
- ... motivate action.

When you choose visuals to assist your presentation of a particular lesson, ask these questions:

Is the material true to the Bible story?

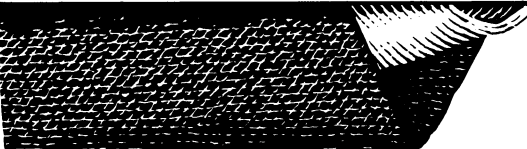
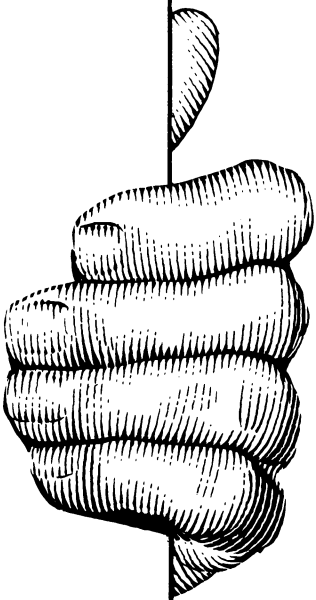
Will the aid reinforce the lesson objective?

Will my students understand the aid?

Can I use this aid competently?

Before using visual aids in teaching, be sure you have previewed any new materials, particularly films. Practice using the visual aid or equipment ahead of time so your presentation will be orderly and managed without fumbling. Organize your materials in order of their use. As you actually present the aid, be alert to your students' reaction. Are they interested? Are you making your point?

Be sure to answer any questions that result, and then mentally "grade" your visual aid and its effectiveness. Is it one you will want to use again?



# Discussion Techniques

The purpose of Bible study in the classroom situation is to clarify the teachings of the Word and to make them stick with us. A good discussion is one way to reach this objective.

## Preparation

Bear in mind the lesson objective. Knowing your own class, be prepared with questions and topics that would focus on the objective in relation to their own needs and experiences.

## No Put-downs

Respect each other's ideas and opinions. Never laugh at what is intended to be a serious comment. Don't be blunt in correcting a student. Be gracious when one gets away from the point of the lesson. Listen politely for a minute or so, and then direct the class attention back to the subject.

## Yes or No

Questions that can be answered by Yes or No cannot generate a good discussion. Focus on questions beginning with How, Why, or What do you think.

## SEARCH Workbook

Use your SEARCH as a springboard for the discussion developed during your class time. Invite students to share with class the answers they wrote for their week's lesson.

## Attentive Listening

Teachers and class alike should remember not to talk when someone else is speaking. Rather, think about what the speaker is saying. Don't interrupt to interject ideas of your own, but let the speaker finish before you comment.

## Look Ahead

At the end of class time throw in a thought provoker or question that relates to the next Sunday's lesson and suggest your students think about it or discuss it with each other in preparation for your next class time.







# Theme Thoughts

In this day of micro-technology, we should have no difficulty in grasping the concept that small things can be significant. We may feel that we are just one among millions on this earth, but in God's eyes we are important; and that is the point we wish to convey throughout this quarter.

God has a plan for each one of us! As we begin our Christian walk, and then continue to grow in His grace, we will want to find out what that plan is, and do our best to follow it. To discover God's plan for us, we need to communicate with Him. With that thought in mind, this quarter opens with two lessons focusing on prayer. The lessons following those deal with recognizing the call of God and fitting ourselves to be usable in His service.

We look at the importance of witnessing to others, and the vital necessity of holding on through hard places. The quarter moves on to a series of lessons on choosing and keeping friends who will not hinder our spiritual growth. The concluding thrust is the importance of staying on the alert, ready at any moment for the Lord's coming.

**TEXT** Matthew 6:5-15; 1 John 5:14,15

**SUPPLEMENTAL SCRIPTURES** 1 Chronicles 16:11; Matthew 26:41; Ephesians 6:18

**OBJECTIVE** The students will be able to relate the elements of prayer as modeled in the prayer of our Lord.

**KEY VERSE FOR ANSWER** If we ask any thing according to his will, he heareth us. — 1 John 5:14

**KEY VERSE FOR SEARCH** After this manner therefore pray ye: Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever. Amen. — Matthew 6:9-13

**RESOURCE MATERIAL** Tract No. 57 — Prevailing Prayer

**ANSWER  
TITLE:**

# An Important Lesson

**SEARCH  
TITLE:**

# Teach Me to Pray

## REFERENCE INFORMATION

Think about this:

You cannot pray the Lord's Prayer and even once say "I."

You cannot pray the Lord's Prayer and even once say "my."

You cannot pray the Lord's Prayer and not pray for one another,

For when you ask for daily bread, you must include your brother,

For others are included in each and every plea.

From beginning to the end of it, it does not once say "me."

Christ's instruction to us regarding how to pray is given as an integral part of His Sermon on the Mount. There

can be no doubt as to its great importance for our spiritual success. Earnestly praying the Lord's Prayer can lead to a very special time with the Lord.

Decapolis was a small country, made up of ten cities, the most ancient being Damascus. "Beyond Jordan" probably refers to the area that was occupied by the two tribes of Reuben and Gad and half of the tribe of Manasseh, which they had requested as their inheritance. It was from these places that the people came, making up the "multitude" on the mount where the Lord's Prayer originated.

## YOUR OPENER

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# Teach Me to Pray

**TEXT:** Matthew 6:5-15; 1 John 5:14,15

**SUPPLEMENTAL SCRIPTURES:** 1 Chronicles 16:11; Matthew 26:41; Ephesians 6:18

**KEY VERSE:** After this manner therefore pray ye: Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever. Amen.  
— Matthew 6:9-13

**RESOURCE MATERIAL:** Tract No. 57 — Prevailing Prayer

## RESPONSES

1. To the Christian, prayer is communicating with God the Father through Jesus Christ His Son, with the aid of the Holy Spirit. The students will respond with such definitions as: talking to God, worshiping God, praising God, requesting help from the Lord, and thanking God. Note these on the blackboard or overhead, discussing each of them as part of the communication process.
2. Allow time for your students to respond. They will most likely conclude that good communication will result in a good friendship. God desires to communicate with us, and we should certainly desire to communicate with Him. As a result, the bond of friendship is cemented in love. Abraham was a man of prayer, and the Bible records him as a "friend of God." Isaiah 41:8; James 2:23
3. Your students' answers should bring out that we must be children of God through being born again and receiving forgiveness for sins before we can truly approach God as our Father. Have a volunteer read Romans 8:15,16. Unger's Bible Handbook brings out that the term *abba* is an endearing term for "father."

The Gospels tell us of a number of occasions when Jesus prayed. Our communion with God is no less important. Christ gave His disciples what is now known as the Lord's Prayer, thus teaching them that their discipleship depended on their communication with God the Father. As we study Christ's example and instruction of how to pray contained in the Lord's Prayer, we will seek to identify those attitudes required for true communication with God. Such communication is no less essential today if we would live for Jesus.

1. In your own words, define *prayer*.
2. When two friends communicate well, what is the result? Make a spiritual application.
3. Christ began the Lord's Prayer with the words, "Our Father which art in heaven." What do these words imply regarding our relationship with Him?

## ADDITIONAL DISCUSSION NOTES

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4. In reference to the phrase, "Hallowed be thy name," define the word *hallow*. What attitude is evidenced by the use of this phrase, and why should this attitude be evidenced in our prayers?

5. Verse 10 includes the words, "Thy will be done in earth, as it is in heaven." If these words are said sincerely, they reflect a spirit of submission. What are some of the specific areas which would then be submitted to the will of God?

6. The phrase, "Give us this day our daily bread," indicates a feeling of dependence upon God. Name some other things for which we depend upon God.

7. What two thoughts are brought out by the phrase, "Forgive us our debts [trespasses], as we forgive our debtors [those who trespass against us]"?

8. Explain in your own words what is meant by the phrase, "And lead us not into temptation."

9. What attitude toward God is reflected in the concluding words of the prayer?

4. Webster defines *hallow* as, "to make holy or set apart for holy use." In using this phrase, the Lord sets an example of the reverence and honor that is due the Father. Your students should bring out that this evidence of respect and reverence is an important part of one's communication with God.

5. This offers an opportunity to set up a circle response with your class. The answers given may include: their time, family, job, education, service to God, and friends. Ask your students: Suppose God's will doesn't fit your current plans? What if it means change or sacrifice? Can you, with Paul the Apostle, "die daily" to self so that Christ can live in you and His will be accomplished in your life? Can you sincerely pray, "Thy will be done [in me], as it is in heaven"? Your students should see that Christ set an example of submission which they must strive to follow. A spirit of consecration and yielding to God will certainly strengthen their communication with Him in prayer and will bring forth fruit in their lives.

6. As your students offer suggestions, your discussion should bring out that they receive many blessings from God that they do not specifically request on a day-to-day basis. Allow time for one or two personal examples of times when the Lord provided for needs known only to Him.

7. The first thought expressed is that God in love forgives our trespasses when we repent of them. The second thought is that if we expect God's forgiveness, we have to be willing to forgive those who trespass against us.

8. The original word translated as *temptation* had the meaning of "adversity, affliction or trouble permitted by God." Your students should conclude that this phrase means they would not wish to be led into trials that would endanger their souls. This prayer is, however, to be prayed in a spirit of submission to whatever trials of their Christian character God allows. So our Lord added " . . . but deliver us from evil"—as if to say, "if we are led into trials, give us strength to overcome."

9. Your students' answers will bring out that the conclusion of this prayer is an acknowledgment of God's greatness and power. It recognizes His control of both the present and future. Wrap up your lesson by discussing why this attitude of honor and praise is necessary and should be a natural part of our communication with God.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What is meant by prayer in a "closet"?

Since this was a specific command, did it mean a closet was the only place in which we can pray? Give some examples of other places and times we can pray.

What are some differences between "vain repetitions" and sincerity?

Many pray only when they have a need. When else should we pray? What else should we pray about? Discuss repentance, consecration, spiritual experiences, and praise and thanksgiving in connection with prayer.

What does the phrase, "forgive us our debts," mean? Why is it important to have a forgiving spirit?

What do you suppose Jesus meant when He said, "after this manner therefore pray ye"?

Why is it important to be constantly in tune with God?

In the ANSWER story, what did Kelly learn from her conversation with her mother, regarding the Lord's Prayer?

## THINGS TO DO

Using an overhead or a chalkboard, write the Lord's Prayer phrase by phrase, leaving space for comments after each. As you discuss the prayer, pick out the elements exemplified which we should include in our prayers too.

As a witness to God's promise that He will hear and answer our petitions, have an adult come to class to give his/her testimony about a special healing or some definite answer to prayer.

If the students are interested, have a prayer pledge for the week. Write down special needs on separate pieces of paper and have each student select one to take home with him. The request he chooses should be a special part of his prayer time each day of that week.

Bring to class a pattern for an article of clothing. Ask whether the dress (or whatever) would be complete as

shown if you left off a sleeve, or the back, or some other piece. Compare that pattern to the pattern for prayer given to us by the Lord. Discuss the elements of the prayer He gave (honor, submission, thanksgiving, forgiveness, etc.). Will our prayer life be complete if we do not include the elements found in the pattern we have been given?

Have your students look up the following Scriptures to find the missing words in the motto:

1. Proverbs 15:8 (word 14)
2. Revelation 20:1 (word 12)
3. Genesis 1:1 (word 7)
4. Hebrews 11:1 (word 2)
5. John 10:1 (word 13)

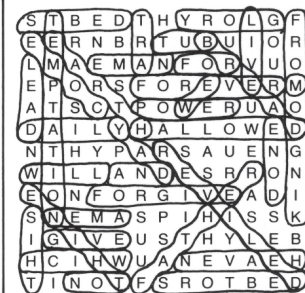
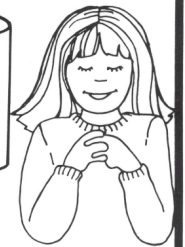
1. \_\_\_\_\_ is the 2. \_\_\_\_\_ to 3. \_\_\_\_\_ but 4. \_\_\_\_\_ unlocks the 5. \_\_\_\_\_.

## Answers for ANSWER

### The Lord's Prayer

Jesus showed us how to pray when He taught His disciples in the Sermon on the Mount. Almost everybody knows or has heard the Lord's Prayer. The Prayer is printed below with many of the key words underlined. Find the words in the word-find and circle them.

Our Father which art in heaven, Hallowed be thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever, Amen.



**TEXT** Luke 18:1-8; 1 Kings 18:41-46

**SUPPLEMENTAL SCRIPTURE** James 5:16

**OBJECTIVE** The students will be able to explain the various requirements for effective prayer.

**KEY VERSE FOR ANSWER** Men ought always to pray, and not to faint. — Luke 18:1

**KEY VERSE FOR SEARCH** And ye shall seek me, and find me, when ye shall search for me with all your heart. — Jeremiah 29:13

**RESOURCE MATERIAL** Tract No. 36 — Prayer: Communication With God

**ANSWER  
TITLE: Prayer Really Works!**

SEARCH  
TITLE: **How Do I Pray?**

## REFERENCE INFORMATION

Prayer recognizes one's dependence upon some higher power. People everywhere, regardless of their understanding of that power, pray. Living in a precarious world, surrounded by the mighty forces of nature, with eventual inescapable death, men find that prayer is instinctive and spontaneous in times of trouble and stress.

Although praying of one form or another is practiced in religions worldwide, it is rare that it becomes the focus of

personal piety, as it is in the Christian faith. For a born-again Christian, prayer is as necessary for spiritual life as breathing is for the physical. Luther once commented, "As a shoemaker makes a shoe, and a tailor makes a coat, so ought a Christian to pray. Prayer is the daily business of a Christian." It is through personal, free, and intimate conversation with God that we are able to find when we seek, receive when we ask, and walk through the doors that are opened for us.

## YOUR OPENER

[illegible]



# How Do I Pray?

**TEXT:** Luke 18:1-8; 1 Kings 18:41-46

**SUPPLEMENTAL SCRIPTURE:** James 5:16

**KEY VERSE:** And ye shall seek me, and find me, when ye shall search for me with all your heart.  
— Jeremiah 29:13

**RESOURCE MATERIAL:** Tract No. 36 — Prayer: Communication With God

## RESPONSES

1. The result of Manasseh's prayer, was that God answered. Through discussion, trace the steps and extent of Manasseh's actions. In his affliction he besought his God, he humbled himself greatly before God, and prayed unto Him. God was intreated of him, heard his supplication, and brought him again to Jerusalem into his kingdom. Ask the class to offer any Scriptures that reinforce the thought that God will always answer sincere prayer. Some possible references would be: Psalm 91:15; Jeremiah 29:12,13; Luke 11:9; John 15:7.
2. As you discuss the marvelous change that conversion brings, ask your class to specifically enumerate some of the "old things" that pass away. Then make a list of some of the things that "become new." Surely, this transformation of a heart is the most dramatic result of prayer that is possible!
3. Your class will probably be able to compose quite a list. Some suggestions could be: divine guidance, protection, healing, help with school-work, provision of a job. Bring out that all facets of a Christian's life should be covered by prayer. Allow time for your class to relate their stories. Be ready to tell the class of a personal experience you had in receiving an answer to prayer.
4. Give the class time to respond with specific examples. It might be interesting to bring out that in some instances prayer changed the very order of nature, as with Moses at the Red Sea; Joshua's commanding the sun to stand still; and Elijah's and Elisha's crossing Jordan. Even Manasseh's father, Hezekiah, requested that the sun would return ten degrees on the sundial and, when Isaiah prayed, it happened. There were also many other types of prayers that the Lord answered, such as for healing, deliverance, sustenance, etc. Conclude your discussion of this question by bringing out that there is nothing God cannot do.

Prayer is much more than a ritual to be performed at a certain hour of the day, for Jesus said that men ought always to pray and not to faint. Prayer is a vital part of the Christian's defense. The Bible bears ample evidence that the power of Satan and evil in general are arrayed against those who pray to God in faith. We are living in the time just before Jesus' coming back to earth. Only our holding on in prayer will help us to be ready for His return.

1. Manasseh is considered one of the most wicked kings in biblical history. He built altars to Baal, worshiped the host of heaven, built altars for them in the house of the Lord, caused his son to pass through the fire, and dealt in witchcraft (2 Kings 21:1-9). Yet when affliction came his way, he humbled himself and prayed to God. What was the result of Manasseh's action? See 2 Chronicles 33:10-16.
2. Of all the prayers that can be prayed, surely the prayer for salvation from sin is the most important. Describe the miraculous results that follow a sinner's sincere prayer of repentance. See 2 Corinthians 5:17.
3. While it is extremely important to repent and pray for forgiveness, list some other things that might be obtained through prayer. Then write about someone you know personally who had an answer to a prayer for one of the items on your list.

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## ADDITIONAL DISCUSSION NOTES

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4. Name some Bible characters who had definite answers to their prayers and tell what the answers were.

5. In our text, Jesus gave us two important conditions to successful prayer. What are those conditions?

6. During Elijah's ministry, why did the rain stop falling? See 1 Kings 17:1 and James 5:17.

7. Having already received God's promise of rain, and even after telling Ahab, "there is a sound of abundance of rain," why did Elijah go to the top of Mount Carmel? Relate what happened there, and describe Elijah's reaction.

8. Perseverance in prayer is important, but what other matter must be kept in mind and heart in order to be successful? See James 4:15.

9. If God didn't answer prayer in this age in which we live, what would be our hope of eternal life?

5. The two conditions are that "men ought always to pray, and not to faint." Discuss what these expressions mean. Ask your class how God differs from the unjust judge in our text. They should bring out that God does not feel that their coming is a bother. He is always willing to welcome them and hear their plea. However, God does not always answer their prayers immediately. He knows how to work out what is best for them, and will answer according to His knowledge and wisdom. This parable is given to encourage people to persevere in prayer, for therein lies success.

6. Elijah's actions were governed by God's directive, therefore he prayed earnestly that it might not rain. Bring out in discussion that Elijah lived during very sinful times. It often takes drastic measures on the part of God to help men see their need of Him. If we are part of God's family, what should our attitude be toward sinners? Jesus said that we should pray for them; and do all we can to bring them into the Gospel. See Matthew 5:44 and Jude 23. Just as Elijah's earnest prayers availed in his day, so the prevailing prayers of God's people today will help turn the hearts of men from sin to God.

7. Elijah went to the top of Mt. Carmel to pray and await God's promise of rain. Surely he talked with God about the promise of rain that had been given to him (1 Kings 18:1). He sent his servant seven times to look toward the sea for any indication of rain. On the seventh trip, the servant saw in the distance a little cloud "like a man's hand." Elijah was so excited he even outran Ahab's chariot, reaching the city before Ahab! This is a prime example of effectual fervent prayer.

8. This verse brings out that we must keep in our minds and hearts God's will for us as we pray and make our plans. Does God always answer the fervent prayers of His people? It has been said that God always answers prayer with a yes, no, or wait. You could bring into the discussion Jesus' prayer for deliverance from His "cup." What was included in His prayer that should be included in every prayer we pray? Jesus prayed the third time more earnestly, sweating as it were great drops of blood, but He prayed just as earnestly, "Not my will, but thine, be done" (Luke 22:42-44). How do we pray? Stress the thought that our prayers should always be submissive to the will of God. But, we do have every right to persist in prayer when we know our petition is in accordance with the will of God—for example, the prayer for a sinner's salvation, or for a deeper experience.

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## YOUR WRAP-UP

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9. Your class should conclude that there would be no hope of eternal life if God didn't answer prayer. Assure the class that Jesus is "the same yesterday, and to day, and for ever" (Hebrews 13:8), and we are admonished to pray always. Some suggested Scriptures: Luke 21:36; Ephesians 6:18; 1 Thessalonians 5:17.

## SUPPLEMENTAL QUESTIONS

What does the word *importunity* mean?

Verse 1 tells us the reason Jesus told the first parable. What is the reason? What did He mean, “not to faint”?

If we ask God often enough, will He always give us what we want?

Why did the judge eventually answer the prayer of the widow?

What in our text proves that Elijah, before he had prayed, knew God would answer? Why, then, did he pray?

How many times did Elijah pray before the small cloud appeared? Have you heard someone say, regarding a difficult situation, “Well, I’ve seen a cloud the size of a man’s hand”? What do you think they meant?

Can you tell of something in your life (in your family) that you prayed for many times before the answer came?

Has God answered prayer for you recently?

In the ANSWER story, which true-story miracle impressed you the most? Why?

## THINGS TO DO

Bring a typewriter to class. Explain to your students that you want to learn to type. Are you frustrated because you can’t type the first time you place your fingers on the keys? No, you expect to have to persevere in order to achieve your goal. Sometimes we must apply the same kind of perseverance in our prayers in order to obtain the results.

Use a copy of the Gettysburg Address, Psalm 91, a play, or any other lengthy article you have on hand. Ask your students how long it might take them to memorize it. Many people have memorized articles, but unless they had a photographic memory, they had to spend much time reading and repeating all the words. The results were worth all the time and effort spent. The same is true with prayer. The result is worth all the time spent with the Lord.

Take a seed to class. To illustrate importunity in prayer discuss how a flower isn’t immediately apparent when the seed is planted. Perhaps there is no visible sign of change when a prayer is first prayed, but the seed has been planted. If we are patient, and give the seed what it needs (water, sunlight, nourishment), eventually it will sprout and grow. In the same way, once we pray we

need to continue in prayer (likening this to providing the needs of the seed), until we see the desired results. But when results are not immediately apparent, we do not need to feel that nothing is happening.







Bring an item to class that pertains to mountain climbing (rope, shoes, etc.). You could also have a chart to show the progress of the climber going up the mountain. Discuss with your class how important the first step is and how each step after that is equally important if the goal is to be reached. If the climber gets discouraged and quits partway up the mountain he will never reach the goal. The same persistence is needed in prayer. Your first prayer shows your desire for a certain need. Each prayer that follows shows your faith and desire for the Lord to answer.

Bring to class a package that has been tied up with knot after knot. Discuss importunity in prayer, likening each prayer to the untying of one more knot. Eventually the gift will be reached if we keep working at it! Sometimes things we pray about may have more “knots” than others. It may take longer to get an answer. Why?

## Answers for ANSWER

### When You Pray

Use the symbol code below and fill in the missing letters. Read each sentence carefully. What they say can help you when you pray.

	= TH		= SI
	= TR		= PE
	= BR		= WH

1. Talk to God, the Father, WHo hears and sees all THings.
2. Ask God to help you TRust in His Word.
3. Ask for every THing in the name of Jesus.
4. Call to God WHen you need to be BRave.
5. Go to God with THanksgiving.
6. God gives you PEace. His son, Jesus, takes away your SIn!

**TEXT** 1 Samuel 3:1-10; Isaiah 6:1-8

**SUPPLEMENTAL SCRIPTURES** Matthew 4:18-22; Acts 9:3-6

**OBJECTIVE** The students will be able to explain the importance of recognizing and answering God's call.

**KEY VERSE FOR ANSWER** Speak, LORD; for thy servant heareth. — 1 Samuel 3:9

**KEY VERSE FOR SEARCH** Also I heard the voice of the Lord, saying, Whom shall I send, and who will go for us? Then said I, Here am I; send me. — Isaiah 6:8

**RESOURCE MATERIAL** Tract No. 19 — A Witness of the Power of God

**ANSWER**  
**TITLE:**

# Will You Answer?

**SEARCH  
TITLE:**

# God's Call to Service

## REFERENCE INFORMATION

Samuel, often called the last of the judges and the first of the prophets, resided at Ramah, about six miles north of Jerusalem. It was his birthplace, judicial residence, and place of burial (1 Samuel 1:19; 7:17; 25:1). Ramah was where Samuel administered justice and also built an altar. He went on circuit to Bethel, Gilgal, and Mizpeh, judging Israel all the days of his life (1 Samuel 7:15-17). Shiloh, about fifteen miles north of Ramah, was the loca-

tion of the Tabernacle from the time of Joshua to Samuel. It was also where Samuel ministered as a child.

Samuel is mentioned in several other Old Testament Books and is recognized as a man of prayer: Psalm 99:6; Jeremiah 15:1. In the New Testament he is referred to by Peter (Acts 3:24), by Paul (Acts 13:20), and in Hebrews 11:32 as one whose faith pleased God.

## YOUR OPENER

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's part of a bound notebook or folder.



# God's Call to Service

**TEXT:** 1 Samuel 3:1-10; Isaiah 6:1-8

**SUPPLEMENTAL SCRIPTURES:** Matthew 4:18-22; Acts 9:3-6

**KEY VERSE:** Also I heard the voice of the Lord, saying, Whom shall I send, and who will go for us? Then said I, Here am I; send me. — Isaiah 6:8

**RESOURCE MATERIAL:** Tract No. 19 — A Witness of the Power of God

## RESPONSES

1. God calls every man to salvation. Review briefly the necessity of a born-again experience which transforms the heart and life. As your students discuss the second part of the questions, they should establish that salvation must be the basis for any work for God. Ask your class to list some of the ways people may try to serve humanity, but in doing so, sometimes leave Christ out of the picture. Their list may include: advancing education through scholarships and grants, maintaining famine and relief agencies, working with social services to aid victims of crime or disease. These are all honorable efforts, but the danger is that man may attempt to substitute these for true service to God. The key to God's service is having the foundation of salvation in the heart and doing His will. Read Matthew 7:21-23.

2. His mother had consecrated him before conception, and later brought him to be used in God's service. Discuss with your class the verses which point out that Samuel seemingly had made his own commitment to the Lord. 1 Samuel 1:28; 2:26

3. Because Eli failed in his duty before God, God instructed Samuel to bring a message of judgment to Eli's house. Point out that all respond to the call of God, but some respond by refusing or neglecting to do what God commands, while others answer yes. Ask the class what happened to Eli because of his neglect? See 1 Samuel 4:17,18. Discuss some of the possible consequences of neglecting to answer the call of God in our day: losing their opportunity to serve, failing to be an example to their children, living with feelings of guilt or condemnation, ultimately losing their spiritual reward or perhaps even their hope of Heaven.

When Samuel answered God's call with those beautiful words, "Speak, LORD; for thy servant heareth," Samuel was commissioned to a life of service for God. Though still a youth, he had an ear to hear and a heart to do the bidding of the Lord. How wonderful if all would answer the call of God as readily as Samuel did, and with the same consecration and zeal in their response!

1. What is one thing to which God calls every man? See 1 Timothy 2:4. Why is answering this call important in order to serve the Lord?

2. Why was Samuel ministering unto the Lord before Eli? 1 Samuel 1:11,24-28

3. According to Scripture, Eli had neglected to do what the Lord required of him (1 Samuel 2:27-35). How did his neglect tie in with God's instructions for Samuel?

## ADDITIONAL DISCUSSION NOTES

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4. Read 1 Samuel 3:15 and describe how Samuel responded to this opportunity for service.

5. Why do you think God calls us to His service?

6. What are some of the things God calls people to do? How do these calls come to us?

7. Is there a progression in the calls the Lord gives us? How do we qualify for “bigger” jobs?

8. How can we be sure that it is God who is calling us, not just our own ideas or inclinations that are influencing our decision regarding what the Lord wants us to do? See John 7:17 and 1 Corinthians 14:32.

9. After God calls us to something, does He ever change His mind? See Romans 11:29.

4. He was afraid to tell Eli what the Lord had showed him. Discuss with your class how it may be difficult at times to do what the Lord calls them to do, even though He has given the assurance that He will be with them and uphold them. See Isaiah 41:10. Ask your class to relate some biblical examples which illustrate that the most difficult opportunities for service bring about the greatest victories. Consider Moses’ facing Pharaoh, and later the Red Sea; Daniel in the lions den; David’s facing Goliath, etc.

5. Your students will probably bring out that God wants His message to be spread to all the world, and mankind is the means He has chosen. Emphasize the fact that He calls us because He loves us, and service to God brings wonderful blessings into the lives of all who answer His call.

6. Allow students to suggest some of the things God calls man to do. These calls may come in different ways: instructions from God’s Word, request of pastor or other servants of God, or the personal leading of God’s Spirit. Stress that God’s call doesn’t always come by some dramatic revelation. Lead into the next question by discussing how they often may perform seemingly small duties in the Lord’s service just because the need is there and it is a position they can fill. It may be that the Lord uses these small steps as a training process for some other responsibility He wishes them to fulfill later.

7. First, one must define *bigger*. Is being a pastor a bigger (more important) job than being an usher or church janitor? Allow discussion. Point out that God asks only that we live up to our potential. There is a progression in reaching one’s potential, but a title or position isn’t the measure of one’s success in God’s sight. His measure is our willingness to be taught and led according to His calling, and our faithfulness in doing what our hands find to do. See Luke 16:10 and Colossians 3:23.

8. Your students should respond with the thought that anything they feel the Lord is calling them to do must, of course, line up with the teachings of His Word. Point out that God will often reveal His call for them to someone else also. If their leading is in harmony with the Scriptures and the leading of those over them, they can be sure God is calling.

9. In reading the Scripture given, the class should determine that while man changes and circumstances change, God stays the same. That doesn’t mean God reveals His whole plan for them in one day. But He will lead them step by step toward the ultimate call that He has for their lives.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

Why did God bother with someone as young as Samuel?

Do you think God was pleased with Samuel's going to Eli? Why or why not? What does his quickness to respond to Eli, even after he had gone to bed, reveal of Samuel's regard for Eli?

If a time should come when we aren't sure of God's call to us, what can we learn from Samuel's example?

How might Eli's advice to Samuel be applied in our own lives? Compare this to Isaiah's response to God's call.

Does Jesus still call us after we are saved? What does He want us to do?

How can we be sure it is God who is calling us, and that we are not just being motivated by our own desires?

Is there a progression in the calls the Lord gives us? How do we qualify for the "bigger" jobs?

What are some of the things God calls people to do today? How do these calls come to us?

In the ANSWER story, what is the call that is very easily missed? Why might it be missed, and what does this tell us about our attitude or receptivity if we don't want to be missed?

## THINGS TO DO

Bring a telephone (not a cellular one!) to class. Discuss why, when it is not connected, we cannot get a message through.

If the children in your class have Christian parents or friends, see if they can name some things these people do to help in God's service.

Bring several items to illustrate physical methods of calling: a telephone, a watch with a beeper, an invitation, a bird or duck call, a megaphone, a whistle, etc. Then discuss how God calls. Show some of the following items: the Bible, a picture of a person witnessing, a tract, a sermon tape, a picture of a person praying.

Bring a tape recording of the voices of several people saying a certain phrase. Ask them to identify the voice they know. Then point out that they had to listen carefully

to do so, to be sure they were right. So must we listen carefully to hear and correctly identify God's voice when He speaks.

To help your students visualize the fact that God calls people from all walks of life, provide each student with a sheet of paper on which you have outlined the shape of a shield. Explain that you wish them to fill this in with details to make a symbol of one type of person the Lord might call. For example, they might wish to fill in the shape with textbooks, a pencil, and notebook paper to symbolize a student. Display the symbols with a heading such as, "God's Call Is to All!"

Give all the students a piece of paper. Ask them to pretend they are Samuel the night after he heard God's voice speaking to him. Have them write a diary entry for that night which reveals his thoughts and emotions following this event.

## Answers for ANSWER

### God's Call to Samuel

Read the Bible text for this lesson. Then fill in the blanks of each sentence. Each word will begin with the letter given at the beginning of the sentence.

**S** . . . When Samuel realized God was calling him, he said, "Speak for thy servant heareth."

**A** . . . Before Samuel knew it was God calling him, he had gone to Eli three times and said, "Here am I, for you called me."

**M** . . . In the morning, Eli made Samuel tell him everything God had said. So Samuel told Eli God was going to make an end to his house.

**U** . . . In the night, after God had talked to Samuel, he lay upon his bed until morning.

**E** . . . The priest, Eli, was old and his eyes were dim. And before the lamp of God went out, God told Samuel things that would make the ears of everyone tingle.

**L** . . . It pays to listen to God's voice, so we will know what God wants of us, and we can live in His will all day long.



**TEXT** John 3:3,16; 17:15-17; Acts 1:5-8

**SUPPLEMENTAL SCRIPTURE** Ephesians 6:13-17

**OBJECTIVE** The students will be able to list the three basic experiences in the proper order and explain the importance of each.

**KEY VERSE** Put on the whole armour of God, that ye may be able to stand against the wiles of the devil. — Ephesians 6:11

**RESOURCE MATERIAL** Tract No. 30 — The New Birth, Tract No. 125 — Sanctification, Tract No. 14 — The Baptism of the Holy Ghost

**ANSWER**  
**TITLE:**

SEARCH  
TITLE:

ANSWER TITLE: **According to His Plan**

SEARCH TITLE: **Ready for the Master's Use**

## REFERENCE INFORMATION

Revealed truth discloses that “the foundation of God,” or the essence of His character, stands firm, steadfastly immovable. This divine foundation has a twin seal guaranteeing it: (1) the Lord knows His own (Numbers 16:5; John 10:14); and (2) the Lord’s own are to be separated from iniquity. Holy living is to be the external evidence of one’s personal relationship with God. These two principles run through all Scripture.

In reference to the key verse, the writer Paul, indicates

that every Christian has a warfare to maintain against numerous, powerful, and subtle spiritual foes. He concludes that they would need much strength, courage, and the complete armor and the skill to use it in order to successfully combat these foes. The complete suit of armor which is mentioned here refers to the armor of the "heavy troops" among the Greeks; those who were to sustain the rudest attacks, who were to sap the foundations of walls, storm cities, etc. Their ordinary armor was the shield, the helmet, the sword, and the brazen boots.

## YOUR OPENER

[illegible]

# Ready for the Master's Use

**TEXT:** John 3:3,16; 17:15-17; Acts 1:5-8

**SUPPLEMENTAL SCRIPTURE:** Ephesians 6:13-17

**KEY VERSE:** Put on the whole armour of God, that ye may be able to stand against the wiles of the devil. — Ephesians 6:11

**RESOURCE MATERIAL:** Tract No. 30 — The New Birth, Tract No. 125 — Sanctification, Tract No. 14 — The Baptism of the Holy Ghost

The Word of God plainly teaches that God has three initial experiences for the Christian, as a foundation to prepare him for his walk of faith here on earth. The first two, salvation and sanctification, are provided through the shed Blood of Jesus on Calvary (Hebrews 9:22,28; 13:12). The third, the baptism of the Holy Ghost, is a gift of God (Acts 2:38; 10:45), given to provide power for us so that we can fully serve the Lord.

1. What proof have we from Scripture that the three basic experiences God has for a Christian—salvation, sanctification, and the baptism of the Holy Ghost—are to be sought and received in this sequence? See John 3:3; 17:17, and Acts 1:5.

2. There are several words in use today which indicate the experience one receives when he becomes a Christian. Find Scriptures that use these expressions:

- Born again
- Saved
- Converted

3. What actions stated by Jesus in Mark 1:15 are necessary on our part in order for us to be born again, or saved from sin? Explain what these actions involve.

## ADDITIONAL DISCUSSION NOTES

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## RESPONSES

1. Salvation: "To be born," indicates an entry into life. Until one is born again of God's Spirit (John 3:5), he has no spiritual life and cannot see or enter into the Kingdom of God.

Sanctification: Jesus verifies several times (John 17:6,8,12,16) that His disciples were already born again, and were not of this world. Yet He prays to His Father to sanctify them (verses 17 and 19), and make them one as He and the Father are one.

Baptism of the Holy Ghost: Jesus commanded His disciples to tarry until they were baptized with the Holy Ghost (Acts 1:4,5,8). One hundred and twenty of them did so. That they were already sanctified is evident, as they continued in one accord in prayer in one place (Acts 1:14; 2:1), in accordance with Jesus' prayer for them (John 17:11,21,23).

2. Born again — John 3:3,7; 1 Peter 1:23  
Saved — Luke 7:50; 8:12; Acts 16:30,31 Ephesians 2:8  
Converted — Psalm 51:13; Matthew 18:3; Acts 3:19

You may wish to discuss the phrase "accepting Christ." If a person truly accepts Christ, he will repent of his sins and believe on the Lord Jesus as his Savior. But so often the phrase denotes a mere mental acceptance rather than a real turning away from sin and a subsequent wholehearted following of the teachings of Christ. Salvation occurs when the sinner receives the witness that God has accepted his offering of a broken and a contrite heart.

3. Allow time for your students to offer their definitions of the words *repent* and *believe*. It should be brought out that repentance indicates a godly sorrow and remorse because of one's sins, in addition to a complete turning away from them, pleading for God's mercy and asking His forgiveness. Believing unto salvation goes far deeper than a head belief in Jesus. It is a heartfelt confession that Jesus is the Son of God (Acts 8:37), and that God has raised Him from the dead (Romans 10:9,10). It is a confidence that God has answered our prayer, and is accompanied by a witness from the Holy Spirit that our sins are forgiven, and we are now children of God (Romans 8:16).



4. What outward change takes place in one's life when he or she becomes a Christian? See 2 Corinthians 5:17 and Ephesians 4:22-32.

5. When someone comes to God to be saved, he must repent and turn from his sins. In contrast, how do we come to God when seeking to be sanctified? See Romans 12:1,2 and 6:13.

6. What effect does the experience of sanctification have in the life of a Christian? See Romans 6:6 and Hebrews 2:11.

7. What do Jesus' admonitions to His disciples in Luke 24:49 and Acts 1:4,8 teach us of the importance of seeking the baptism of the Holy Ghost?

8. Can we expect to receive the baptism of the Holy Ghost today in the same manner and with the same witness as the Early Church, or was the gift just for those in that day? Explain. See Acts 2:38,39.

4. Impress on the students the fact that as a new creature in Christ, the sinful things one did before conversion are now gone. The lying, stealing, evil speaking, bitterness, unforgiving spirit, etc., go out of one's life when Jesus comes in. This might be a good time to ask if any of your students would like to offer an example of how God took such things from their lives when they were converted.

5. We must yield or consecrate our entire lives to the Lord for His service. We must separate and set ourselves apart, which is our role in sanctification. See Leviticus 11:44 and 2 Timothy 2:21. Jesus gave us the example in John 17:19. When we do this fully and believe, God sanctifies us. Ask your class to list some of the things Christ did so that we might be sanctified; for example, He prayed for us (John 17:20,21), He suffered outside the city gate (Hebrews 13:12), He offered His body (Hebrews 10:10), and shed His Blood (Hebrews 10:19).

6. The root of sin (or principle of sin) is destroyed. We have perfect oneness with God and spiritual oneness with other sanctified Christians. You may wish to broaden your discussion by bringing out that we are cleansed and made holy in the eyes of the Lord, and live clean, pure, peaceable, holy lives in this world. See Ephesians 4:24; 5:26,27; 1 Thessalonians 5:23; Hebrews 12:14.

7. He refers to the baptism of the Holy Ghost as "the promise of the Father," which shows this experience is all-important. He then follows by telling them to tarry in Jerusalem until they have received the promised power, and not to go out witnessing and evangelizing until they have received this endowment. Ask your class why the Holy Ghost was given. Class discussion should bring out that the gift of the Holy Ghost was given as an enabler for the disciples to be successful witnesses of the Gospel, and should be sought for the same reason today. Explain to the students that when seeking this experience they should be asking from the Holy Ghost the power for service that the experience brings.

8. Yes, we can expect to receive the baptism as the Early Church did. When one consecrates wholly and believes, that one will receive the baptism, and the witness of tongues will supernaturally follow. This might be a good time to share with the students your experience of receiving the baptism. Bring out that God is definitely still giving the same experience in the same way as He did in Bible times. Close your class session by rehearsing the importance of receiving these three basic experiences in order to be ready for the Master's use, and to establish a firm foundation upon which to build their spiritual house.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What is the definition of *experience*? What are some examples from your own life of outstanding events? Relate these to the outstanding event that occurs when we receive salvation, sanctification, and the baptism of the Holy Ghost.

When Jesus saves us, what are we saved from?

What should this tell us about what our lives will be like after we have received this experience?

What are the two meanings of the word *sanctify*?

How do you describe man's part and God's part in the experience of sanctification? If one is sanctified—made pure and holy—why does he need anything more?

What are some ways in which one can grow spiritually?

Why do we need the experience of the baptism of the Holy Ghost?

If you are convinced that Christians need the baptism of the Holy Ghost, but you do not have it yourself, how can you prove that you really believe it is necessary?

Can you make the comparison which the ANSWER story makes between the steps in pottery-making and the spiritual experiences of a Christian's life?

## THINGS TO DO

Bring several items to class to show how things need to be done in the correct way in order to be of use.

1. A balloon: Tie a knot in the end and then try to blow it up. It won't work. The knot has closed the hole.
2. Wall plate and an electrical appliance: Tape the plate to the wall and try to plug in the appliance. It won't work. The outlet is missing.
3. A piece of stationery and an empty ink pen or unsharpened pencil: Try to write a message to someone. It won't work. You need ink or lead.

In each of these ideas something is missing or in the wrong order. If we are to be ready for the Master's use we must do all things in order. Never say that what Jesus has for us to do is unimportant.

Take a construction plan to class. If possible, it should be one with separate pages for plumbing, framing, etc. Explain that this plan is for one building, but there are

many parts to the plan. Each one is necessary in order for the building to be complete. Just so, God has different experiences for us which are necessary in order to make our spiritual building complete.

Use samples of dirty clay, clean clay, and a vessel made from clay, to illustrate the ANSWER story as you go through it step by step.



Bring some greenware to class and discuss what the firing does for it.

Use a set of Lego or similar building blocks, including a flat base. On the back of the base tape the words, "Salvation," "Sanctification," and "Baptism of the Holy Ghost." Begin to build a structure on the base explaining that God gives us many blessings which add to our Christian experience and spiritual growth. But these three experiences give our Christian lives a solid foundation.

## Answers for ANSWER

### Grow God's Way

Each experience we have from God is important. His Word helps us to understand them. Read each verse given, starting with "The Way," and write your answers on the lines provided.

<p>Who is "The Way"? John 14:6</p> <p><u>Jesus</u></p>	<p>What is another way to Heaven besides Jesus? Acts 4:12</p> <p><u>None</u></p>	<p>What happens to our sins? 1 Peter 2:24</p> <p><u>Buried w/ Jesus</u></p>
		<p><b>Sanctification</b></p> <p>Who sanctifies a Christian? 1 Thessalonians 5:23</p> <p><u>God</u></p>
<p>What things should be acceptable to God? Psalm 19:14</p> <p><u>Words, Meditation</u></p>	<p>Does sorrow last forever? Psalm 30:5</p> <p><u>for a "night"</u></p>	<p>Who is the baptism of the Holy Ghost for? Acts 2:38,39</p> <p><u>Everyone</u></p>
<p>In what areas should a Christian grow? 2 Peter 3:18</p> <p><u>Grace, knowledge of God</u></p>		
<p><b>Not the end—the beginning!</b></p>		

**TEXT** 1 Corinthians 12:14-27

**SUPPLEMENTAL SCRIPTURES** Romans 12:4-8; Ephesians 4:1-4,11-13,16

**OBJECTIVE** The students will be able to explain that a consecration of themselves, and faithful service in all that the Lord gives them to do will make them usable members of the Body of Christ.

**KEY VERSE FOR ANSWER** Now ye are the body of Christ, and members in particular. — 1 Corinthians 12:27

**KEY VERSE FOR SEARCH** And he is the head of the body, the church: who is the beginning, the firstborn from the dead; that in all things he might have the preeminence. — Colossians 1:18

**ANSWER**  
**TITLE:**

ANSWER TITLE: **A Special Part**

**SEARCH  
TITLE:**

# SEARCH TITLE: Do I Fit?

## REFERENCE INFORMATION

The mystical body, the Church, as well as the natural body, is composed of many members. As members of the physical body are dependent upon each other and minister to the general support of their system, so it is in a Church. All members are connected among themselves, and without such union the Church cannot subsist. The Apostle goes on, with his principal object in view, to show that the gifts and graces with which the different teachers were endowed were all necessary and should be collectively used. They could not dispense with the least of them; the Body of Christ needed the whole for its nourishment and support.

The English word *church* derives from the Greek *kuriakos*, “belonging to the Lord,” but it stands for another Greek word, *ekklesia* (or ecclesiastical), denoting “an assembly.” It is in this sense that the writer of Acts uses it to describe the new gathering or congregation of the disciples of Jesus Christ as belonging to the Lord (indeed His body, He being the Head). The Church is more than a congregation, more than a visible organization. The invisible Church is made up of all those who are one in Christ. Jesus Christ has only one Body, one Bride, and all divisions and differences are overcome through the power of the Blood, and the indwelling of His Spirit.

## YOUR OPENER

[illegible]



# Do I Fit?

**TEXT:** 1 Corinthians 12:14-27

**SUPPLEMENTAL SCRIPTURES:** Romans 12:4-8; Ephesians 4:1-4, 11-13, 16

**KEY VERSE:** And he is the head of the body, the church: who is the beginning, the firstborn from the dead; that in all things he might have the preeminence. — Colossians 1:18

Just as the many members of the physical body are dependent on each other, so it is with a church. The members are united and supportive of each other. Without this union no church could exist. God has given to each of us grace and ability to accomplish the work He has called us to do. But to be effective for God we must consecrate our lives to do His bidding.

- 1. What is meant by the phrase, *the Body of Christ*?
- 2. How is the decision made to determine where one fits into the Body of Christ?
- 3. What is the particular place that Christ fills in the Body? What is the responsibility of the members toward Christ?

## RESPONSES

- 1. Let your students respond by giving their thoughts. Bring out that the Body of Christ is also called the "Church." Ask your students to discuss just what the Church is. Their comments should develop the thought that it is made up of men and women who have given their hearts and lives to God, and are willing to be used in whatever capacity God sees fit. How do those who attend but fail to yield their lives to Christ fit into the picture?
- 2. Verse 18 tells us that God ordains the placement of members in the Body as it pleases Him. Discuss with your students why it is necessary that God direct in this. They should conclude that He knows the potential abilities, the personal characteristics, and the talents of each individual, as well as the weaknesses. His all-encompassing wisdom must be the basis for deciding which task each individual is best fitted to do.
- 3. Christ is the Head of the Body. Discuss why all members must be subordinate to the Head. Just as the brain is the controlling system of the physical body, Christ is the One who gives direction to the Body of the Church. Your students should recognize that it is impossible to be a member of the Body of Christ and not be under the authority of God's Word, for Christ is the Word made flesh. The Word is the point of reference for all questions regarding the Body of Christ.
- 4. The answer to this question is not clearly spelled out in the text. However, it should elicit a number of suggestions as there are many instructions in Scripture concerning faithfulness, consecration, obedience, etc. You may wish to direct your students' attention to the first part of verse 28. Help them recognize the fact that God set up those in the Body who are the governing members of the Body or Church. It is their responsibility to be on the alert for those who are consecrated and willing to do what they can for the cause of Christ, in order to help them find the place that God would have them fill.

## ADDITIONAL DISCUSSION NOTES

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4. In what manner does a person develop his usefulness, and become able to accept other responsibilities as a part of the Body of Christ?

5. What part of the Body is more important than the others, apart from the Head?

6. What is the responsibility of each member toward the others?

7. List some of the ways in which the Body is benefited when all the members are working together as a unit and all fit into their respective places.

8. How does consecration help us continue to fit into the place that God has planned for us?

5. It is possible you will receive some varying opinions regarding this question. You may need to point out that God has, of course, placed some in positions of leadership and we must accord them respect and honor. However, God does honor the one who is a "good and faithful servant," no matter if his position is in leadership or in humble service unobserved by most of those around him. Ask your class to mention some areas of service around the church or among the congregation which might be unnoticed but are still important. Who cleans the church on Monday morning? Who mows the church lawn? Who gasses up the Sunday school vans? Who makes a dinner for a sick one, or takes an elderly saint grocery shopping? These may seem like small functions, but they are all important for the smooth functioning of a church and its members.

6. Your students' answers should bring out that the attitude between members should be one of mutual concern. If one member suffers they all suffer. If a member rejoices, all rejoice. The attitude also includes absolute cooperation. Discuss how, in the physical body, when one sense or function is impaired, usually another sense becomes heightened in order to compensate. Compare this to the response of the spiritual Body of the Church when one member steps in to help another who is faltering in some way.

7. The answers given may include: increased unity, greater fellowship between members, more sympathy and understanding for each other, a clearer witness to those outside of the Body of Christ, a closer relationship with Christ, progress in the work of the Lord. After your list has been made, encourage the group to talk about the ways in which these benefits can be increased.

8. As your class talks over their responses, you may wish to direct their attention to Romans 12:1. If they present their bodies a living sacrifice, they will find it necessary to continue to make consecrations even after they have initially consecrated their lives to God. For instance, if a young person was saved and received his experiences at an early age, likely he would still be called to make specific consecrations regarding job opportunities, marriage plans, service for the Lord, etc. Help the class to summarize the lesson by reinforcing the thought that if they continue faithfully in all that the Lord calls them to do, they will be usable and effective members of the Body of Christ.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What do we mean by the "Body of Christ"?

What talents has the Lord given us to use for Him? How can we develop our talents for the Lord?

List as many parts of the Body of Christ as you can.

Why is Jesus called the Head of the Body?

What other things are composed of many parts but perform as a unit?

1 Corinthians 3:16, calls a Christian's body "the temple of God." What does this mean?

Is it important to know where we fit in the Body of Christ?

What is more important than the call itself?

In the ANSWER story, how many parts to the Body of Christ did Joe say there are? How can one know if he is a part?

## THINGS TO DO

Make a list of things to do to be helpful in the Body of Christ.

Ask a student to put one of his hands behind his back, then try to tie a shoe, tie a tie, etc., using his free hand. Have another student try to help using only one hand. It won't work! This illustrates we must be part of one body.

Bring a small jigsaw puzzle to class. Use it to illustrate that each piece is important. All pieces are different and have a different spot to fill. Try to work one into the wrong place; it won't work! The puzzle is not complete without all the pieces.

As you talk about how every person can be a part of the Body of Christ, have your class make a collage illustrating this. On a large piece of posterboard, write the words, "We Are Part of the Body of Christ." Have them cut pic-

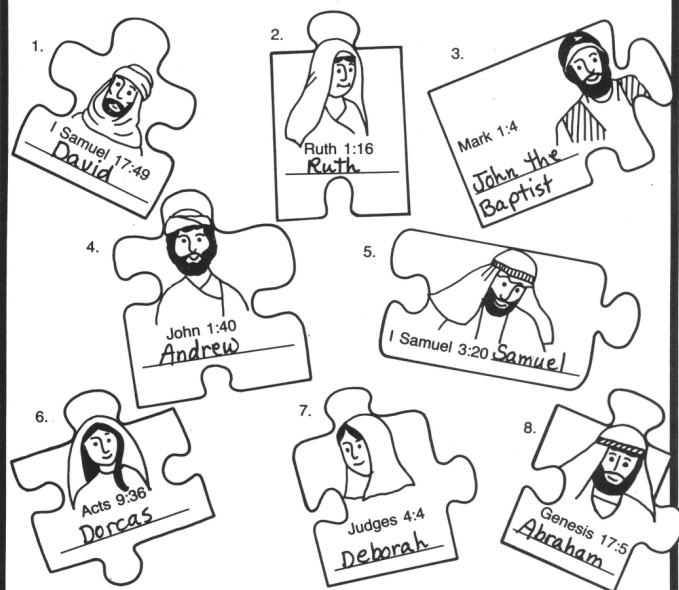
tures of people from magazines. Intersperse these with pieces of colored construction paper on which you have written various jobs that can be done around the church: minister, pastor, altar worker, choir member, Sunday school teacher, prayer warrior, etc. At the conclusion of the class session, display the completed poster.

Take a clock, camera, or other object with many small parts to class. If you wish, have it partially assembled. Talk about how many of the parts are small, almost unnoticeable, yet they are important. Each one has its own function. Liken this to the Body of Christ where each one, no matter how small or unnoticed, is important and has a job to perform.

## Answers for ANSWER

### Each One Had a Part

Each of the people in these puzzle pieces had a special part in God's plan. Look up the Scripture in each piece and write in who the person was. Then, on the lines at the bottom of the page, write what they did.



- |                                      |   |
|--------------------------------------|---|
| 1. <u>Killed the giant</u>           | 5. <u>Became a prophet of God</u>         |
| 2. <u>Followed Naomi</u>             | 6. <u>Did good deeds</u>                  |
| 3. <u>Baptized in the wilderness</u> | 7. <u>Judged Israel</u>                   |
| 4. <u>Followed Jesus</u>             | 8. <u>Became a father of many nations</u> |

**TEXT** 2 Kings 5:1-4; John 1:40-49

**SUPPLEMENTAL SCRIPTURES** Matthew 9:36-38; Acts 8:4

**OBJECTIVE** The students will be able to explain why soul-winning is so important and list several ways in which they can reach out to others to win them for Christ.

**KEY VERSE FOR ANSWER** He that winneth souls is wise. — Proverbs 11:30

**KEY VERSE FOR SEARCH** And he said unto them, Go ye into all the world, and preach the gospel to every creature. — Mark 16:15

**ANSWER**  
**TITLE:** **Win Others for Jesus**

**SEARCH**  
**TITLE:** **Pass It On**

## REFERENCE INFORMATION

Naaman was a picture of the natural man enjoying the highest and best. "But he was a leper," vividly illustrates sin. The testimony of the captive Israelite maid was effective, and Naaman went to the King of Israel for healing, with "ten talents of silver, and six thousand shekels of gold," probably \$75,000 or more.

John the Baptist's testimony of Jesus' Messiahship resulted in Andrew's conversion. Andrew's testimony in turn won Simon, whose name Jesus changed to Cephas, the Aramaic word for "stone." John translated the word into Greek as "petros" (or Peter) which also means "rock" or "stone." Philip, who was of Bethsaida, was called on the Lake of Galilee near Capernaum. He testified of the Messiah and won Nathanael, of Cana near Nazareth. Nathanael was an Israelite in whom was "no guile," which means he did not possess the wily traits Jacob had before he was renamed Israel.

Every discovery of the Gospel of the Son of God produces benevolence, and leads those to whom it is made to communicate it to others. Those who find Jesus, find in Him a treasure of wisdom and knowledge through which they may not only become rich themselves, but be instruments in the hand of God for the enriching of others. These disciples, having tasted the good word of Christ, were not willing to eat their bread alone, but invited others to partake with them. Thus, the knowledge of Christ became diffused: one invited another to come and see. Jesus received all, the number of disciples was increased, and the attentive hearers were innumerable. Every man who has been brought to an acquaintance with God should endeavor to bring at least another with him; and his first attention should be fixed upon those of his own household.

## YOUR OPENER

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# Pass It On

**TEXT:** 2 Kings 5:1-4; John 1:40-49

**SUPPLEMENTAL SCRIPTURES:** Matthew 9:36-38; Acts 8:4

**KEY VERSE:** And he said unto them, Go ye into all the world, and preach the gospel to every creature. — Mark 16:15

## RESPONSES

1. The three statements should be answered with the names: Naaman's maid, Andrew, and Philip. Use these answers to lead the class into a discussion bringing out the fact that the people with whom they associate—family members, friends, schoolmates, and job associates—are the logical persons to whom they should pass on the Good News of Christ's plan of redemption. The better a person knows a Christian, the more he should be aware of the Christian's relationship with God.

2. The woman of Samaria was convicted, convinced, and converted. She had found the Fountain of Living Waters, and did not hesitate to enthusiastically let others know of this. They were moved to come and see for themselves. Discuss with the class that because Jesus was willing to witness to this woman on a one-to-one basis, though she was one of a despised nation as far as the Jews were concerned, she responded to His love and became a new person. After that, there was nothing more important to her than letting others know what Christ had done for her. We should be as eager as she was to pass on the Good News of salvation.

3. After the disciples received the Holy Ghost, they went everywhere telling the story of Jesus. All Christians are commissioned to witness of Christ's redeeming grace; hence we become "preachers of righteousness." Compare the opportunities of witnessing to the unsaved inside the church sanctuary with the opportunities of witnessing to the unsaved outside the church. Ask your class how the contacts made outside the church might possibly be brought to the church. An exchange of ideas should bring out that a real interest and concern for the needs and problems of the people they contact, gives them greater opportunity to influence the lives of those with whom they associate.

Throughout the years, men have pondered the most profitable activity in which to engage themselves. Myriad have been the goals which they have set for themselves as the ultimate or highest possible degree of usefulness while on earth. But without doubt, the highest calling and occupation ever to thrill and hold the heart of any man is the call of God to the winning of souls for the Kingdom of Heaven. Not only does this unique call contain the greatest of earthly joys, but it also is inherent with the promise of eternal reward.

1. In today's lesson we are studying three persons as examples for witnessing. Identify the person which best fits each statement.

Having love and concern for the person's enemies.

Having found the Messiah, he did not let the day pass until he had brought his brother to Christ.

This person brought one of his best friends to the Messiah.

2. Identify the person to whom Christ ministered, who in turn spread the Good News throughout a whole city and saw many of the people believe on Him. See John 4. Note two or three reasons why this person was so successful in getting the people to come, see, and hear Jesus.

3. What do you think was most influential in achieving the startling multiplication of members in the Early Church? See Acts 4:31; 8:4. In what way are all Christians to be "preachers of righteousness"? See Mark 16:15.

## ADDITIONAL DISCUSSION NOTES

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4. When you think about speaking of Christ, how do you react? Circle one of the sentences given below or write one of your own.

I find it difficult to speak of such a personal matter.

I do not speak about Christ unless someone asks me.

I find it easy to talk to friends about Christ, but not to people I don't know.

I find it easy to talk to strangers about Christ, but not to close friends.

I often find myself talking to people about Christ, and I am thrilled when I have that privilege.

5. In your opinion, how would the Apostle Peter have answered question 4 above? Why? See Acts 4:20.

6. Why is it so very important to witness for Jesus and win others to Him? See 2 Corinthians 5:20. Why is the Gospel vital to every person we meet from the standpoint of eternity? See Romans 6:23.

7. Why is the Gospel important right here and now to every person we meet in the daily affairs of life? See 1 John 1:9 and Romans 8:1.

8. What reward do those reap who witness for Christ? See Revelation 12:11 and Daniel 12:3. What happens to those who fail in this endeavor? See Mark 8:38.

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## YOUR WRAP-UP

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4. The students may be reluctant to divulge how they marked this question. However, there is merit in encouraging the students to be bold in talking to their friends and acquaintances about Christ. If a friend is not saved, his conviction and conversion would be eternally rewarding.

5. No doubt Peter would have answered the question with the last statement. The Upper Room experience had filled the disciples' hearts with fire, enthusiasm, and zeal. Facing the rulers, elders, and scribes gave him opportunity to speak in behalf of Christ. Ask your class what the name of our church, *Apostolic Faith*, means. Conclude that the name means "the faith of the Apostles." Ideally, this means that each of us who carries that name should be filled with the Holy Ghost, as the Apostles were, so that we cannot help but speak about what we have seen and heard regarding the Gospel.

6. God has ordained that the saved people should be His messengers. The Gospel is vital in that there is no other way by which one can enter Heaven. Discuss with the class that eternal matters are of utmost importance, that every person they meet is going to live forever. The Bible lets us know there are only two possibilities—Heaven or Hell! If they consider what this means, they will do everything possible to see their acquaintances and contacts converted. Christ loved us enough to give His life. They should love their fellowmen enough to tell them of Jesus' saving grace.

7. Looking at the Scriptures given, we see God's forgiveness of sins with the resulting deliverance from guilt. Ask your class to recount the daily benefits of serving God, which include deliverance from sin and freedom to do what is right. The saved person serves a new Master who brings about a change in lifestyle. As a result of the change in the inner man, love replaces hate, friendship grows instead of jealousy and envy, and clean living as opposed to the damaging of body and soul through riotous living. Furthermore, the saved one experiences a new inner peace and tranquility that is maintained in times of trouble because it is founded in the love of God. No doubt, there are many other benefits that your students can add to this list.

8. The rewards of those who witness for Christ include overcoming the devil, being wise, and shining as the stars forever. Those who are ashamed of Jesus in this life will not be recognized by Him in the world to come. The lesson can be brought to a successful conclusion by engaging the class in a summarization of the importance of witnessing for Christ. Review with them different ways in which they can reach out to others to win them for Christ. If they are Christians, God has saved them from a very real, eternal Hell. In addition, He has made them a part of His family, with the hope of eternal life with Christ hereafter. The love of Jesus generates a genuine love and concern for others. How could they selfishly fail to pass it on?

## SUPPLEMENTAL QUESTIONS

What does it mean to let your light shine? In what ways can you do this? Can you let your light shine only if you are saved?

What is a "soul winner"?

Can you remember who first told you about the Lord?

What would be the ultimate outcome if those who have experienced salvation did not tell others?

How does witnessing relate to soul-winning?

Discuss how one might be a good witness. a poor witness.

If you tell someone at school or elsewhere about the Lord, what types of responses might you receive?

Can you remember one or more occasions where you told someone about Jesus, church, or Sunday school? How did they respond? What should we do if our efforts seem to bear no fruit?

In the ANSWER story, what news was given to Cathy? How did this come about?

## THINGS TO DO

Arrange a set of dominoes, on end and back-to-back, in a long line. (Leave about a half-inch space between each one.) Push the first one so it causes the rest to fall down. Use this to illustrate the far-reaching effects of one person telling another about the Lord.

Draw or cut from construction paper: two candles, a hill-top, and a bushel basket. Use these to illustrate what a Christian should do—let your light shine, or hide it?

Bring several objects to class that would be associated with activities appropriate to the age-level you teach. (For example: baseball bat, fishing pole, textbook, Big Mac container, cassette tape, curling iron, swimsuit.) Have your students discuss how an opportunity to witness might come up while the activity suggested by the object is in progress. Think this through ahead of time so

you have some ideas on each subject to get the discussion going. For instance, the baseball bat might suggest a situation where one boy tells another that he can play ball for forty-five minutes but then he'll have to leave to get ready for church.


Bring a light switch cover for each of your students. Allow them to decorate the cover with designs and the words, "Let Your Light Shine." Use model paint, decals, and stickers.

Give each of your students a large piece of paper. Supply colored marking pens and have them design a poster witnessing to the power of God. Display the posters around your class area.

## Answers for ANSWER

### Tell Others!

The men listed below were called to tell others about Jesus. To find the answers to the activities read this week's Bible text, John 1:40-49. How many can you do? How long did it take you?



#### 1. CIRCLE THESE STATEMENTS TRUE OR FALSE.

Simon Peter told Philip	<input type="radio"/> T	<input type="radio"/> F
Andrew told Simon Peter	<input type="radio"/> T	<input type="radio"/> F
Philip told Nathanael	<input type="radio"/> T	<input type="radio"/> F
Philip told Andrew	<input type="radio"/> T	<input type="radio"/> F

#### 2. WHO HEARD THE GOOD NEWS FIRST, SECOND, AND SO ON? NUMBER YOUR CHOICES.

Philip	3
Andrew	1
Simon Peter	2
Nathanael	4

#### 3. MATCH THEM UP!

Andrew	He was of Bethsaida
Philip	Brother of Peter
Nathanael	A stone
Peter	An Israelite with no guile

#### 4. UNDERLINE YOUR CHOICE.

Jesus said to (Peter, Philip, Andrew), "Follow Me."  
(Peter, Andrew, Philip) had heard John the Baptist speak and had followed him.  
(Philip, Nathanael, Peter) was the son of Jona.  
(Nathanael, Philip, Peter) said, "Can anything good come out of Nazareth?"

TEXT Acts 4:13-22

SUPPLEMENTAL SCRIPTURES Job 23:10-12; Psalm 119:30-32; Isaiah 30:21

OBJECTIVE The students will be able to explain what it means to persevere or to “Keep On Keeping On” in the Gospel of Jesus Christ.

KEY VERSE FOR ANSWER His way have I kept, and not declined. — Job 23:11

KEY VERSE FOR SEARCH For we cannot but speak the things which we have seen and heard. — Acts 4:20

ANSWER  
TITLE:

SEARCH  
TITLE:

Keep On Going  
Keep On Keeping On

REFERENCE INFORMATION

The scene is Jerusalem. In Acts 3, Peter and John heal a lame man through the power of Jesus’ name, then preach the Gospel to the crowd which gathered. Now in chapter 4 comes the opposition. The Apostles are placed in prison. The next day they are brought before the Sanhedrin. Notice the opposition came especially from the Sadducees. Briefly, they were a Jewish sect who rationalized religion. They denied the supernatural. They scoffed at the idea of miracles, and ridiculed the thought of bodily resurrection. Many of them were wealthy and exercised tremendous political influence. Both of these groups arrayed themselves against the Apostles. Formidable opposition indeed, yet they did not triumph; the

Apostles did! The Christian can triumph today if he applies the lesson in this passage of Scripture.

Some three years earlier than the time of Peter’s preaching, Jesus Christ planted the seed of the Gospel; the disciples, following, watered that seed. Their first efforts were in and around Jerusalem but eventually the Gospel was taken into all the world. The Early Church, despite extreme persecution, experienced rapid growth as men, women, and children believed what they saw and heard. The Old Testament, from beginning to end, covers a period of thousands of years, but the events of the New Testament scarcely take up a hundred years.

YOUR OPENER

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RESPONSES

- 1. Peter and John committed no crime except that they had “preached through Jesus the resurrection from the dead.” Through their faith in Jesus Christ, a lame man had been healed. Your class should see that this gave the Apostles an opportunity to speak to the people about Jesus. Since the rulers were the ones who had crucified Christ, they wanted to stop any preaching about His being risen and actually being the Messiah.
- 2. After the disciples were filled with the Holy Spirit at Pentecost, they really began to proclaim the Gospel and firmly take their stand for Christ. This may be a good opportunity to review with your class the importance of receiving the baptism of the Holy Ghost. Consider some of the offices of the Holy Ghost (comforting, teaching, guiding, giving power, etc.), and discuss how each of these will strengthen and encourage the Christian to “keep on keeping on.”
- 3. The authorities probably assumed that their directive would be obeyed. Discuss with your class how, from man’s standpoint, it would have been easier and safer for the Apostles to cease their preaching and working for God. God’s commandment to them had been one of action, and in obeying they were persevering. Ask one student to read His directive to Peter in John 21:17. His command, “Feed my sheep” involved effort and doing on Peter’s part. Another student could read His commission to the disciples in Matthew 28:19. Discuss the fact that God obviously wanted His followers to do more than just adhere to the principles of righteousness He had taught them; though this certainly was a part of His requirement. Action for Christ is also a part of perseverance.
- 4. The Apostles replied that they would hearken unto the Lord rather than men and that they could not help but speak the things which they had seen and heard. Discuss with the class how, in the next chapter (Acts 5:12-29) they demonstrated their determination to keep on preaching, even though they were put into prison.

Keep On Keeping On

TEXT: Acts 4:13-22

SUPPLEMENTAL SCRIPTURES: Job 23:10-12; Psalm 119:30-32; Isaiah 30:21

KEY VERSE: For we cannot but speak the things which we have seen and heard. — Acts 4:20

Perseverance—the determination to continue on in the face of opposition or difficulty—is a necessary attribute in the Christian life. The spread of Christianity would have come to a standstill if there had not been those who kept on in spite of persecution. Our text deals with two of the Apostles who stood through a severe testing time. As Christians today, we may not face the same types of opposition that the Early Church faced. But there will be times when we will have to be steadfast no matter what opposition comes to turn us from remaining true to God and His directives for our lives.

- 1. What crime had the Apostles committed that brought them before the Jewish rulers? See Acts 4:1-3.
- 2. The Apostles had not always been so bold. Peter had denied the Lord and others had forsaken Him and fled when He was taken by the high priest. Even after His Resurrection they didn’t seem to promote the cause of Christ, but, instead, went fishing. What was it that compelled these men to speak out now so forcefully for Christ? See Acts 1:8.
- 3. How do you suppose the authorities expected Peter and John to respond when they were commanded not to speak or teach in the name of Jesus?
- 4. How did the Apostles respond when the council commanded them not to speak in the name of Jesus? Looking on into the next chapter of Acts, find where the Apostles showed by their actions that they meant what they said.
- 5. In the Old Testament, we read of others who, like Peter and John, were determined to cling to

ADDITIONAL DISCUSSION NOTES



God in spite of temporal and physical adversity. Briefly review the calamities that were the lot of Job. See Job 1:13-19 and 2:7. Which phrases in Job 23:8-11 prove that Job had kept his trust in God in spite of these circumstances?

6. Read Psalm 119:30,31. What do you think is meant by the phrase, "I have stuck unto thy testimonies"?

7. In order to keep on keeping on in our Christian walk it is important that we know what God wants us to do. One verse which brings out the necessity of studying God's Word is 2 Timothy 2:15. Find some other verses that bring out this thought.

8. We pray to have our sins forgiven, and to make a start in our Christian life. Why is it necessary to continue in prayer in order to keep steadfast in the way? See Matthew 26:41 and John 16:24.

9. What part does obedience play in keeping on in our Christian walk?

10. What good advice did Paul offer to those who want to keep on keeping on? See chapter 6 of Ephesians.

5. Verse 11 shows that Job had remained steadfast through all the trials that came to him. Few of us have ever suffered all the losses that came to Job, but no doubt some of your students could cite examples of those, in their own knowledge, who have proved true through severe testing. This might be a good opportunity to discuss some examples of "holding on" in our own day.

6. Allow time for your students to express their ideas concerning this phrase. Their combined responses should produce a good definition of what it means to keep on keeping on. At this point, help them zero in on why this is so vital for a Christian.

7. As your students share the verses they have found, emphasis should be placed on why it is important to know the truth of God's Word. Those who make no attempt to learn what God has to say, are very likely to fall into error and miss the Goal. Other Scriptures that could be mentioned concerning the importance of studying God's Word are Psalm 37:31 and John 5:39; 8:31.

8. Matthew 26:41 reveals that prayer will help the Christian to avoid temptation. John 16:24 shows us that petitioning the Father in prayer will bring results and a fullness of joy. Discuss how each of these results of prayer will help the Christian to remain steadfast.

9. As your students offer their answers, it should be brought out that the most important way they can show their love for God is by being obedient to Him. Adam and Eve failed to obey and plunged the whole human race into sin. The Christian who fails to obey, will also lose his hope of eternal life.

10. He encourages the Christian to put on the whole armor of God. Continue reading through verse 17, discussing the importance of each part of the armor and how it can be a help in continuing in the way. Close your class session by enumerating some of the things Paul went through (2 Corinthians 11:23-28). He came through it all "more than conqueror," and gives us the assurance that if we keep on, neither "height, nor depth, nor any other creature, shall be able to separate us from the love of God, which is in Christ Jesus our Lord" (Romans 8:35-39).

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

How do you think you would react if you were brought before the council and commanded not to speak or teach in the name of Jesus?

Why do you think the priests were so upset with Peter and John?

In what way do you think Peter and John were different at the time of this lesson than at the time when Jesus was crucified? What made the difference?

How can our actions demonstrate to Jesus, to ourselves, and to the enemy, that we will not give up?

What are some positive actions which will counteract discouragement?

Why do some people make the Christian way sound so easy, and others make it sound so hard?

When we are disheartened, what should we do?

What patterns in life should we set that will help us hold on in any situations which come to us later in life?

What does the ANSWER story indicate might happen to the new Christian farther on down the road on his journey to Heaven?

## THINGS TO DO

Bring a wind-up clock to class. Explain that it must keep on going to be of value. It will not tell time or fulfill its purpose unless it is kept wound. We must let God keep us “wound up” (through prayer, reading the Bible, etc.) if we want to function as an effective Christian.

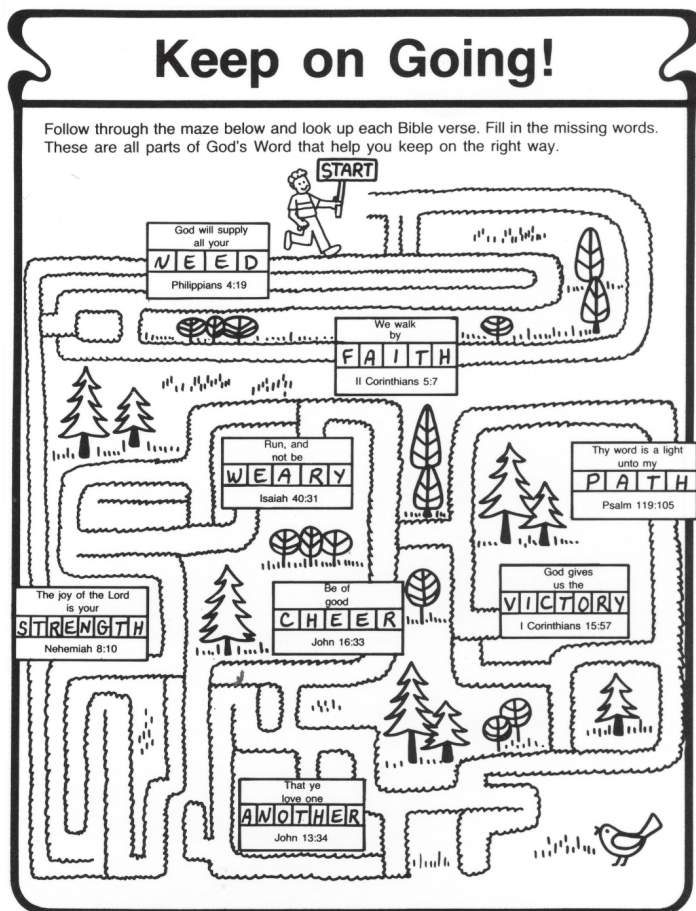
Bring a trick candle to class (one that relights when blown out). Use it to illustrate that the Christian can hold on and keep burning.

Let your students help you draw a map of what the road to Heaven might look like if we could see it. Add pos-

sible obstacles that could be thrown in the way, and side roads that, if taken, would lead a person away from his original goal—Heaven. Show Heaven at the top. Don't make the journey look too hard! This map can help them see how good it can be to let Jesus lead us along.

Make a chart in class, listing tips for running a successful race. (Get input from your students.) Compare it with our spiritual race. Examples: You need to start; pace yourself; be consistent; avoid getting sidetracked; follow the rules; keep your eyes on the goal; finish the race or be disqualified. (Spiritually, no one loses if they finish.)

## Answers for ANSWER



TEXT John 15:9-17

SUPPLEMENTAL SCRIPTURES John 13:1; Hebrews 13:5

OBJECTIVE The students will be able to explain why Jesus is their closest Friend.

KEY VERSE FOR ANSWER There is a friend that sticketh closer than a brother. — Proverbs 18:24

KEY VERSE FOR SEARCH A man that hath friends must shew himself friendly: and there is a friend that sticketh closer than a brother. — Proverbs 18:24

RESOURCE MATERIAL Tract No. 3 — When You Need a Friend  
Tract No. 80 — For Another's Crime

ANSWER  
TITLE:

SEARCH  
TITLE:

Jesus As a Friend  
Your Friend, Jesus

REFERENCE INFORMATION

The Bible makes many references to friendships, and among them is that of David and Jonathan, Elijah and Elisha, and the Apostle Paul and Timothy. But when all of these instances of rare friendship are seen, read about, and admired, a greater friendship needs to be considered: that of Jesus. Jesus lived and eventually died, not only for His friends, but also for His enemies. When put to death by cruel and unbelieving men, He prayed, "Father, forgive them; for they know not what they do."

Jesus set a perfect example for all who are interested in making friends. He went about doing good. He was inter-

ested in others, caring about their needs, making Himself available in good times and bad, listening, reaching out, touching, providing for, and showing compassion.

John, spoken of as the Apostle of love, kept close to the Lord during His three years' ministry. He responded to His love, and was eyewitness of Christ's death, the final outpouring of His love to mankind. John saw the effect of that love in his own life, and the lives of others. The subject of God's love struck deep into his soul as is evidenced by the profound teachings in his writings concerning the love of God.

YOUR OPENER

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RESPONSES

1. The dictionary says a *friend* is “one attached to another by affection or esteem.” Discuss with the students that this definition shows that a friendship is not an association forced upon an individual. A friend is one whose company they seek and enjoy. Encourage the exchange of ideas among the class members, bringing out the benefits of friendship. Everyone needs someone they can trust, someone with whom to share plans, hopes, ambitions, sorrows, and joys.

2. Allow time for your students to give their answers, which will possibly include thoughts such as betrayal of trust, lack of interest, finding other friends, or ceasing to share. The level of one’s friendship might be raised by such things as having a cheerful disposition, being sincere, being helpful, and being communicative. Bring out through discourse that all these answers apply directly to friendship with Jesus. If they are negative in their approach to Him, they will not have a good relationship with Him. The opposite is true if they do their best to be positive in their approach to Him.

3. Jesus loves His children in the same measure that the Father loves Christ. The text shows us that Jesus took the initiative in His friendship toward us. He sealed that friendship when He laid down His life for us. Ask the students, “Who are Jesus’ friends?” They may answer that the people who are saved are His friends. The text tells us that we are Jesus’ friends if we do what He commands us. Ask the students to relate other incidents in which Jesus demonstrated His friendship toward mankind. Any and all of His miracles show this facet of His love.

4. Jesus said that a servant does not know what his lord does; but as friends, Jesus told His disciples all things that He had heard from His Father. Ask your students what the differences are between being a servant and being a friend. They should bring out that a servant is obliged to do what he is told, often without explanation of the reason for doing it. A friend is entrusted with the plan and purpose of the project. Do Jesus’ followers feel worthy of the status of friendship with the divine Son of God? The Apostles Paul, Peter, John, and Jude all called themselves servants of Jesus Christ in their writing to the churches. It is a high privilege to be considered a friend of our Lord, a calling that demands a diligent observance of the things that He has commanded.

Your Friend, Jesus

TEXT: John 15:9-17

SUPPLEMENTAL SCRIPTURES: John 13:1; Hebrews 13:5

KEY VERSE: A man that hath friends must shew himself friendly: and there is a friend that sticketh closer than a brother. — Proverbs 18:24

RESOURCE MATERIAL: Tract No. 3 — When You Need a Friend, Tract No. 80 — For Another’s Crime

Of greater value than the rarest of jewels is the possession of a true friend, one in whom we can place an absolute trust. Everyone needs a friend—someone with a kindred spirit to share the joys and the interests of life, someone who can be relied upon for advice in time of perplexity, someone who can comfort a troubled heart in the day of grief. Jesus is that perfect Friend. When He comes into the heart, He is able to satisfy every longing of the heart and to give flawless counsel in every time of need.

- 1. What is the dictionary definition of the word *friend*? Why is it necessary to have friendships?
- 2. What circumstances might arise which would cause a person to change the level of friendship upon which he has placed another person? How might your answers apply to friendship with Jesus? (See Levels of Friendship chart on inside back cover of this book.)
- 3. Our key verse states, “A man that hath friends must shew himself friendly.” In what manner did Jesus prove this statement true in His friendship toward us?

ADDITIONAL DISCUSSION NOTES

4. What did Jesus mean when He said, "Henceforth I call you not servants . . . but I have called you friends"?

5. What advantages are there in having Jesus as your best Friend?

6. How can our relationship with Jesus be maintained?

7. What evidence will be obvious in our lives when Jesus is our closest Friend?

8. Many people in the world seemingly do not love Jesus at all. How then can He be their closest Friend? See Romans 5:10.

5. This question offers an opportunity for a circle response, considering that the advantages are seemingly endless. The discussion should include that Jesus is absolutely trustworthy. We can tell Him our deepest secrets. He is always helpful in times of illness, for He is touched with the feelings of our infirmities. We can be content always, for He has said, "I will never leave thee, nor forsake thee." Having given the witness to believers of sins forgiven, He gives the assurance that as long as His commandments are kept He will never retract this knowledge. Jesus desires that His friends might have joy, and that their joy might be full. He gives eternal life to those who believe in Him.

6. In order to hold on to our friendship with Jesus, we must do what He commands us. Ask the students how they would sustain a friendship with their closest friend? Bring into class discussion that they must show an interest in Jesus by reading, studying, and heeding His Word. It will be necessary to evidence an appreciation of His interest in them by spending time in prayer with Him. He talks to us as well. Bringing forth fruit for Jesus is another condition which evidences their relationship with Him.

7. When Jesus is our closest Friend, not only will we love Him but we will love one another. Have the class suggest other indications that Jesus is their closest Friend. Suggestions may include that they will not be ashamed of Him, they will be willing to speak to others about Him. In addition, the places they go, the words they speak, and the way they live will all be indicative of their relationship with Him.

8. Christ died for all men when they were still in their sins, before there was any love in their hearts for Him. A discussion can be centered around the fact that Jesus was not willing for any to perish, but that all should come to repentance. God so loved the world that He gave His Son to die for the world, that whosoever believes in Him should have everlasting life. Jesus loves the hearts of men before they are saved, but how much more He loves them after they are saved! Sum up your lesson by reinforcing the thought that we do not love Christ first, but that He loves us and calls the sinful heart. The more we respond to His love, the closer our friendship becomes.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What is a friend?

Jesus said He loves you. How did He prove His love? How does He? How will He?

Explain the difference between a servant and a friend?

In what ways will a friend show his friendship?

Why is Jesus always our Friend, even if we do something wrong?

Is friendship reciprocal? Can it be stronger on one side than the other? With this in mind, on what level is your friendship with Jesus?

If Jesus were listing the things about you that would help Him determine if, or to what depth, you are His friend, what would He list? On what level would He place you?

Have you ever felt you were "let down" by Jesus? If so, were you really?

In the ANSWER story, what was it that made Becky so upset? What did her mother suggest to help her? How might you use that same advice when you have a problem?

## THINGS TO DO

A possible introduction to this activity might be: "Friends like to do many of the same things. You may have friends you like to go camping with. Some of your friends may like to collect the same things that you do. Perhaps you have a friend that shares your liking for a favorite color. Whatever it is, friends have things in common. If Jesus is your best Friend what things do you have in common with Him?" Have your students list on a chalkboard, things they have in common with Jesus as their best Friend. For example:

1. Love for everybody, even for those who don't love us.
2. God is our heavenly Father.
3. Joint heirs with Jesus.
4. Obey God's Word.

You may be quite surprised by the things they suggest.

On a sheet of paper, have your students trace around each hand, positioning the outlines so they appear to be reaching toward each other. Above the top hand write "Jesus." Then have the student write his own name next to the lower hand. In block letters across the top write the words, REACHING OUT IN FRIENDSHIP. As your class discussion progresses, have your students fill in on the

hand marked "Jesus" the things He has done and does to prove He is our Friend. On the lower hand, write things we can do to prove our friendship for Jesus.

Remind your students that a close friend is someone who will share the sorrows as well as the joys that come into their lives. If they love Jesus, they have found the very best Friend of all. List the following Scriptures (not the answers in parentheses) on a chalkboard. Have your students look up the verses and select the key word in each verse which describes what Jesus adds to a person's life when he makes Jesus his best Friend. Discuss with your students ways in which they can add to their friendship with Jesus.

Jeremiah 31:3 — (Love)

Psalms 31:19 — (Good)

Psalms 31:21 — (Kind)

Psalms 130:4 — (Forgiveness)

Proverbs 3:5 — (Trust)

Matthew 5:7 — (Mercy)

2 Corinthians 1:3,4 — (Comfort)

Hebrews 13:6 — (Help)

## Answers for ANSWER

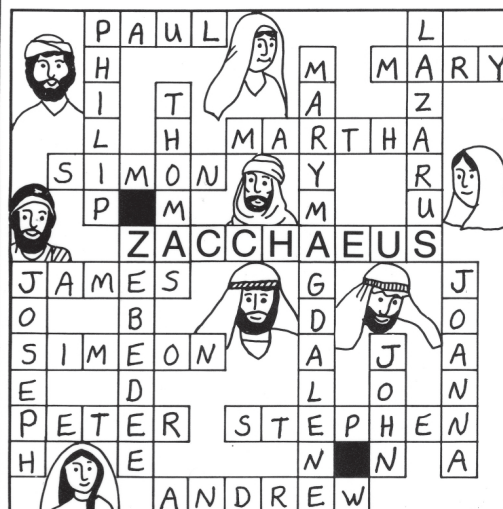
### Do You Need a Friend?

Jesus is the best Friend you could ever have. The Bible tells us of many people who loved Jesus. Below are the names of eighteen of His friends. Fill in the blanks with their names.

JOHN  
MARY  
PAUL  
PETER  
SIMON  
JAMES

ANDREW  
JOANNA  
JOSEPH  
MARTHA  
PHILIP  
SIMEON

THOMAS  
LAZARUS  
STEPHEN  
ZEBEDEE  
ZACCHAEUS  
MARY MAGDALENE





TEXT Ruth 1:6-18

SUPPLEMENTAL SCRIPTURES Proverbs 14:7; 16:19; James 4:4

OBJECTIVE The students will be able to determine what effect the choice of friends has on their spiritual growth.

KEY VERSE FOR ANSWER My son, if sinners entice thee, consent thou not. — Proverbs 1:10

KEY VERSE FOR SEARCH Mark the perfect man, and behold the upright: for the end of that man is peace. — Psalm 37:37

ANSWER  
TITLE: **A Vital Decision**

SEARCH  
TITLE: **Choosing Friends**

REFERENCE INFORMATION

Because of a famine in the land, Elimelech, a man of Bethlehem, took his wife Naomi, and their two sons, Mahlon and Chilion, to live in Moab. The Moabites were descendants of Lot (Genesis 19:37); thus distantly related to the Jews, but they were idolaters. Their god, Chemosh, was worshiped by child sacrifice.

After they moved to Moab, Elimelech died. Naomi was left with her two sons, who married two of the Moabite girls. Naomi and her sons and daughters-in-law continued to live in Moab for about ten years, at which time

both of her sons died. Ruth, widow of one of the sons, with a devotion of superb beauty, returned with Naomi to Bethlehem.

Although Ruth was Naomi's daughter-in-law, she was also a friend. It was this friendship and the love and respect she felt for her older friend that, no doubt, drew her to Naomi's God. The eventual blessings and benefits of Ruth's choice were of permanent duration. The character traits and qualities that Ruth found in Naomi are some of the same we should look for when choosing our friends.

YOUR OPENER

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# Choosing Friends

**TEXT:** Ruth 1:6-18

**SUPPLEMENTAL SCRIPTURES:** Proverbs 14:7; 16:19; James 4:4

**KEY VERSE:** Mark the perfect man, and behold the upright: for the end of that man is peace.  
— Psalm 37:37

The Book of Ruth relates one of the most down-to-earth examples of true friendship in the Bible. It is a story of choices and the consequences of those choices. Ruth unquestionably felt a deep kinship with her mother-in-law which caused her to forsake all that was familiar and journey to an unknown land where she became an ancestress of Christ.

1. What were some of the attributes Naomi possessed which drew Ruth to her? Ruth 1:8,20,21; 3:1,6,18

2. Ruth made one choice, and Orpah another. Their decisions made a great difference in the future events of their lives. What took place in Ruth's life? What, very likely, happened to Orpah?

3. Consider these biblical examples of friendship, and write what influence you think each of the people had on their friend.

Moses and Aaron — Exodus 17:10-13

Joshua and Caleb — Numbers 14:6-9

David and Jonathan — 1 Samuel 18:3,4

Elijah and Elisha — 2 Kings 2:2,4,6

Paul and Silas — Acts 16:25

## ADDITIONAL DISCUSSION NOTES

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## RESPONSES

1. Ruth 1:8 — She was thoughtful and kind to her daughters-in-law.  
Ruth 1:20,21 — She retained her belief in God even though she had suffered the loss of her husband and two sons in a heathen land.  
Ruth 3:1 — She was caring and concerned about the welfare of her daughter-in-law.  
Ruth 3:6 — She had understanding and was willing and able to impart this knowledge to others.  
Ruth 3:18 — She was patient and instructed Ruth to be patient.

2. Ruth moved to Bethlehem with Naomi, married Boaz, and eventually became one in the lineage of David and, thus, Christ. Orpah, no doubt, lived the remainder of her life in idolatrous Moab. Ask your students why they think Ruth made the better choice. She was able to move to Israel and obtain a better knowledge of God and live with godly people.

3. Your students will find that Aaron (and Hur) gave Moses vital physical support at time of battle. Joshua and Caleb showed their unity of spirit by their return with a good report. David and Jonathan made a covenant of mutual care and concern. Elisha followed Elijah and recognized his spiritual stature. Paul and Silas gave each other encouragement when imprisoned.

4. What qualities should we look for in friends?

5. Using Proverbs 18:24, how should we go about establishing friendships?

6. An old saying, “Birds of a feather flock together,” might have had its inspiration from Proverbs 13:20. Read this verse and write how you think our associations affect what other people think of us.

7. Why is it important to have godly standards and goals established in our own life while developing friendships?

8. It has been said that every Christian needs a Paul, a Barnabas, and a Timothy in their lives. Paul represents the influence of an older person—a friend who can serve as a spiritual advisor or mentor. Barnabas represents friendship with a peer—someone who holds you accountable and is not afraid to “tell it like it is.” Timothy represents a younger person, or a new Christian who looks to you for spiritual nurturing or example. Why is it important for a Christian to develop friendships on all three levels?

4. This question will no doubt generate various answers, with your students coming up with such thoughts as trustworthy, caring, and full of compassion and consideration. After their ideas have been offered, you will wish to focus on the importance of making sure their friends are Christians and that their lives bear the fruit of the Spirit. Ask your students to name the fruit of the Spirit (Galatians 5:22,23) and describe why each of these qualities would be a valuable or even necessary attribute in a friend.

5. If one wants to have friends it will be necessary for that one to be friendly to other people. Bring out in your discussion that once we have recognized the qualities we would like to have in our friends, we need to focus on developing these qualities in our own lives. In other words, we need to practice the golden rule. If one shuts himself away from other people, it will be difficult to develop friendships. Ask your students what type of person they can make friends with the easiest.

6. Evil people usually associate with evil people. Christians associate with Christians. Discuss with the class the fact that when a person associates with sinners constantly, people who see him will consider him a sinner even though he is not committing sin. The world judges him by his associates. “Be ye not unequally yoked together with unbelievers: for what fellowship hath right-eousness with unrighteousness? and what communion hath light with darkness?” (2 Corinthians 6:14). Ask your students what they think this Scripture means.

7. As your students respond to this question, they will no doubt conclude that it is vital to have godly standards and goals fixed in order to best choose friends who will strengthen and reinforce those principles. This could be a good time to ask for personal examples from among your students relating incidents when a godly friend influenced or helped them in some special way.

8. The three types of friendships will each add their own dimension to the life. For instance, there are times when we need spiritual counsel, but we also can gain strength by encouraging or nurturing others. If we associated only with one particular group or “type” of friend, it’s possible that our own development would be stunted. Ask your group to mentally assess whether they have friendships that fall into each of the three categories. What benefits have they found in their associations with each?

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What are the most important qualities you look for in a friend? Do you yourself have these qualities?

Do your friends influence your behavior in certain situations? Give some examples. What does this tell us about how we should go about choosing our friends?

What kind of influence are you having on your friends?

How can God help us in selecting our friends?

God gave us Jesus, a perfect example of a perfect Friend. What are some examples of His love and friendship for others?

Can you remember a time when you faced a choice such as Carl faced, as told in the ANSWER story? What decision did you make? How do you feel about that decision now?

If you feel closer to some of your friends at school than you do to those in the church or Sunday school, what does that tell you about yourself?

How does one draw back in a friendship without being offensive?

"Birds of a feather flock together." What is the meaning of this saying?

## THINGS TO DO

Referring to the various levels of friendship, enlarge the chart which is on the inside back cover of SEARCH. Have your students decide on which level they might place different individuals in their lives. Use the following list and add any others you can think of. Discuss what might happen to change the levels of friendship with any of these individuals.

- an unsaved young person you were raised with
- your Sunday school teacher
- a visitor to your church services
- a friend from school who attends another church
- your pastor

Give each of your students a sheet of paper on which the following qualities of friendship have been written in the scrambled form. Ask them to unscramble the words and then number them from 1 to 8 in the order of their impor-

tance. Compare lists and discuss the choices made.  
 NYOTSEH — honesty  
 MHURO — humor  
 EINCAPTE — patience  
 TSRTU — trust  
 CAEECNTPAC — acceptance  
 SEGYNRTOIE — generosity  
 BIATYLI OT SELTIN — ability to listen  
 IYNETVSISTI — sensitivity


Make a matching game of these Bible friends. Discuss what influence they had on each other.

David Elisha  
 Moses Silas  
 Paul Caleb  
 Ruth Jonathan  
 Elijah Aaron  
 Joshua Naomi

## Answers for ANSWER

### Choosing My Friends

Use the number code to find the qualities of a good friend.



1 - A    10 - J    19 - S  
 2 - B    11 - K    20 - T  
 3 - C    12 - L    21 - U  
 4 - D    13 - M    22 - V  
 5 - E    14 - N    23 - W  
 6 - F    15 - O    24 - X  
 7 - G    16 - P    25 - Y  
 8 - H    17 - Q    26 - Z  
 9 - I    18 - R

H O N E S T,                      8    15    14    5    19    20  
 L O V E S                      12    15    22    5    19  
 G O D,                      7    15    4  
 F A I T H F U L,                      6    1    9    20    8    6    21    12  
 K I N D,                      11    9    14    4  
 H A P P Y,                      8    1    16    16    25  
 P R A Y S,                      16    18    1    25    19  
 L O V E S                      12    15    22    5    19



**TEXT** 1 Samuel 18:1-4; 19:1-7

**SUPPLEMENTAL SCRIPTURES** 1 Samuel 23:16-18; 2 Kings 2:2

**OBJECTIVE** The students will be able to explain that with Christ in their lives they will treat their friends in a Christlike manner, doing to others as they would want others do to them.

**KEY VERSE FOR ANSWER** Therefore all things whatsoever ye would that men should do to you, do ye even so to them. — Matthew 7:12

**KEY VERSE FOR SEARCH** Then they that feared the LORD spake often one to another: and the LORD hearkened, and heard it, and a book of remembrance was written before him for them that feared the LORD, and that thought upon his name. — Malachi 3:16

**ANSWER**  
**TITLE:**

# Staying Friends

  
**SEARCH**  
**TITLE:**

# Keeping Friends

## REFERENCE INFORMATION

Jonathan, heir to the throne, loved David (who in a sense was a rival for the throne) as himself, and was far from being jealous or envious of him. He himself was a hero, as his triumph over the Philistines proved. He also possessed a sterling character worthy of being king. But he had mastered the lesson that God's will is best and that God had ordained David to be king. To this he bowed with admirable self-effacement. Jonathan's devotion to his rival is a superbly noble story and one of the finest in history.

Jonathan's friendship with David was sealed by the cov-

enant between them, but in addition, Jonathan gave David his robe, tunic, sword, bow, and belt. The robe was an elegant cloak worn only by royalty and would have, alone, been a valuable gift. But the sword he gave was made of iron and, according to 1 Samuel 13:22, it was one of only two such swords in Israel. His father owned the other one. Some Bible handbooks say that at that time only the Philistines knew the secret of forging the strong metal, so the weapons of the rest of Israel were made only of wood and stone. Jonathan's sword was undoubtedly a most highly-prized weapon, yet without a second thought, he gave it to his friend David.

## YOUR OPENER

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# Keeping Friends

**TEXT:** 1 Samuel 18:1-4; 19:1-7

**SUPPLEMENTAL SCRIPTURES:** 1 Samuel 23:16-18; 2 Kings 2:2

**KEY VERSE:** Then they that feared the LORD spake often one to another: and the LORD hearkened, and heard it, and a book of remembrance was written before him for them that feared the LORD, and that thought upon his name. — Malachi 3:16

In the account of Jonathan and David we have one of the most beautiful examples of friendship found in the Word of God, one that lasted until Jonathan's death and beyond. The envies, jealousies, and competitions that can so often break up friendships had no effect on them because of the godly love that existed between them.

1. From a natural standpoint, what was especially unusual about the love Jonathan had for David?
2. What was the supreme test of Jonathan's friendship with David, and how did he retain his friendship in spite of this test? 1 Samuel 20:30,31; 23:16,17
3. List some of the things that might come along to test a friendship. In what way would God have us react to these tests if we would keep our friendships intact?
4. What kind of confidence did David have in the strength of his friendship with Jonathan, as Saul

## RESPONSES

1. Your class should bring out that Jonathan was the king's son, and David was the king's servant and former armor bearer. Usually those of the nobility would not think of treating those of lesser status as their equals. Jonathan not only did this, but went a step further, and gave David his royal robes and weapons of war. Use this as an example to show the students that they should not choose their friends according to their social status, worldly goods, or popularity. God will reward them for being friendly to those in need of a friend, and for giving help to those who can give nothing in return but love and appreciation.

2. Although he was Saul's son and next in line to be king, he knew that God had rejected Saul's family, and David was anointed to be the next king. Your class should bring out that he retained his friendship through his love for David, his submissive attitude, and his willingness for David to be king and for himself to be just an assistant. Help your students discuss how true love displaces jealousy and prefers one's brother. See Romans 12:10 and 1 Corinthians 13:4,5.

3. Your students' lists may include such thoughts as promotion of others ahead of themselves, a misunderstanding, thoughtless words, separation, wrong interpretation of actions or motives. After they have made their suggestions, go back through each one and discuss how God would have them handle the situation in order to retain the friendship. This would be a good time to tie in your key verse.

## ADDITIONAL DISCUSSION NOTES

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made attempt after attempt to take his life?

5. What was David's reaction to Jonathan's death? What did he do to keep the covenant he had made with Jonathan? See 1 Samuel 20:14-17 and 2 Samuel 1:26; 9:6-10; 21:7.

6. Several times in the Book of Proverbs, Solomon gives us instruction as to the way we should treat our friends. As Christians, what are some of the things you feel we can do to prove our love and friendship for others? See Proverbs 17:17, 18:24, and 27:10.

7. Close friends usually enjoy the same interests, go to the same kinds of places, enjoy each other's company, and like to talk about the same things. The prophet Malachi tells us how the Lord feels about those who channel these interests into spiritual pursuits. What has He promised those who do this? Malachi 3:16-18

8. In 1 John 1:3,6,7 we can read of the fellowship Christians should have one with another as they walk in the light of God. What is the meaning of *fellowship* and how can we apply it spiritually?

4. He knew he had an intimate ally in Jonathan, and that he would do everything within his power to save his life. Bring out that Christian friends today should be able to have the same kind of confidence in each other, and that they should show themselves to be worthy of this trust.

5. David lamented over Jonathan's death, remembering his deep love. He showed kindness to Jonathan's son, Mephibosheth, restoring his father's land to him, and sparing his life when it was in jeopardy. Ask your students to explain the importance of keeping their covenants and promises with their fellowmen relative to maintaining a friendship.

6. Encourage the students to express their thoughts. These could include: being friendly to others at all times; showing oneself to be a true friend even in times of trial, adversity, or affliction; giving material help when it is needed; giving spiritual encouragement. Help the students realize that actions of this type strengthen friendships.

7. Their names will be in His Book, and they will be numbered with those who are rewarded at His coming for the righteous. Discuss the advantages of maintaining Christian friendships.

8. Definition: "Companionship, friendly association, a mutual sharing." Christians can pray with each other, share their joys and sorrows, and enjoy the love of God together. Sum up your lesson by discussing with your students that in doing these things, they will find their friendships growing and also find a continuing Christian unity that will enrich their lives.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

Do you think Jonathan's feelings for David were more than just admiration for a giant slayer? What were they?

Have you ever lost a friend? Analyze what happened to break the relationship. Could you have done something to alter the outcome?

In what ways might jealousy damage a friendship?

What was a long-range result of the covenant between David and Jonathan?

What is the Golden Rule? How do you think putting it into practice will help in forming and maintaining friendships?

Contrast worldly friendships with Christian friendships. How does Christ make a difference in our friendships?

The ANSWER story gives a clue for making friendships. What is it?

## THINGS TO DO

Bring yarn in two colors, knitting needles with double yarn cast on and several rows already knitted. The Bible says that, "the soul of Jonathan was knit with the soul of David." Discuss ways of "knitting" friendship while adding a little to the knitted work for each suggestion.

Provide materials (paper, stickers, colored pens, lace, etc.) for your class to make their own friendship cards. Suggest appropriate sayings such as, "Hello, I like you," or "Special thoughts for a special friend."

For each of your students, run off a copy of the following story:

"Kimberly had many acquaintances in her fifth grade class, but she didn't have any close friends. It seemed that as soon as she got to be a good friend with anyone, they found someone else to pal around with. Many times she felt really lonely at school, even though there were lots of kids around her. One day she decided things had to change. She had to find a way to keep her friends. She decided to . . ."

Allow room for your students to write a conclusion. As an alternative, read the story aloud and allow students to verbally complete it.

Divide your chalkboard into three columns. Mark the first column "Need," the second, "What I Could Do," and the third, "How I Could Do It." In the first column list the following needs: An elderly person is lonely; Baby is crying; Friend is hurt; Mother is cooking; Classmate can't do math problem. With your class, read James 2:14-18. Then fill in your chart to tell ways you could show friendship to those around you.

Everyone likes to know they are appreciated. When was the last time you thanked someone just for being your friend? It is one sure way to bring a smile to someone's face. Have your students write a thank-you note to a friend, just because . . . You may want to supply some cards you have purchased or have the students make their own.

## Answers for ANSWER

### Am I a Good Friend?

We all have our own thoughts about what friendship is. But is your definition a little tight-fitting when you try it on yourself? Maybe you should think about what kind of friend you are. What are your responses to the statements below?



Ten "YES" answers show that you are a good friend to have.  
The "NO" answers show ways in which you might improve.

- |  |     |    |
|--|-----|----|
| 1. I am willing for my friend to have other friends.                               | YES | NO |
| 2. I let my friend suggest what we do as often as I do.                            | YES | NO |
| 3. I praise my friend for doing well or receiving honors.                          | YES | NO |
| 4. I can take criticism and suggestions for improvement.                           | YES | NO |
| 5. I can take a joke on myself, and laugh too!                                     | YES | NO |
| 6. I keep secrets told me by my friends.   | YES | NO |
| 7. When I borrow things, I make sure I return them.                                | YES | NO |
| 8. When I know my friend's "touchy spots," I keep from "bumping" them.             | YES | NO |
| 9. I understand my friend may like people, things, and activities that I don't.    | YES | NO |
| 10. I lend things to my friends as often as I borrow things.                       | YES | NO |
| 11. I listen to my friend's problems as often as I tell mine.                      | YES | NO |
| 12. When I "fall out" with a friend, I am sometimes the first to offer to make up. | YES | NO |



**TEXT** Daniel 3:1-18

**SUPPLEMENTAL SCRIPTURE** Romans 8:35-39

**OBJECTIVE** The students will be able to state the importance of resisting peer pressure that would hinder their spiritual development.

**KEY VERSE FOR ANSWER** Thou shalt not follow a multitude to do evil. — Exodus 23:2

**KEY VERSE FOR SEARCH** Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful. — Psalm 1:1

**ANSWER**  
**TITLE:**

ANSWER  
TITLE: **A Trial by Fire**

**SEARCH  
TITLE:**

SEARCH TITLE: **Handling Peer Pressure**

## REFERENCE INFORMATION

According to the Septuagint this incident occurred in the eighteenth year of Nebuchadnezzar's reign, after Daniel and his three friends had been in Babylon about twenty years. That was the same year that Nebuchadnezzar burned Jerusalem (586 B.C.).

Just as God had previously revealed to Daniel the dream of Nebuchadnezzar and its interpretation, He now puts into the hearts of these three men the firm determination to be true.

Oppert, who excavated in the ruins of Babylon (1863),

found a pedestal of a colossal statue that may have been the remains of Nebuchadnezzar's golden image. The image was 60 cubits (90 feet) high and six cubits (nine feet) wide, evidently in the form of an obelisk. How grotesque man's idolatry and self-deification are in the sight of the God in Heaven.

The word *dura* means “the wall” and probably refers to the walls built around cities to protect them. “The plain of Dura” is perhaps Tulul Dura, a few miles southeast of Babylon.

## YOUR OPENER

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# Handling Peer Pressure

**TEXT:** Daniel 3:1-18

**SUPPLEMENTAL SCRIPTURE:** Romans 8:35-39

**KEY VERSE:** Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful. — Psalm 1:1

## RESPONSES

1. Let the students define *peer*: “One of equal standing with another . . . the associates or companions of one.” Who are the peers of a teenager? Who are the peers of a young mother? The peers of the Hebrew children included the princes, governors, captains, judges, treasurers, counsellors, sheriffs, and all the rulers of the provinces. Daniel was also their peer.

2. Harmful peer pressure forces one into situations that would hinder one’s spiritual development. Allow your students to discuss their own personal experiences. Who in our text attempted to exert this type of peer pressure? Discuss with the class whether or not the attempt by the Chaldeans was harmful. The point should be made that this type of pressure can be resisted, and when it is, then the entire experience becomes one of spiritual benefit.

3. Ask for personal experiences of resistance. When is a polite refusal in order? A firm refusal? An open rebuke? Is a wishy-washy answer effective in resisting? Why not? Stress that displaying firm conviction the first time is the best resistance the second time.

4. Daniel 1:8 is a perfect illustration of how Daniel’s example encouraged the other three to follow the same course. How might the Hebrew children have reacted in that situation without Daniel’s example? Positive peer pressure influences one to enter into situations that are spiritually uplifting and to steer away from spiritually damaging situations. Encourage your class to give their personal examples.

Three young Hebrew men who served God—Shadrach, Meshach, and Abednego—were asked to bow down and worship a golden image. Like true men of faith, they refused. There were, however, some Chaldeans who observed the Hebrews’ refusal. They quickly reported the incident to the king. Now the heat was on! It was literally bow or burn. They had to choose between bowing to an idol or being true to the God of Israel.

1. Who are one’s peers? Who were the peers of the three Hebrew children? See Daniel 2:48,49 and 3:2,3.

2. What is meant by the phrase *harmful peer pressure*? Give an example of harmful peer pressure from your own experience.

3. How can harmful peer pressure be resisted?

4. Is there such a thing as positive peer pressure? Explain. Give an example of positive peer pressure from your own experience.

## ADDITIONAL DISCUSSION NOTES

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5. What guidelines can you use to determine whether the peer pressure you experience is positive or harmful?

**6. How can resisting harmful peer pressure help a Christian? How do you think it helped the three Hebrew children in Daniel 1?**

**7. Why didn't God deliver the three Hebrew children from going into the furnace?**

### 8. How is peer pressure experienced among church associates?

**9. How can one effectively accept positive peer pressure among friends?**

**10.** Read Daniel 3:30. The end result of resisting harmful peer pressure was a promotion for Shadrach, Meshach, and Abednego. Is the end result always a promotion? Explain.

5. Your students should see that God's Word is the main directive in measuring whether the pressure applied is for our good or likely to be harmful. How did the Hebrew children know? They knew by the Commandments of God (Exodus 20:3-5) that they should not bow down to any image. Your students may also suggest that the advice of God's ministers, or Christian parents, might be another way to analyze peer pressure. Observing the lives of godly people and following their example will be helpful.

**6. Discuss *taking a stand*.** What does it mean? How does one feel immediately after taking a stand? What effect does it have on the next time? How does one feel who fails to take a stand? What happens the next time? How does one obtain the conviction to withstand peer pressure? How does one keep it?

7. Point out that resisting harmful peer pressure won't be easy, nor will the immediate result always seem pleasant. Then refer to the key verse.

**8.** Without reference to specific individuals, let the students discuss both positive and harmful peer pressure exerted by different church associates. The spiritually shallow will pressure their peers to be likewise. Those who seek spiritual development encourage their peers to seek the same. What methods do each use?

9. As your students discuss this, they should see the importance of being submissive and receptive to any directive which would seem to encourage them in the right way spiritually. If the pressure is for their spiritual good, then they should accept the pressure and yield. Discuss specific ways they can be of help to one another. How do you think the three Hebrew children were able to encourage one another? What words of encouragement can we offer to others? Discuss the importance of upholding the doctrines and supporting the ministry. What effect does this have on others?

**10.** The promotion may not come from man, but it will come from God. One's spiritual development takes a giant leap forward each time harmful peer pressure is resisted. Would you feel any different about the subject if the three Hebrew children had perished in the fiery furnace?

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

What is a peer?

How can resisting the wrong type of peer pressure help a Christian?

Is there such a thing as positive peer pressure? How can you know if the pressure you feel is positive or harmful?

How does peer pressure tie in with our previous lessons about choosing our friends? with the lesson about Jesus as our best Friend?

What kind of pressure are you exerting on your friends?

If you were with a group of friends, and they were shoplifting, what would you do? Based on your decision, ask yourself:

What will my friends think?

What will the store manager think?

What will my parents think?

What will the Lord think?

As you live your life each day, who among your friends and acquaintances do you feel you are trying to please the most?

If you feel you have yielded to negative peer pressure, what should your next step be?

Ask students for some input of situations that come up in everyday life that would cause peer pressure. Ask them to help you try to come up with answers to the problems.

In the ANSWER story, it says we might wonder how Bible stories of events that took place hundreds of years ago could affect us. In what ways can we gain by reading and discussing such stories?

## THINGS TO DO

Use a rock, a soft piece of wood, two nails and a hammer. By hammering a nail into each object, compare how a soft (wood) Christian cannot resist pressure (nail), while a strong (rock) Christian will resist the pressure better.

Using the following situations, do some role-playing on how to resist peer pressure. You could play one part and

have the children play the other, or they could volunteer to take the two parts and act out the role. After each example, discuss what should have been done or said differently. This will encourage the students to take a stand against sin and peer pressure to do the wrong thing.

1. A boy or girl you like very much has asked you to go to a dance. You know you should not go but he/she is being very insistent. You are trying to say no.

2. You are with a friend who takes you to another friend's home. They are drinking, and your friend is trying to get you to join the party. You are trying to say no.


3. Your friend knows where the teacher has the answers to the test you are about to take, and is insisting on sharing them with you because you didn't get to study. You are trying to say no.

While discussing the need in all of us to feel we fit in with our friends, fold and cut out a chain of connected people figures. Then explain that if those around us are moving in the wrong direction, we must remove ourselves (cut one figure out) and stand alone, even if it is difficult.

## Answers for ANSWER

### What Should I Do?

Don't give in to anyone who tries to get you to do something you know is wrong. Do the things that will help you grow for Jesus. Read each story below and mark an X by the lines which you feel would be a good way to end the story.



1. Your classmates tease a boy because he is fat and has freckles. He moves and sits next to you. You . . .
  - ☒ talk to him about today's lesson.
  - ☐ refuse to say "Hi" to him.
  - ☐ invite him to your house.
  - ☐ pretend you didn't notice.
  - ☐ roll your eyes at your classmates.
2. Your friends invite you to the beach Saturday. But you had promised to mow the lawn for old Mrs. Jones. You . . .
  - ☐ conveniently "forget" the lawn job.
  - ☐ call her up and say you have a cold.
  - ☒ pay your little brother to do it.
  - ☒ call her and ask if you could do it Monday.
3. Three boys in your math class ask you to cut class with them. You . . .
  - ☐ tell the teacher what they said.
  - ☐ let them know they're creeps.
  - ☒ say you don't want to get behind on your math lesson.
  - ☐ go with them just this once.
  - ☐ pretend you didn't hear them.
4. The kids in your afternoon science class pass some test answers around during an exam. You . . .
  - ☒ pass it on without looking.
  - ☐ hand it back to the person who gave it to you and say, "I can't cheat."
  - ☐ take it straight to the teacher.
  - ☐ tear it up and stamp on it.
5. Your cabin mates at camp sneaked out at night. You didn't go, though you tioned the next day you . . .
  - ☐ tell on the others.
  - ☒ keep quiet.
  - ☐ urge your cabin mates to tell the truth.
  - ☐ say the guys in the next cabin did it.



**TEXT** Matthew 25:1-13

**SUPPLEMENTAL SCRIPTURE** Revelation 16:15

**OBJECTIVE** The students will be able to cite the reasons why the wise virgins were considered wise, and the foolish were deemed foolish. They will also be capable of showing why this parable prompts Christians to keep spiritually alert.

**KEY VERSE FOR ANSWER** He that endureth to the end shall be saved. — Matthew 10:22

**KEY VERSE FOR SEARCH** Be ye therefore ready also: for the Son of man cometh at an hour when ye think not. — Luke 12:40

# On the Alert

## REFERENCE INFORMATION

The importance of this parable cannot be overemphasized. While Jesus told it to His disciples nearly 2000 years ago, it is especially timely for the days in which we live. The important message that it sets forth is the vital necessity of being prepared to meet the Lord.

The story is based on the Jewish wedding custom of that day. While it should be noted that all of the details of a parable do not necessarily conform to the truth being set forth, this one illustrates the point very clearly. It was

the custom for the groom’s father or his representative (Genesis 24) to make arrangements for the proposed marriage. The Holy Spirit is now seeking a bride for Christ. Quite often the bridegroom came for the bride at night—hence the need for lamps. Christ’s bride is to be a light in this sin darkened world. There was no excuse for the five foolish virgins to have no oil and they were shut out of the wedding feast. Likewise when the trumpet sounds at the Lord’s returning there will be no opportunity for the unprepared to get ready for His coming.

## YOUR OPENER

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# On the Alert

**TEXT:** Matthew 25:1-13

**SUPPLEMENTAL SCRIPTURE:** Revelation 16:15

**KEY VERSE:** Be ye therefore ready also: for the Son of man cometh at an hour when ye think not. — Luke 12:40

## RESPONSES

1. All had responded to the occasion, taking their lamps and going forth to wait for the bridegroom. This parable signifies the Rapture of the Church. Bring out in discussion that many people talk about Jesus' second coming and seem to anticipate it, but do not make the necessary preparation for that great event.

2. The foolish virgins knew the requirements of the occasion, that they must have a shining light in order to join the procession and go in to the marriage. Discuss with the class that none of the virgins knew when the bridegroom would come. The foolish virgins had failed to fill their vessels with oil to start with. This is why they were considered foolish.

3. They asked for oil from the wise virgins, but received the answer that the wise did not have enough oil for both. They were told to go to those who sold, and buy oil. They went to buy but when they returned, it was too late. Discuss with the students that it was not selfishness on the part of the wise to say they could not give of their oil, for the Spirit of God cannot be transferred from one person to another. The Spirit must come from God. Also consider that one never has more of the Spirit than he needs. Each individual needs all the Spirit that he can possibly secure in order to be ready for Jesus' coming.

4. The wise virgins knew the bridegroom was coming, they went forth to meet him, knowing and performing the requirements of entrance to the marriage. The point for discussion is, did not all the virgins know the requirements? They all certainly seemed to know, but the wise were the ones who were careful to fulfill every requirement for the occasion. They were virgins, which denotes purity and therefore eligibility. They knew there had to be light, so they took lamps to illuminate the way. See Psalm 119:105. They did not know how long the bridegroom would tarry, nor how long their lamps would have to burn, so they filled their vessels with oil along with the lamps. As the result of their conduct and attitude, the wise virgins were ready to go with the bridegroom into the marriage.

There are sins which are passive by nature, but are as destructive in their ultimate consequences as those willfully and deliberately committed. The sin of neglect is one of these. We can see from this parable that the consequences of such a sin are terrible to contemplate. Let us be as spiritually vigilant as the wise virgins were. They availed themselves of every privilege, every opportunity, and every experience that came their way.

1. What was commendable about the attitude of both the wise and foolish virgins?
2. In what ways, then, did the foolish virgins fail?
3. What admonition was given to the foolish virgins? How did they react to this advice?

## ADDITIONAL DISCUSSION NOTES

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4. What lessons are given to us in the conduct and attitude of the wise virgins?

5. Who does the bridegroom represent in the parable? What does the midnight cry depict?

6. What happened to the foolish virgins?

7. What can we do to keep our "lamps" from going out?

8. What thought in today's lesson do you consider most important?

5. The bridegroom in the parable represents Jesus. The midnight cry depicts the trumpet call that precedes and announces Jesus' second coming. This is one reason why God designs that His people become lights in the world. He wants the Christian life to be seen of men. See Matthew 5:14-16. Often men do not read the Bible, but they do read the lives of God's people. 2 Corinthians 3:2

6. They went to buy oil for their lamps which had gone out. They came later to knock at the door for admittance, but heard the words of the Lord, "I know you not." The door remained shut and they were left outside. Ask the class to try to describe the feelings of despair that must have filled the hearts of the foolish virgins. They had had the opportunity but failed to meet the requirements for entrance to the marriage.

7. The parable shows that the burning lamp needs a constant supply of oil. The oil is typical of the Spirit of God. A measure of God's Spirit is upon us when we are justified—forgiven of all our sin (John 16:7-11). With our salvation our lamps are lit. But we are told to "go on unto perfection" (Hebrews 6:1). Holiness, and the power which comes with the baptism of the Holy Ghost are essential to our Christian walk. (See Hebrews 12:14 and John 14:17, 18.) These experiences fill our "vessels" so we have a ready source. Prayer keeps us in touch with God. This communion will keep our faith alive, and a love of the truth will remain in our hearts. We will have a very real excitement in our lives as we watch for Jesus' soon return. Discuss how the disciples, even after their wonderful experience in the Upper Room, felt the need for diligent prayer to maintain the full measure of the gift they had received. See Acts 4:23-31. The Apostle Paul admonished the church to continual consecration and holiness in order to know the good and acceptable and perfect will of God. See Romans 12:1, 2. We are also told that "we ought to give the more earnest heed to the things which we have heard, lest at any time we should let them slip" (Hebrews 2:1).

8. After your students have given their responses to the question, summarize the lesson by stressing the importance of being ready for Jesus' soon coming. Reemphasize that we cannot purchase God's favor nor obtain His blessings by any merit of our own. There is a price to pay: a surrendering of our will, of ourselves, and of our plans to God—an entire and complete consecration to Him—if we would walk in all the light of the Gospel that is manifested to us. Let our determination be the same as the wise virgins. They treasured that which they had received and would not allow themselves to be without it. They were watchful for the bridegroom's coming. Even though the hour was late, they were still alert for the cry that would announce his coming.

## YOUR WRAP-UP

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## SUPPLEMENTAL QUESTIONS

Why do you think Jesus told us the story of the ten virgins? Do you think this story has any effect on us? How or why?

What is an overcomer?

Why would you say that Jesus is really coming back to earth?

What are the basic requirements for being ready?

What can we do to keep our "lamps" from going out?

Verse 13 says, "Watch therefore . . ." How do we spiritually watch?

In the ANSWER story, what was the main point concerning the firemen and in what way was that story similar to the story of the ten virgins?

## THINGS TO DO

Bring an empty kerosene lamp to class, then fill it and light the wick. Discuss how the oil is used up as the wick is burned. Make the point that we must remain close to our supply of "oil" too.

Each of the letters in the word WATCH can help to remind us of some of the things we should be watchful of. "W" stands for the WORD. We should watch the Word of God by reading it daily.

"A" stands for AMUSEMENTS. We should watch our amusements and not be found in a place we would not want to be found when Jesus comes.

"T" stands for TALK. We should watch our talk, and not be guilty of using words we would not want to be using when Jesus comes, or talking about someone in slanderous ways.

"C" stands for COMPANIONS. We should watch our companionships and not be found with those we would not want to be with when Jesus comes.

"H" stands for HEART. We should watch our hearts to remain an overcomer.

Why should we watch so carefully? Because Jesus could come any day.

Material needed: A kitchen timer. Set it without telling your students when it will go off. Use this to illustrate that time is running out and Jesus may come at any time.

Read all the statements. Then number them in the story sequence.


- \_\_\_\_\_ They that were ready went in with him to the marriage.
- \_\_\_\_\_ Those virgins arose and trimmed their lamps.
- \_\_\_\_\_ They all slumbered and slept.
- \_\_\_\_\_ At midnight a cry was made, "Behold, the bridegroom cometh."
- \_\_\_\_\_ The door was shut.
- \_\_\_\_\_ While they went to buy, the bridegroom came.

## Answers for ANSWER


### Ready or Not?

You can't always tell just by looking at people if they are ready for Heaven. The two figures below appear similar but one is ready and the other is not. List five things below each one that show why they are ready or not ready.

Ready  
for  
Heaven



Not ready  
for  
Heaven



Possible  
Answers  
↓ ↓

1. Prayed
2. Read Bible
3. Obedied
4. Was Kind
5. Told of Jesus

1. Disobeyed
2. Was unkind
3. Lied
4. Stole
5. Cheated



**TEXT** Review Quarter Texts

**OBJECTIVE** The students will review the lessons of this quarter, and be able to explain that God has a plan for each individual's life. They will also be able to detail the aspects of that plan which have been covered in this set of lessons.

**KEY VERSE** Student's choice from this quarter

# Quarter Review

## REFERENCE INFORMATION

The word *plan* has several meanings, and each one of them takes on a special significance when we consider the definition in correlation with God's plan for our lives. Definition one brings out that it is "a method of proceeding developed in advance." How wonderful to think that even before our birth, God had knowledge of us and a plan outlined for our lives! "The steps of a good man are ordered by the LORD" we read in Psalm 37:23, and this

verse supports the second dictionary definition, which is “a design or arrangement.” The events that come into our lives are not just random chance occurrences, but they are ordered and foreordained by God. The third definition is “a specific project or definite goal.” God’s plan for our lives certainly includes a definite goal! We are the “specific projects” of His hand, and His aim and desire is that each one of us spend eternity in Heaven with Him.

## YOUR OPENER

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

# Quarter Review

**TEXT:** Review Quarter Texts

**KEY VERSE:** Student's choice from this quarter

The Theme Thoughts for this quarter brought out that even though we may feel we are just one among the millions on earth, in God's eyes we are important. He who notes the sparrow's fall has a perfect and precisely-detailed plan for the life of each one of us. As we look through some important points from our lessons this quarter, let's focus on how we can find that plan and then best follow it.

1. To the Christian, prayer is a required form of communication with God the Father through Jesus Christ His Son, with the aid of the Holy Spirit. Having this knowledge, how should we approach God, and what can we expect to happen as we make our requests known?

2. God's call to us regarding some specific service we are to do for Him may not come by dramatic revelation. We may even question whether it is really God calling us, or just our own ideas and inclinations pointing us in a certain direction. How can we be sure that what we perceive to be God's call is really from Him? See John 7:17 and 1 Corinthians 14:32.

3. In the Word of God we find that God has three initial experiences for the Christian. They are a foundation to prepare him for his walk of faith here on earth. Briefly explain each of these experiences and describe what they do in the life.

4. What are some of the benefits that will come to the individual who has consecrated himself to become a part of the Body of Christ? What are the benefits that will come to the Body of Christ as a whole when all the members are working together in unity of purpose?

## ADDITIONAL DISCUSSION NOTES

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## RESPONSES

1. As your class discusses these questions, possibly some will say our approach should be with reverence, and with expectation or faith (Hebrews 11:6). They may also bring out that our prayers should always be submissive to the will of God. Prayer isn't always just presenting a petition or begging God for some favor, but it is also a time to thank Him with honor and praise.

2. Discussion should bring out that anything directive which we feel is from the Lord must, of course, line up with the teachings of His Word. Point out that God will often reveal His call to someone else also as a confirmation. If a person's leading is in harmony with the Scriptures and the leading of those in spiritual authority over him, he can feel assured that God is indeed directing.

3. Salvation brings the forgiveness of sin, removes the guilt, and makes one a new creature in Christ Jesus. See 1 John 1:9 and 2 Corinthians 5:17. Sanctification or heart purity is the result of a fully consecrated life, and removes the very root of sin from the nature. It is the experience that Jesus Himself prayed His followers would receive (John 17:17). The baptism of the Holy Ghost is the gift of power, which enables one to be a successful witness to the Gospel. See Acts 1:8.

4. Some of the benefits to the individual will include: the blessing of God on his life, the privilege of being used by God, fellowship with other believers, deeper faith. The Body of Christ as a whole will be benefited by greater unity, a clearer witness to those outside of the Body of Christ, and increased progress in the work of the Lord. Help your group to discuss the personal responsibility of one who claims to be a part of this Body. They should recognize that just as blessings and benefits accrue to the individual or group that wholly consecrates to fit into God's Church, the reverse may also be true.

5. Why is it necessary to witness to others of Christ's redeeming grace and win souls for the Kingdom? What are the benefits of taking this initiative? See Daniel 12:3, Matthew 16:27, and Mark 16:15.

6. Once we have committed our lives to the Lord, we can be sure the enemy of our souls will redouble his efforts to discourage, divert, or dissuade us. Our responsibility, as stewards of our souls, is to take advantage of the spiritual armor and weapons God has provided for us to defeat Satan. List some ways we can reinforce our resolve to resist the onslaughts the devil throws our way, and to keep on keeping on.

7. Many instances of true friendship are given to us in the Bible, but the greatest friendship that ever could be experienced is that of friendship with our Lord Jesus Christ. He is a Friend to all, but what actions must we take to ensure an intimate friendship with Him? See John 15:14.

8. God's plan for us may, and often does, call on us to take a stand in a conspicuous way on some issue. At such times, the enemy is always there to give us a reason or reasons why going against the flow of peer pressure is perhaps not the wisest course of action. What is the responsibility of a Christian when it comes to being "different" in order to make a difference, and why?

9. The parable of the ten virgins teaches us the vital importance of spiritual vigilance. Even though the hour was late, the wise virgins were alert and prepared for the bridegroom's coming. What are some measures we can take to make sure we stay ready for Christ's return?

5. The students should come to the conclusion that soul-winning is not an option, but it is a direct commandment from Christ. Lead them to understand that bringing others to righteousness will bring great reward throughout eternity.

6. Put on the armor of God (Ephesians 6:13-17). Pray for strength (Ephesians 6:18). Meditate on God's Word (Hebrews 2:1; John 8:31). Use opportunities to tell of God's mercy and grace (Revelation 12:11). Purpose that with God's help we will resist the attempts of Satan to confuse or confound us (Isaiah 50:7). Keep the heavenly prize ever before us (1 Corinthians 9:24; Philippians 3:14).

7. If we want Jesus to be our Friend, we must be willing to do whatever He commands us. His commandments are not grievous (1 John 5:3). Your students should see that it is not difficult to agree and work in harmony with someone we really care for. Your group may also bring out the necessity of daily communication with the Lord, honoring Him through our actions and words, showing gratitude, being responsive to His love, etc.

8. In the Sermon on the Mount, Christ taught that we, as His representatives, are the "salt of the earth" and the "light of the world" (Matthew 5:13,14). If we fail to let His love, His integrity, and His promise of deliverance radiate through our lives, we are no better than salt that has lost its savor, or lights that have been hidden under a bushel.

9. Your students will likely begin the discussion by pointing out the necessity for seeking and receiving the spiritual experiences of salvation, sanctification, and the baptism of the Holy Spirit, and then continuing to walk in the Light. Encourage your group to broaden the discussion by focusing on ways we can stay in close communion with God. Thoughts mentioned may include: diligent and daily prayer, study of God's Word, continual consecration, striving to carefully follow the will of God and direction of the Holy Spirit, and keeping the soon coming of Christ at the forefront of our minds.

## YOUR WRAP-UP

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## SUPPLEMENTARY QUESTIONS

Why did the disciples ask Jesus to teach them to pray?

In your own words, define *prayer*.

Where was Jonah when he prayed? Do we have to be in a certain place or position for God to answer?

What are three possible ways God answers our prayers?

Why does God call young people today?

How should we respond if God calls us to do something we think we can't do?

What is even more important than where we fit in the Body of Christ?

What is the armor of God?

What is the best way to "pass on" what God has done for us?

What kind of people should Christians choose to be their friends?

What kind of influence do you have on your friends?

## THINGS TO DO

Give your class a key-verse quiz. Ask your students to take turns reciting the key verses learned this past quarter. After each verse is recited, ask how many of the students can match it with the proper lesson.

Prepare a hidden-word puzzle. Choose key words from all the lessons taught during this past quarter and write them on a grid. Fill in the blank spaces with random letters. Above the grid, write a list of all the words you used. Give a copy of the word-find to each of your students, and ask them to find the words in the puzzle.

To illustrate the importance of everyone's contribution to God's plan, have your students stand in a circle. Take a ball of twine and, while holding on to one end of the string, toss it to one student, saying that person's name and giving one positive comment about what that person does or might someday do in the Lord's service.

(Example: Jon, you will be a great trombone player.) Then that student tosses the ball of twine to another person, making a similar comment. Continue until a web is formed. While everyone is still standing in a circle, talk about what happens if someone lets the string drop—if one fails to fulfill his part in the Body of Christ. The whole thing is weakened! Even though another person may be willing to step in and perform that part, how much better when each person fulfills his own part in God's plan.

Cut a sheet of paper into large puzzle pieces. Give each student one piece. Let each person draw a picture of himself, write his name, or otherwise decorate his piece of paper in some way to make it especially symbolize himself. Mount the puzzle on a backing sheet, and post it under the heading, "Every Piece is Important."

## Answers for ANSWER

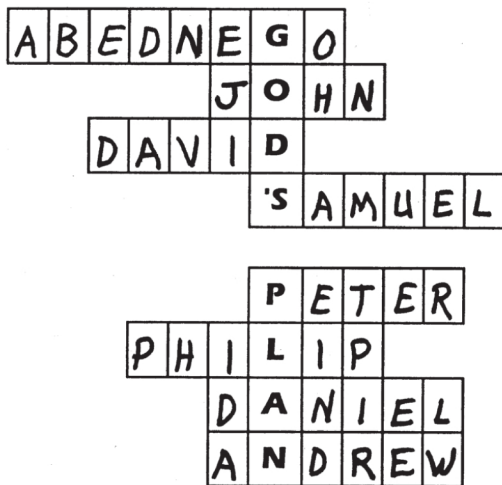




# Answers for Quarter Review Activities in *The Answer*

The names listed below are of people who had a special part in God's plan. Write in the names where they fit on the acrostic puzzle below.

JOHN  
DAVID  
PETER  
ANDREW  
DANIEL  
PHILIP  
SAMUEL  
ABEDNEGO



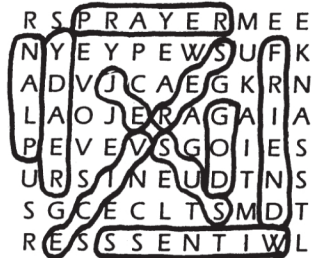
Each of the following experiences result in something wonderful happening in a person's life. Match each experience to its definition listed below. Write the correct numbers on the line after each definition.

1. SALVATION
2. SANCTIFICATION
3. BAPTISM OF THE HOLY GHOST

Power for service 3  
Forgiven and free from sin 1  
Consecrated and holy 2

Find and circle each of the words below hidden in the word-find.

GOD  
PLAN  
JESUS  
READY  
FRIEND  
PRAYER  
SERVICE  
WITNESS



Unscramble these four words and write them on the lines.

SEJUS  
RYREAP  
CREVISE  
ENDRIFS

JESUS  
PRAYER  
SERVICE  
FRIENDS

Complete the names of the friends by filling in the empty spaces with the missing vowels.

1. David was his best friend.  
J O N A T H A N
2. His brother's name was Peter.  
A N D R E W
3. She followed her mother-in-law to Bethlehem.  
R U T H
4. His two friends were Shadrach and Abednego.  
M E S H A C H
5. He asked, "Can anything good come out of Nazareth?"  
N A T H A N A E L

# Answers for Extra Activity Pages in *The Answer*

## Activity Page 41

### What's Missing?

Work together with a friend and see if you can fill in all the missing words to the key verses below.

- 1 If we ask any thing according to his will, he heareth us. — 1 John 5:14
- 2 Men ought always to pray, and not to faint. — Luke 18:1
- 3 Speak, Lord; for thy servant heareth. — 1 Samuel 3:9
- 4 Put on the whole armour of God, that ye may be able to stand against the wiles of the devil. — Ephesians 6:11
- 5 Now ye are the body of Christ, and members in particular. — 1 Corinthians 12:27
- 6 He that winneeth souls is wise. — Proverbs 11:30
- 7 His way have I kept, and not declined. — Job 23:11
- 8 There is a friend that sticketh closer than a brother. — Proverbs 18:24
- 9 My Son, if sinners entice thee, consent thou not. — Proverbs 1:10
- 10 Therefore all things whatsoever ye would that men should do to you, do ye even so to them. — Matthew 7:12
- 11 Thou shalt not follow a multitude to do evil. — Exodus 23:2
- 12 He that endureth to the end shall be saved. — Matthew 10:22

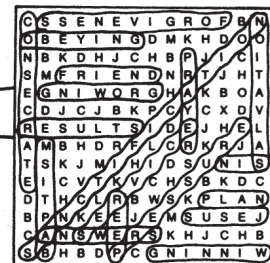


## Activity Page 42

### The Results

Praying, choosing the right friends, serving Jesus — they're all a part of God's plan for us. The words listed below are from the lessons studied this quarter. Can you find them in the word-find?

SIN	OBEYING
PEER	RESULTS
PLAN	SERVICE
JESUS	WINNING
FRIEND	PRESSURE
PRAYER	SALVATION
ANSWERS	CONSECRATE
BAPTISM	FORGIVENESS
GROWING	SANCTIFICATION



## Activity Page 43

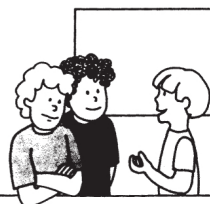
### A Good Rule



Use the code at the top of the page to find God's answer on how to treat others.

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

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24



How should we treat our friends?

God's answer:

T H E R E F O R E   A L L   T H I N G S  
 W H A T S O E V E R   Y E   W O U L D   T H A T  
 M E N   S H O U L D   D O   T O   Y O U   D O  
 Y E   E V E N   S O   T O   T H E M  
 M A T T H E W   7:12

## Activity Page 44

### True or False

During this quarter we have studied some of the aspects of God's plan for our lives. How well do you remember what you have learned? Check yourself out by doing the following activity. Read each statement then circle the T if it is true or F if it is false.

- T ☐ F ☐ Peter taught us how to pray the Lord's Prayer.
- T ☐ F ☐ A prayer for forgiveness will bring results.
- T ☐ F ☐ If you are persistent your prayer will be answered.
- T ☐ F ☐ God calls only a few people to serve Him.
- T ☐ F ☐ Salvation, sanctification, and the baptism of the Holy Ghost are the three basic experiences.
- T ☐ F ☐ We must be faithful to just a few of the things God gives us to do.
- T ☐ F ☐ Telling other people about Christ is very important.
- T ☐ F ☐ Jesus is the best Friend you could ever have.
- T ☐ F ☐ Choose friends who will help you to serve Jesus.
- T ☐ F ☐ To keep friends, you must do anything they ask you to do.





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

A Bible study resource guide for teachers

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printed in U.S.A.