

The
ANSWER

Teacher's Guide



LESSONS 53-65

CHRISTIAN MATURITY

**THE
Answer**

www.apostolicfaith.org

A Bible study resource for use at home and church.

SEARCH



Lessons 53-65

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

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Teacher's Guide

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Lessons 53-65

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

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

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

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

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

Christian arithmetic
assignment:

What is the sum
of these items?

Humility
Forgiveness
Obedience

Faith

Virtue

Knowledge

Temperance

Patience

Godliness

Brotherly Kindness

Love

Thankfulness

Christian Maturity!

Teaching the Quarter Review



The Quarter Review lesson is a perfect opportunity to do something different with your group. It also gives you a chance to analyze how much — and what — your students felt really stood out in the quarter.

Start your lesson preparation by looking over the main points or objectives of each lesson. Consider what would be the best approach to this material. Will you want to use the overview lesson to show a tie between the previous lessons, or to illustrate how they build upon each other? Or does this set of lessons lend itself better to individual highlighting of some of the main points brought out?

Once you have settled on the most effective approach, you will want to look at specific ways to implement it. Let's consider first some possibilities for in-class presentation. (Some of these suggestions will be most appropriate for the junior level, others for seniors, and some would adapt to either.)

✓ Bring visual aids or objects used as class openers for the previous lessons. See who can tell you what the lesson was about, or perhaps a main point of the lesson, by associating it with the visual aid.

✓ Cut a sheet of posterboard into twelve puzzle pieces. Write the titles of the last twelve lessons on the pieces (one title per piece). Keep them in the correct order so the pieces will connect as you put them together. Scramble the pieces and hand them out to the students. As you review each lesson have the student with that puzzle piece attach it to your bulletin board. Be sure to time yourself so you have time to review all the lessons briefly and finish the puzzle.

✓ Set up a contest matching key verse references and words between members of your class, or two classes. Make up two sets of cards (24 in each set) giving a key verse reference or text words on each card. See which team can match all 12 verses with their references first.

✓ Run off on a copy machine or draw a simple game board for each student, showing a number of steps to a goal. Write a series of questions about the past lessons on slips of paper. Students will draw a slip of paper in turn, and if they are able to answer the question they move ahead one spot on their game board. The first one to reach the goal wins. (You may wish to make the questions get progressively more difficult.)

✓ Try a brainstorming session. Have the entire group come up with as many ideas as possible concerning what main points they picked up from this series of lessons.

✓ Divide your group into small "buzz groups" to discuss one of the questions given in the Search lesson. (It might be interesting to combine classes for this activity, if your classes are not large.) Each group will have several minutes to talk over their answer, and then will choose a spokesman to present their conclusion to the whole group.

✓ Make up Bible Tic-Tac-Toe games for two students to play together. (You may wish to make your boards so they can be used again as this activity could adapt to many lessons.) Under each square of the grid, write a question concerning one of the lessons. Cover the squares (perhaps with a hinged flap) so the question cannot be read. The students take turns selecting a space. If they are able to correctly answer the question under that square, they may place their X or O on that spot.

✓ Set up a circle response within your group. Ask a question of the whole group, and have each participant in the circle give a brief answer. If one does not want to comment he may say, "Pass." Possibilities for questions appropriate for this activity could be worked out at round table, or with another teacher.

✓ Try a word association exercise using words taken from the texts, names of Bible characters learned about this quarter, or words describing attributes or concepts

studied. Each participant adds a word which is relative to the word given before.

✓ Try making up a "Trivia" quiz for your final lesson of the quarter. Allow students to work together if they wish, and to use their Bibles. Be sure you have the answers ready! For a variation of this idea, let your students make up the quiz. Assign groups of students to particular lessons. Have them work together and turn in their questions a few days before the weekend so you can compile and reproduce them for class time.

Another aspect of the Quarter Review lesson in many churches is what to do during the review time. Look over the following list of possibilities:

✓ Set up a mock interview. Have your students question someone who is acting the part of a character from the quarter.

✓ Involve your students in the dramatization of events from the lessons. Set up tableaux, or brief pantomimes illustrating main events from each lesson. Have the rest of your group guess which lesson is being portrayed.

✓ One or two Sundays prior to the Quarter Review Sunday, assign each class a time slot to make a presentation of one of the lessons on the concluding Sunday of the quarter. (You may wish to have this project take up the entire class and review time.) Their presentation could include a poster, puppet show, role-play, pantomime, interview, mural, or song. Encourage your students to be creative.

✓ Set up a panel discussion. Have three or four students take the parts of people with differing viewpoints on some aspects of the lessons you have covered. Let them discuss the issues before the entire group with the assistance of a moderator.

✓ Many churches have found that the Quarter Review lesson is the perfect time to plan a contest or quiz. This could be done between classes, boys against girls, or by dividing into teams. There are many different ways to present and score contests. Find one that adapts to your group size and accommodations.

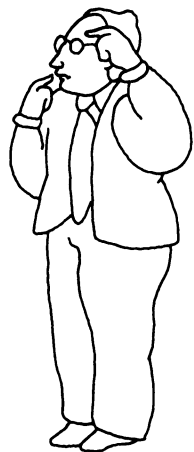
Some final thoughts regarding the Quarter Review lesson: Be sure to look through the Things To Do activities suggested at the end of the lesson. And don't be afraid to do something different! Talk it over with other teachers and see how creative you can be. Your group will find that the final lesson can be a really stimulating time of review, and a great springboard of enthusiasm for the next quarter.

Planning Your Presentation

After you have studied the lesson and are ready to plan your presentation, you can start with this manual as a guide. But you will not be able to do all the ideas your Teacher's Guide presents. Select what will help your class the most.

It never pays to try presenting something you do not fully understand. If what you say does not mean anything to you, it will not mean anything to your students either. Teaching will be a real thrill to you — and effective for your students — if you present things that apply to you and them.

The Teacher's Guide has been designed to be as helpful as possible to you during class. But be sure your students know your authority is the Bible and not "just a book." Remember young people today are bombarded with books and authorities. Your source of knowledge must be the Bible and must be backed by a strong belief of your own.



Key Verse

One step in preparing your presentation is to decide how the Key Verse relates to the point which is to be made by the lesson. How can you present it to your class so it will pertain to them?

Ponder the Key Verse. Write it down and memorize it so that you constantly remember it as you prepare your presentation. Your goal should be to help your students resolve to take some action. You want them to decide to pray and be saved, or to commit their lives more completely to Christ.



Outline

The second step in preparation is to outline what you are going to do. First, you must have an introduction or opener that immediately gets the students' attention. Some ideas from Things To Do may be used for this purpose. Here are some other suggestions which could be adapted to almost any lesson:

- * Rearrange your room. The students will wonder what special thing is going to happen.
- * Set out some of the objects you are planning to use in the lesson. These should catch the attention of your students as they enter your class area.
- * Start with a story.
- * Have a question or problem written on the blackboard.
- * Find some current news clippings that pertain to your lesson.
- * Give out a work sheet — true/false questions, thought provokers, Scripture references, etc.
- * Use a film strip or slides which are pertinent to the lesson.

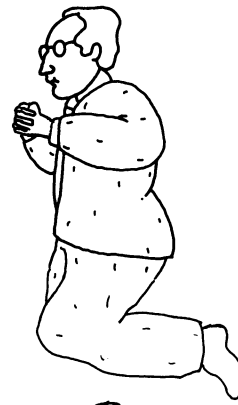
After you have "grabbed" the students' attention with your introduction, you must develop your points. Don't promise more in your introduction than you can deliver in your session. Think of these questions as you plan what you will do in the body of your class time:

- * Is the method of presentation I plan to use the one which will best accomplish my purpose?
- * Is the method suitable for the age of the students in my class?
- * Will what I have planned, work — considering the number in my class and the size of the classroom?

- * Will my students be actively involved?
- * How long has it been since I have used this method (if ever)? Anything done again and again can get dull!

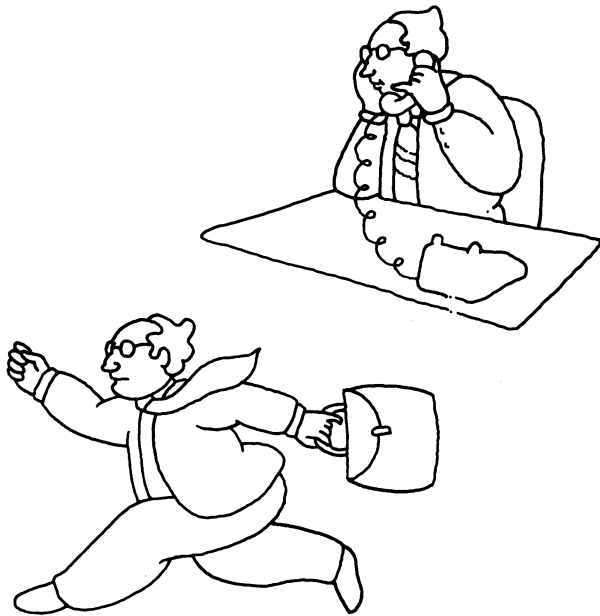
After you have presented your material to your class, you will want to finish with a conclusion or wrap-up. One of the best ways to do this is to help your students respond. You can encourage this by:

- * A discussion of your lesson and presentation.
- * Applications of the lesson to daily life.
- * Ask them to write — their thoughts, their ideas of a daily application, etc.
- * Let them draw a picture illustrating the story.



Pray

"Without me ye can do nothing." All the preparation in the world is not enough. We need the Spirit of God to help us say the right things, and then to water the seeds that are planted. Pray that you will be led in what to do. And pray for your students.



Physical Preparation

After you have decided what you are going to do in your class, begin getting the necessary materials together. Don't wait until Sunday morning! If you are unprepared, you can't teach at your best and your students will know it.

Make arrangements ahead of time for any audio-visual equipment, costumes or props you may need.



Teach

Remember to teach your students. Do not recite lessons. Keep your students' needs in your mind. Do the very best job you can each week — you never know, it might be your last! If you procrastinate on improving your presentation, you will never get it done. Every week strive to make this one the best yet!

To waken interest and kindle enthusiasm is the sure way to teach easily and successfully.

— Tyron Edwards



Theme Thoughts

The Apostle Peter, through the inspiration of the Holy Spirit, has given us a formula. We read: "And beside this, giving all diligence, add to your faith virtue; and to virtue knowledge; and to knowledge temperance; and to temperance patience; and to patience godliness; and to godliness brotherly kindness; and to brotherly kindness charity." It is promised that "if these things be in you, and abound, they make you that ye shall neither be barren nor unfruitful in the knowledge of our Lord Jesus Christ" (2 Peter 1:5-8). With a promise such as this, we would do well to dig deep into the full meanings of these qualities. We, as Christians, must add them to our spiritual character so we can fulfill Christ's charge to us to bring forth fruit.

It is possible that Peter presented these attributes in an intended progression. Taking these attributes as a basis for our quarter, we have included several others which are important to the development of Christian character.

As you study each of these lessons with your students, help them to become aware of how these attributes overlap and build on each other.

Lesson 53

TEXT 1 Peter 5:5,6; Luke 14:7-11; Proverbs 29:23

OBJECTIVE The students will be able to define humility and explain why it is necessary in order to gain God's favor.

KEY VERSE FOR ANSWER Humble yourselves in the sight of the Lord, and he shall lift you up. — James 4:10

KEY VERSE FOR SEARCH What doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?
— Micah 6:8

ANSWER TITLE: **A Winner!**

SEARCH
TITLE: **Humility**

REFERENCE INFORMATION

Jesus insisted that self-seeking assertiveness defeats its own aim. The way of humility leads to real advancement. It is the “meek” who will inherit the earth (Matthew 5:5). It is the lowly publican, and not the proud Pharisee, who pleases God (Luke 18:9-14). It is the humble who will receive final exaltation (Luke 18:14; Matthew 23:12).

The word *humility* has several shades of meaning, but the central thought is “lowliness, meekness, modesty,

mildness, free from pride." It is, in essence, the place of entire dependence upon God.

To humble ourselves is a condition of God's favor (2 Chronicles 7:14) and His supreme requirement (Micah 6:8). God dwells with the humble (Isaiah 57:15). We must humble ourselves not only before God but also in our everyday conduct and dealings with our fellowman.

YOUR OPENER

[illegible]

Humility

TEXT: 1 Peter 5:5,6; Luke 14:7-11; Proverbs 29:23

KEY VERSE: What doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? — Micah 6:8

In the series of lessons for this quarter, we are considering the characteristics of true Christians. Undoubtedly the subject of today's study, humility, is an excellent place to start. We must have a humble attitude to walk with the Lord. See Isaiah 57:15.

RESPONSES

1. Help the students understand that if they exalt themselves, they will be brought down. On the other hand, if they humble themselves, God will promote them in His own time and way. Encourage your students to list the ways they might be tempted to put themselves forward: such as flattery, seeking a position, or putting someone else down.

2. Your class should determine that this characteristic would be pride. Also, Proverbs 16:18 reveals that pride is something God hates. It shows the danger of having pride in our lives.

3. God gives grace to the humble. To further explain God's grace ask your students to read Acts 15:11, Romans 3:24, 2 Corinthians 12:9, and Titus 3:7. These Scriptures not only explain but also reveal why it is important for them to receive grace.

4. This statement is obviously false; the verse states the opposite thought. Your students should bring out in discussion that respect for their elders is not only courtesy but is an aspect of humility. Ask your students to name some specific ways respect can be shown.

1. What is your explanation of the principle developed in James 4:10 and Luke 14:11?

2. What characteristic, if exhibited, would cause God to resist us? Why? See James 4:6.

3. To what people does God give grace? Why is it important to receive this blessing from God?

4. Is this statement true or false? "The thoughts in 1 Peter 5:5 are that young people should advise their elders what to do." Give a reason for your choice.

3

ADDITIONAL DISCUSSION NOTES

5. According to our text, what else does Peter tell us to do? How can we do this?

6. The passage of Scripture in Luke 14:7-11 is called a parable, and was certainly good instruction for those who were present. What do you think it might teach us today?

7. The sin of pride is first in the list of sins that God considers abominable (Proverbs 6:16,17). It is believed that Satan was cast out of Heaven because of pride. He wanted to be equal with God (Isaiah 14:12-15). It is no wonder that his children tend to display his nature! Proverbs 29:23 says that a man's pride shall bring him low. Explain.

8. Write a paraphrase of Proverbs 16:18.

9. Why is it necessary to have humility in order to gain God's favor?

5. Your class should bring out that Peter tells us to be submissive, subject one to another, and clothed with humility. Help your class to consider the positive effects of obeying the admonition, "all of you be subject one to another." Then encourage students to cite specific examples of how they can obey this advice.

6. As different members of the class respond, no doubt the thought of place-seeking will be brought out. Help them to consider how doing this is just the opposite of humility.

7. Allow students an opportunity to contribute their explanations, summing them up with the explanation that God sees the pride in the heart, even when it might not be clearly obvious to others. He has further stated in Isaiah 2:12 that everyone who is lifted up with pride shall be brought low. The students should recognize that pride is at the bottom of all disobedience and rebellion against God. On the surface this may not seem to be the case, but it is self and self-will that prompts disobedience. To set oneself above others or the law is, in essence, pride.

8. No doubt your students will bring out the fact that one who thinks he knows it all will be often embarrassed when he discovers that he doesn't really know as much as he thought he knew. This brings him down, or causes a "fall" in his composure. Your students may mention other ways a person could fall in the eyes of his fellowman, and in the eyes of God. How much better it is to have a humble spirit or attitude.

9. Establish that salvation is impossible without repentance. Then help your students discuss why true repentance is impossible unless accompanied by humility and contrition. Tie in the example of the Pharisee and publican in Luke 18:10-14.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What is humility? How does a person become humble?

What is pride? What does it mean to be proud?

What does the word *exalted* mean? What does *abased* mean?

Have you ever been especially proud of something? Was the Lord honored by your attitude?

How should we state our accomplishments when being interviewed for a job?

When engaged in sports, what should be our attitude if we have pitched a no-hit game, made all the touchdowns, hit a homer when the bases were loaded, made more baskets than the rest of the team members, or something similar?

How should we act if we have the highest grade-point average in school? What should our attitude be if we are rated the highest in anything that we do?

In our ANSWER story, what was Tom Trent's big problem?

THINGS TO DO

Like a Christian's life to a fire, which requires three elements: fuel, heat, and oxygen. The Christian's natural abilities are the fuel. The heat is God's endowment of power on a Christian's experiences. The oxygen is humility. Show what happens to a fire when the oxygen supply is removed by placing a jar over a lit candle.

Take a balloon to class, using it to illustrate what it means to be “puffed up.” The air inflating it could be paralleled to our thoughts about ourselves—being of little substance, based on nothing. It might also be interesting to point out that the tighter a balloon is blown up, the easier it is to pop.

Bring an inflated balloon and a brick to class. Ask your students: What kind of Christian are you in a pinch? Explain that the two objects represent two people who claim to be Christians. The balloon is the sort of person who talks a lot. We sometimes say he is “full of hot air.” He is filled with self-importance. The brick is a Christian who is as solid as a rock. What he says, he backs up with his life. You can really count on him. Satan comes along and puts some temptation in the path of each. What kind of

person comes through in a pinch? The brick (pinch the brick), or balloon (pinch the balloon until it bursts)?

Bring to class two boxes, one fancy (such as a Valentine heart box) but empty, the other plain but filled with a treat for your class. Explain that these boxes represent two people: one who is proud and one who is humble. The beautiful box may look great from the outside, but it is worthless if there is nothing inside. The plain box may not attract much attention, but inside it is full of good things, and thus is the one with true worth.

Use a length of rubber hose (or a straw) to help you illustrate a humble attitude. There is nothing in itself to bless or benefit except when it is used as a channel for something to flow through. When that happens, it fulfills the purpose for which it was intended. It can be used anywhere, any time, in many ways, (or not used at all) and without complaint on the part of the hose. In a spiritual sense, God's Spirit works through a humble soul.

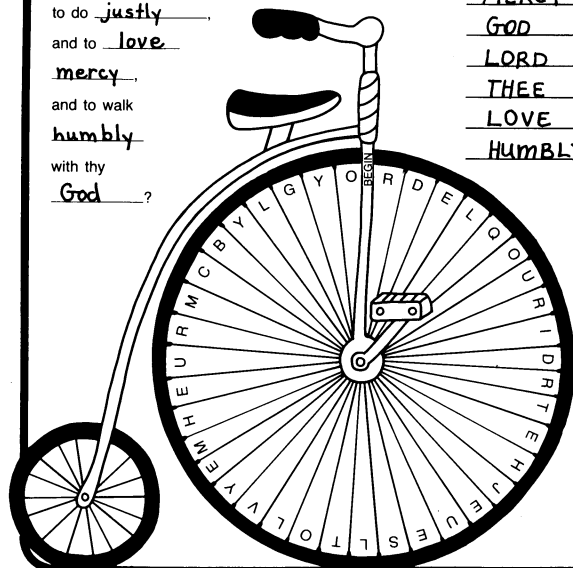
Answers for ANSWER

Message-Go-Round

The eight missing words in this message are hidden in the large wheel. To find the words begin with the Letter "R" on the right of the word "BEGIN" on the frame. Write every other letter on the lines provided on the right of the wheel. You will need to go around the wheel twice. When you have found all the words, place them in the correct spaces in the verse below. If you need help, read Micah 6:8.

And what doth the
Lord require
of thee , but
to do justly ,
and to love
mercy ,
and to walk
humbly
with thy
God ?

REQUIRE
JUSTLY
MERCY
GOD
LORD
THEE
LOVE
HUMBLY



Lesson 54

TEXT Genesis 45:1-15; Matthew 6:14,15

OBJECTIVE The students will be able to define forgiveness and will understand that if they forgive others God will forgive them.

KEY VERSE FOR ANSWER Be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you. — Ephesians 4:32

KEY VERSE FOR SEARCH For if ye forgive men their trespasses, your heavenly Father will also forgive you. — Matthew 6:14

RESOURCE MATERIAL Tract No. 104 — Forgiveness

ANSWER
TITLE: **Punished for Another Man's Crime**

SEARCH
TITLE: **Forgiveness**

REFERENCE INFORMATION

Pardon in the Old Testament, and *remission*, in the New Testament, are often used as the equivalents of *forgiveness*. The normal prerequisites for forgiveness from God are repentance and the willingness to make reparation, or atonement. However, these conditions do not apply when it comes to us forgiving one who has wronged us. The goal of forgiveness is the restoration of both parties to the former relationship; this may or may not be the end result, but it is necessary for us to do our part.

The story of Joseph has been called one of the most

beautiful stories in all literature. Forgiveness by Joseph was the key to God's will being done for the Children of Israel. Joseph loved God, therefore he forgave his brothers. If you love God you will forgive. And if you forgive you cannot help but love.

Jesus spoke to the disciples about their need to forgive repeatedly. In Matthew 18:21-35, Peter asked Jesus how often must we forgive and Jesus answered, "Seventy times seven." The point He made was that forgiveness must not be limited.

YOUR OPENER

Forgiveness

TEXT: Genesis 45:1-15; Matthew 6:14,15

KEY VERSE: For if ye forgive men their trespasses, your heavenly Father will also forgive you.
— Matthew 6:14

RESOURCE MATERIAL: Tract No. 104 — Forgiveness

RESPONSES

1. Let your students give their definitions. They should bring out that to *forgive* means “to pardon.” It also means that one will not hold any resentment against another or desire to punish him. Discuss the difference between God’s forgiveness and man’s forgiveness. Help your students ponder the magnitude of God’s forgiveness and conclude that the least one can do is forgive his fellowman.

2. Encourage your students to discuss the similarities and differences. You may wish to refer to the following definitions:

Repentance: The resolve to amend one’s life as a result of sorrow for one’s sins, by coming to the Lord with a sincere heart.

Contrition: A sorrow for having sinned, growing out of a love toward God.

Humility: The act of submission, a state of lowliness or meekness.

Godly sorrow: A sincere feeling of sadness over past deeds, causing one to contemplate a change toward God.

All four of these attitudes are necessary if a person sincerely wants forgiveness from God.

3. The students’ answers should bring out that both Joseph and Stephen exhibited a forgiving spirit, as did Jesus on the Cross. Joseph forgave his conniving brothers, Stephen his murderers, and Jesus asked the Father to forgive those who crucified Him. By these examples, the students should discuss how they can pattern their attitudes concerning forgiveness of others. They must forgive others if they want God’s forgiveness.

Forgiveness is a necessary attitude in the Christian life. To receive forgiveness, one must be willing and able to forgive others. Jesus, on Calvary’s cross, showed the perfect example of forgiveness. Stephen, while being stoned to death by his persecutors, cried with a loud voice, “Lord, lay not this sin to their charge”—certainly an act of loving forgiveness. See Acts 7:60.

1. Write your own definition of the word *forgive*.

2. What are some similarities/differences in the meanings of the following words?

Repentance

Contrition

Humility

Godly sorrow

How do these words relate to forgiveness?

3. In what way were Joseph and Stephen like Jesus?

ADDITIONAL DISCUSSION NOTES

4. When you consider the treatment Joseph received at the hands of his brothers, why do you think he helped his family during the famine?

5. Explain how forgiveness relates to the fruit of the Spirit, found in Galatians 5:22,23.

6. Explain why it is important for a Christian to show a forgiving spirit through his actions.

7. What are evidences of true forgiveness? Give examples.

8. If someone asks you to forgive him, is it necessary to be sure he is sincere? Explain your answer.

9. Why is our measure of forgiveness so important?

4. The students should realize Joseph was exhibiting the forgiveness that was in his heart toward his brothers. By helping them before they recognized him, he forgave them freely before they could ask to be forgiven. Ask your students to give some hypothetical situations where they can forgive before they are asked to forgive. Discuss what makes a person willing to forgive before he is asked: Christian love. There can be no true love without a spirit of forgiveness.

5. Help your students realize that in showing true Christian forgiveness, the fruit of the Spirit is exemplified (love, joy, peace, longsuffering, gentleness, goodness, faith, meekness, and temperance). In considering these attributes, which, if any, of these could be omitted if true Christian forgiveness is shown?

6. In discussing this question, the student should realize that the Christian's credibility is at stake. If one says, "I forgive," but does not show any signs of forgiveness in his actions, his testimony is hypocritical and could be a stumbling block to other people.

7. Your students' examples may include: not bringing the subject up again, not telling others about the situation, putting the subject out of one's mind, and remaining friendly to the person involved. Ask your students: Is this something that comes automatically with salvation? Is it easy? Refer to Galatians 5:24. It may not be easy to "crucify the flesh," but it is necessary.

8. The students should realize that the one asking for forgiveness should not even be questioned about his sincerity because that is between him and God. What really matters is that forgiveness is granted, whether or not sincerity has been shown or forgiveness even asked.

9. This question should be used in conjunction with our text, Matthew 6:14,15, to tie together the whole lesson in view of the objective. As God forgives us, we should forgive others. The greater our capacity to forgive others, the greater the blessing we will receive from God. Help your class understand that everyone makes errors in judgment. One could offend someone without intending or even realizing what has happened. Remember, asking forgiveness and forgiving are necessary parts of Christian living. We should keep in mind Matthew 7:2 which says, "For with what judgment ye judge, ye shall be judged: and with what measure ye mete, it shall be measured to you again."

6

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Has someone ever caused you to be unhappy by willfully doing you wrong? What did you do? If you could do it over, would you respond in the same way?

What should you do if you find it hard to forgive someone?

Can you truly love Jesus if you won't forgive others?

What did Jesus mean when He said to forgive seventy times seven?

Do we forgive only those who ask for it?

Why is it needful to have forgiveness in our hearts toward others?

In our ANSWER story, whose voice was it that said, "Forgive him for my sake"? How do we know that God wants us to do the same thing today?

THINGS TO DO

Luke 6:27-36 speaks of "other cheek" religion. Share this true story with your students. For the sake of anonymity, we will refer to a man in our congregation as "Fred." Fred chided a sinner for wrongdoing. The sinner took a "roundhouse" swing at Fred. Fred decided to stand his ground by turning the other cheek. The sinner struck a second and third time but his punches never found their mark. The third punch was to be a real "haymaker," whereupon the sinner overbalanced, fell and struck his head severely on the pavement. Fred gave him assistance to get back on his feet and the matter was settled. Discuss the pros and cons of Fred's action.

To illustrate forgiveness use a chalkboard and eraser. Draw an outline of a person on a chalkboard. Explain that when someone does something against you or to hurt you, it is like making a bruise. Color in a spot. However, forgiveness is like erasing the mark. It is gone when you forgive, just as if it had never been there. Write across the bottom of the board, "You Hold The Eraser!" This same

idea can be illustrated by using eradicator (typing correction fluid) or a pencil eraser.

Ask the students for some situations that they often face when someone does them wrong. Get them to decide how they should handle these situations.

Divide your class into two groups. Set a time limit and have both sides search through the Bible to find the names of some people who forgave others for their trespasses.

Answers for ANSWER

Why Forgive?

Read Genesis 45:1-15. Using the Bible story and the clues listed below, fill in numbers one through seven in the crossword. Then use the word in the shaded area to complete the sentence at the bottom of the page.

1. Jacob was Joseph's FATHER. (verses 25,26)
2. JOSEPH forgave his brothers' wrongdoings.
3. "... for God did send me before you to PRESERVE life." (verse 5)
4. GOSHEN is the land where Joseph asked his father and family to live. (verse 10)
5. Joseph fell on this brother's neck and wept. (verse 14)
6. "And God sent me before you to preserve you a posterity in the earth, and to save your lives by a great DELIVERANCE." (verse 7)
7. JESUS gave us the greatest example of true forgiveness. He sacrificed His life for our sins.

For if ye FORGIVE men their trespasses, your heavenly Father will also FORGIVE you.

Matthew 6:14

Lesson 55

TEXT Mark 5:18-20; Ephesians 6:1-9

OBJECTIVE The students will recognize that if they are obedient to God, they will also be obedient to their parents and those in authority. They will further be able to relate why obedience is necessary, and the benefits of being obedient.

KEY VERSE FOR ANSWER Obey my voice, and I will be your God, and ye shall be my people. — Jeremiah 7:23

KEY VERSE FOR SEARCH Not every one that saith unto me, Lord, Lord, shall enter into the kingdom of heaven; but he that doeth the will of my Father which is in heaven. — Matthew 7:21

**ANSWER
TITLE:**

It Pays to Obey

**SEARCH
TITLE:**

Obedience

REFERENCE INFORMATION

Parents and Children (Ephesians 6:1-4)

One of the Ten Commandments was that children honor their parents. We are told that it is the first commandment with promise. That promise is “that thy days may be long upon the land which the LORD thy God giveth thee.” God’s promise is still for us today.

Servants and Masters (Ephesians 6:5-9)

Half the population of Rome and a large proportion of the population of the Empire were slaves. Many Christians were slaves. They were told here that faithful service to their masters was a prime requisite of their Christian faith. The same consideration was expected from a master toward his servant. They were to keep in mind that God, the Master of all, was no respecter of persons.

Man normally comes under five principal authorities which require obedience: as a child, his parents (Colossians 3:20); in school, his teachers (Proverbs 5:12,13); in industry or business, his employers (1 Peter 2:18); in government, the law (Romans 13:1,2); and last but foremost, God (Genesis 26:5).

The supreme test of faith in God is obedience (1 Samuel 28:18). He who obeys because he loves God, is very wise. Throughout the Bible obedience is linked to faith (Genesis 22:18; Romans 1:5). Christ himself obeyed the Father (Philippians 2:8), giving to us the supreme example of obedience. Christians are called “children of obedience” (1 Peter 1:14).

YOUR OPENER

Obedience

TEXT: Mark 5:18-20; Ephesians 6:1-9

KEY VERSE: Not every one that saith unto me, Lord, Lord, shall enter into the kingdom of heaven; but he that doeth the will of my Father which is in heaven. — Matthew 7:21

RESPONSES

1. This refers to the fifth commandment. The promise is “that thy days may be long upon the land which the LORD thy God giveth thee” (Exodus 20:12). Students should see how necessary this is in order to make their life better here as well as to make Heaven. Ask them to suggest some specific ways they can honor their parents.

2. “Submission to authority, control, or command.” Ask your students why submission to authority is important in their daily lives. Have a volunteer read Hebrews 13:17. Lead your class in a discussion of the importance of submitting to church authorities because they are watching out for their souls.

3. As your students express their thoughts it should be brought out that children should obey their parents because this establishes a pattern of obedience and respect for authority. Ask your students to point out some rules (in school, job, government, church, home) that might be laid out for them. Then let them discuss why the rules were made. They should always remember that obedience pleases the Lord, whether they fully understand some things or not.

4. Discuss with your students the part discipline plays in helping develop obedience. The point should be made that this does not mean that parents should refrain from disciplining their children because it might make them angry. However, parents should avoid harshness or cruelty, as this will not only hurt their own souls, but it will do their children no good. If anything, it will only harden them and make them desperate in their sins. Ask your students to tell how discipline can be administered with love, and in a way to encourage future obedience.

5. As your students offer their ideas, the point should be made that children should be taught the importance of God’s Word from infancy. Discuss, from a parent’s point of view, how to teach God’s Word. Especially if you have young parents in your class, you may wish to elaborate on this by mentioning specific occasions for teaching children God’s Word: through family worship, Bible games, Sunday school, church, out-of-town trips, exploring nature, hikes, etc.

If we comprehend the fact that all those who are disobedient to God will go to a lost eternity, we will realize how necessary it is for us to obey the Word of the Lord. It is important to be obedient to our parents and to those who have the rule over us. In so doing we are obeying the instructions given in Scripture. See Ephesians 6:1 and Hebrews 13:17.

1. Our text states that to honor our father and mother is the first commandment with promise. To which of the Ten Commandments is this referring? What is the promise?

2. Define *obedience*.

3. Colossians 3:20 says that children should obey their parents. Why is the thought in this verse such an important first step in a child’s life?

4. Our lesson says that fathers should not provoke their children to wrath. What do you think this means?

5. Explain the meaning of bringing up children “in the nurture and admonition of the Lord.”

7

ADDITIONAL DISCUSSION NOTES

6. How does Ephesians 6:5,6 apply to us today?

7. If we realize that the Lord is watching us while we work, and we are trying to do a job that is pleasing to Him, what are we promised?

8. In the part of the lesson text taken from Mark, Jesus had just performed a miracle by healing a man possessed with a devil. As Jesus left the country of the Gadarenes, this man wished to accompany Him. Why do you think Jesus told this man to go back to his home and friends? What was the result of his obedience?

9. What might the consequences be if there were no obedience . . .
in the home?
in the school?
in the church?
on the job?
in our country?

10. In order to obtain the ultimate goal—Heaven—we must obey. What is the key that will help us obey His commandments? See John 14:15.

6. Help the group discuss the relationship of employer to employee. Ask your class the meaning of, “not with eyeservice, as menpleasers.” You may wish to refer to Colossians 3:23 as a supplemental Scripture.

7. The answer is found in verse 8. If we do good, the Lord will do good for us. Once again the key to doing good is obedience. Encourage students to cite specific examples of doing good for the Lord and how the Lord blessed because of it.

8. The answer to the first part of this question is not directly given in Scripture. Allow time for your class to suggest possible reasons. Then focus on the fact that by this man's obedience, many learned about the power of Jesus. Your students should see through this example the importance of obedience and how it has an effect on witnessing. Ask your students how this episode in Mark could relate to them, bringing out the importance of obeying even if they do not fully understand.

9. The point of this question is that with obedience in their daily living they will have a more peaceful life than those who do not obey. If there were no obedience, anarchy would reign.

10. Love. Jesus said, “If ye love me, keep my commandments.” Help each student to realize that his spiritual strength comes through his love for Jesus. None of us can be spiritually strong in ourselves.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What does it mean to obey someone?

Besides God, who else should we obey? What are some things our parents tell us to do that we should obey?

We are also told to obey people who have authority over us (i.e., teachers, ministers, government officials). What kind of attitude should we have when doing work for these people? Ephesians 6:6,7

When you do something good (such as obeying your parents) what does the Lord promise to reward you with? Ephesians 6:8

Discuss why it is important to obey God's instructions as laid out in His Word.

Discuss how obeying God's Word is for our own good.

Is there a point or a line that can be reached where one would not be able to obey the laws of the land?

Obedience is "yielding of will, an act of submission." What would happen in our land if there were no obedience?

In our ANSWER story, Ann was hurt because of disobedience. Will we always be punished for disobedience?

THINGS TO DO

Bring a recipe, an instruction manual for operating some machine, or assembly instructions for a model airplane or toy. Show how something good results from following instructions but something wrong happens from not following them.

For this project you will need to have a helper, either one of your students or another adult. Tell your helper ahead of time not to follow your instructions. At class time, explain to your group that you and your helper are going to put on a demonstration to illustrate what obedience is. Provide your helper with a blank piece of paper and a pencil, explaining to your class that by obeying your directions, your helper will draw a picture of a house, person, or whatever. Begin giving instructions such as: "Start by drawing a circle near the top of your paper." Your helper should draw something completely different. Repeat this several times. (During this time you should

not be looking at what he is drawing, but let your class see.) Then say, "Now, let's look at the _____ that my helper has drawn." Obviously, it will be something completely different than what the instructions were for. Use this to illustrate the need for obedience. Things will not come out right if we do not obey parents and those God has put in authority over us.

Objects to help you illustrate obedience: stop sign, stop and go signal, etc.

Divide class into pairs. Give each pair a set of instructions which involves drawing a diagram. Have one student read the directions, and the other follow his instructions. Then compare the results.

Example: Draw a two-inch square in the upper right corner.

Answers for ANSWER

Unlock the Happiness Heart!

The Bible tells of the wonderful promises God has made to those who obey Him. To find out what some of these promises are, check the code and fill in the letters above each number on the heart.

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

JOY **LOVE**

10 15 25 12 15 22 5

LIVE LONG ON THE EARTH

12 9 22 5 12 15 14 7 15 14 20 8 5 5 1 18 20 8

EAT THE GOOD OF THE LAND

5 1 20 20 8 5 7 15 15 4 15 6 20 8 5 12 1 14 4

SIT WITH JESUS IN HIS THRONE

19 9 20 23 9 20 8 10 5 19 21 19 9 14 8 9 19 20 8 18 15 14 5

ETERNAL LIFE

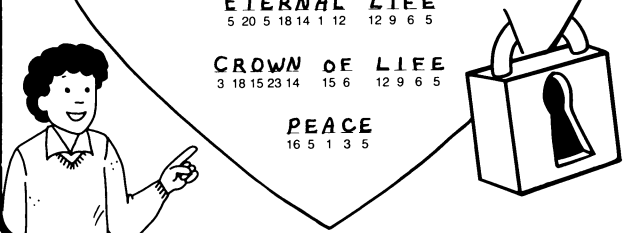
5 20 5 18 14 1 12 12 9 6 5

CROWN OF LIFE

3 18 15 23 14 15 6 12 9 6 5

PEACE

16 5 1 3 5



Lesson 56

TEXT Mark 2:1-12; Hebrews 11:6

OBJECTIVE The students will be able to explain what faith is, and will recognize that faith is essential in order for one to receive anything from God.

KEY VERSE FOR ANSWER Now faith is the substance of things hoped for, the evidence of things not seen. — Hebrews 11:1

KEY VERSE FOR SEARCH But without faith it is impossible to please him: for he that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him. — Hebrews 11:6

**ANSWER
TITLE:**

Getting into the Wheelbarrow

**SEARCH
TITLE:**

Faith

REFERENCE INFORMATION

Jesus came from Heaven and is familiar with forces and powers that we know nothing about. We should not be so determined to bring everything Jesus said within range of our finite understanding. Through faith, we can attain that which we would not ordinarily dream possible.

The rooftops of Bible-time homes were usually flat, not peaked like many homes today. Archaeologists who have excavated some of the houses of Capernaum,

found that these homes were simple. The walls were made of stone and the flat roofs probably made of mud mixed with straw. With this sun-baked mud and straw mixture, it would not have been difficult to pull apart a section of the roof and let the lame friend down through the opening. Many houses in Capernaum had courtyards with outside stairways leading to the roof. This made it easy for the four men to carry their paralyzed friend to the rooftop and avoid the crowd.

YOUR OPENER

Faith

TEXT: Mark 2:1-12; Hebrews 11:6

KEY VERSE: But without faith it is impossible to please him: for he that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him. — Hebrews 11:6

It happened in real life! Friends of a paralyzed man heard about Christ, believed in His power to heal, and took action to bring the paralytic to Jesus. Undaunted by impenetrable crowds, and with sheer determination sparked by faith, they opened a passageway in the roof and let the man down, bed and all, at the very feet of Jesus. When Jesus saw their faith, He first forgave the man's sins. Then, to the amazement of the crowd, He told the man to take up his bed and go to his house—and he did!

1. The formula for obtaining the desired answer from the Lord involves the sum of two essential elements. Read James 2:14-26 and write what you think the two elements are.

2. In the key verse, stated below, underline with a single line those words which deal with faith. Then go back and underline with a double line those which relate to action. "But without faith it is impossible to please him: for he that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him."

3. The paralyzed man was unable to come by himself to Christ. Others helped him. What action does this fact suggest to us who believe in Jesus as the Christ?

9

ADDITIONAL DISCUSSION NOTES

RESPONSES

1. Faith and works. Help your students understand that faith without works is not enough. Ask them to define what is meant by *works*. They should conclude that it means "to take actions." Discuss how faith and action go hand in hand to bring results.

2. In this verse, the words *faith* and *believe* should have a single underline. The words *cometh* and *seek* should have a double underline. Students should see that faith and action are required as a starting point of their Christian experience. Discuss how each underlined word relates to receiving salvation.

3. Help your students realize that they should be active in their service for God by bringing to Christ those who are "paralyzed" by sin. In addition, they should bear one another's burdens and encourage each other by their own faith. Ask the students for responses as to how they can do this.

4. In your own words, paraphrase the definition of faith given in Hebrews 11:1.

5. If Christ were coming to your city, consider several urgent needs concerning yourself or friends that would prompt you to visit Him. List some of the needs that are important to you now.

6. We have established that faith is a vital factor in receiving something from God. How can one's faith be increased? See Romans 10:17.

7. Look up the following Scriptures, and next to each reference write what that Scripture says should be done to receive an answer.

Matthew 6:6

Matthew 21:21,22

John 20:26-29

1 John 1:9

1 John 3:20-24

8. How much faith does one need to get results from God? See Matthew 17:20.

4. The point of this is to encourage the students to write down their understanding of the definition of faith. The students' responses should confirm that faith bridges the gap between what we seek and what we receive. It is the demonstration of what cannot be seen. Ask students to cite examples from their own knowledge or experience when faith brought results.

5. Encourage students to cite specific needs and encourage each of them to pray in faith for each other. This will put their need before others and inspire them to put faith into action by persevering in prayer.

6. "Faith cometh by hearing, and hearing by the word of God." Have the class mention some of the places or occasions when they have opportunities to hear the Word of God. They may include: church, Sunday school, personal devotions, Gospel literature, and fellowship with Christian friends. Ask them to give personal examples of faith-building experiences.

7. Allow students time to give their answers. They may include:

Matthew 6:6 — Make your petition or request privately before the Throne of Grace.

Matthew 21:21,22 — Have faith [believe], don't doubt.

John 20:26-29 — Believe even though you can't "see," or understand.

1 John 1:9 — Confess your sins.

1 John 3:20-24 — Keep His commandments.

Through these Scriptures, help your students to become aware of certain steps or actions to be taken before the results of their prayers can be realized. Your students should come to the realization that to receive results, they must take action.

8. Conclude your study of faith by bringing out that a great measure of faith is not required. Do you want to "move a mountain"? Exercise a bit of faith no larger than a grain of mustard seed!

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Why is it impossible to please God if we have no faith?

How would you explain faith to one of your friends?

Is faith alone of value? James 2:17,20

Why did Jesus first say, "Son, thy sins be forgiven thee," instead of "Rise up and walk," as the scribes thought He would say?

Jesus saw something special in the men that brought the palsied man for healing. What was it that He saw? Mark 2:5

Besides healing, list some other things we can have faith that God will do.

What can delay faith and hinder results?

In the ANSWER story, why did no one want to get into the wheelbarrow?

THINGS TO DO

Ask for a volunteer. Blindfold the student and ask if he can trust you as you lead him around the room. This shows the class that they need to have faith in you as they would need to have faith in God who will lead them through life.

Divide the class into two groups and have a contest to see who can name other characters in the Old or New Testament who had faith in God and had received gifts from Him. If necessary, have the students read the rest of the 11th chapter of Hebrews.

Bring a strongbox (or a cardboard box covered to look like a treasure box), a padlock with a key that is labeled FAITH, and some odd keys labeled DOUBT, DISTRUST, UNBELIEF, etc. Fill the box with little gift-wrapped packages or prize ribbons labeled HEALING, FORGIVENESS, PEACE, STRENGTH, HEALTH, etc. Show that faith is the only key to these gifts from God.

Materials: Candle and Match

Do you believe a match will ignite? You don't see it burning, yet you believe. Compare this to faith. It could also be compared to turning on a faucet that works and knowing there will be water, or reaching for a flashlight and knowing a light will appear when turned on. Faith is believing in things you haven't seen yet, but expect to see.

Explain to your class that you have a candy bar in your hand. Ask who believes you. Then give it to the one who comes after it. Faith is believing before you receive.

Material: Peanut in shell

Announce that you have something in your hand that no one has ever seen before. Break open the shell of the peanut and show the nut inside. Even though no one had ever seen this nut before, they probably believed it was there before they saw it. Faith is believing even what we haven't seen.

Bring a coin to class (nickel, dime, etc.). Without showing the coin, tell your students, "The first person up here will get this coin." Ask the first student there, "If you really believe I have a coin do you believe I will give it to you?" His answer will probably be "Yes." If so, give him the coin. This illustrates faith, and faith works the same way with Jesus.

Answers for ANSWER

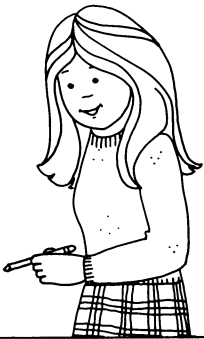
Have Faith

Paul wrote to the Hebrews and told them why God wanted them to have faith. Decode the verse below and see why it is important for us, also, to have faith in God.

A	B
E	F
H	I

M	P
L	O

S	T
U	W



WITHOUT FAITH IT
IS IMPOSSIBLE TO
PLEASE HIM

Hebrews 11:6

Lesson 57

TEXT Daniel 6:1-28

SUPPLEMENTAL SCRIPTURE Psalm 118:4-14

OBJECTIVE The students will recognize that virtue includes moral excellence and spiritual fortitude. They will realize that it takes courage to be able to stand for the things they know are right.

KEY VERSE FOR ANSWER Thou therefore, my son, be strong in the grace that is in Christ Jesus. — 2 Timothy 2:1

KEY VERSE FOR SEARCH Therefore, my beloved brethren, be ye steadfast, unmoveable, always abounding in the work of the Lord, forasmuch as ye know that your labour is not in vain in the Lord. — 1 Corinthians 15:58

**ANSWER
TITLE:**

The Importance of Saying No

**SEARCH
TITLE:**

Virtue

REFERENCE INFORMATION

Daniel had been a high officer of the Babylonian Empire throughout its whole seventy years. Though now a very old man, probably over ninety, Darius the conqueror of Babylon immediately placed Daniel in charge of the Babylonian government. What a compliment to his wisdom and integrity! Yet he was unswerving in his personal devotion to his own God. What faith! What courage!

The historical authenticity of Daniel the prophet is confirmed, both by the words of Christ in Matthew 24:15 and

by references to his righteousness and wisdom, as witnessed by his prophetic contemporary Ezekiel. See Ezekiel 14:14,20 and 28:3. Modern critics have attempted to relate the latter passages to a mythological Daniel of legend. Those, however, who stand committed to the truth of Scripture, find in Daniel a timeless demonstration of separation from impurity, of courage against compromise, of efficacy in prayer, and dedication to Him whose "kingdom is from generation to generation" (Daniel 4:34).

YOUR OPENER

Virtue

TEXT: Daniel 6:1-28

SUPPLEMENTAL SCRIPTURE: Psalm 118:4-14

KEY VERSE: Therefore, my beloved brethren, be ye steadfast, unmoveable, always abounding in the work of the Lord, forasmuch as ye know that your labour is not in vain in the Lord.

— 1 Corinthians 15:58

RESPONSES

1. Allow students to respond, guiding the discussion toward the thought that Daniel's life was a positive testimony of his faith in God (Daniel 2:23). Because he stood for all that was morally and spiritually right (Daniel 1:8), he was known to have an "excellent spirit." Ask the class to discuss the importance of a starting point in one's Christian experience, that place where faith was embraced. How does one build on that experience?

2. Direct the class discussion to the fourth verse of the text: "they could find none occasion nor fault . . . neither was there any error or fault found in him." Daniel was showing spiritual fortitude in maintaining a godly life before all men. Ask the students to explain the importance of living (not just talking about) a virtuous life. Their comments should bring out that one's testimony is at stake.

3. The word *faithful* denotes Daniel's consistency in courageously standing for what he knew was right. Help the students to realize that the key to developing virtue is to be unwavering in one's stand for what is ethically correct. Ask the class to cite some hypothetical examples, exploring the results of a consistent versus an inconsistent stand for right. Be prepared with an example or two if needed.

4. Allow the class to develop the thought that there are no "extremes" when it comes to maintaining one's virtue before God and man. There is never an excuse to yield to sin, even in the face of adversity and danger. Help the students to realize that when they stand for what is right, they don't have to stand alone or in their own strength. God has promised to be with them and to be their strength. See Psalms 29:11; 118:6.

The Apostle Peter adds virtue to the foundation of faith (2 Peter 1:5). Virtue is the quality that will help the Christian stand for what is morally and spiritually right. The word *virtue* as used in our text means, "all moral excellence, especially courage and spiritual fortitude." A person must stand for the faith that he embraced at salvation by showing forth the courage to do what is right.

1. Explain what is meant by the portion of today's text about Daniel which states that "an excellent spirit was in him."

2. Show evidence of how Daniel's life exemplified virtue.

3. Explain how the word *faithful* in verse 4 of the text relates to virtue.

4. Daniel maintained his spiritual fortitude even when doing so meant possible death. Does God expect Christians today to go to such extremes? Explain. See Revelation 2:10.

11

ADDITIONAL DISCUSSION NOTES

5. Entrapment was used against Daniel. How might this device be used by the devil against a Christian today?

6. List ways in which God assisted Daniel because he maintained his spiritual fortitude.

7. List some ways in which Christians will be blessed when they maintain their virtue at all times.

8. Using Daniel's success as an example, how might standing fearlessly for the things that are spiritually right affect the lives of those a Christian comes into contact with?

5. The devil will try to entrap people in their own minds through doubts and accusations. A Christian might become a target for entrapment by sinners as a way for them to prove that the Christian is no better than they. Ask the class how they can best avoid entrapment. Emphasize the importance of consistently maintaining one's virtue and avoiding questionable situations as ways of avoiding the traps of the devil. See 1 Thessalonians 5:22; and James 4:7.

6. Responses may include: Daniel was protected from the lions (verse 22); he remained in favor with the king (verse 23); his God was lifted up (verses 26,27); and he prospered (verse 28).

7. The students' responses may include: They will receive help from God in times of trouble (Psalm 46:1). They will abound and be fruitful (2 Peter 1:8). They will have right to the tree of life (Revelation 22:14). Others will be able to see Jesus through their lives (2 Corinthians 3:2). As a follow-up to the responses given, ask the students to contrast these blessings to the effects of not standing courageously for the right (in both Daniel's case and the Christian's life today).

8. Students will see that just as Daniel influenced many lives as he stood true and continued to do what was right at all times, so will a person who faithfully stands for God today. Because of Daniel's consistency, the king recognized that God was the true and living God. Because he was victorious, his enemies were defeated, and all the people in the kingdom of Babylon were able to pray to the true God. Summarize the lesson with the thought that if Christians always courageously stand true to their convictions, even in the face of adverse circumstances, God will use their lives as testimonies to the world. Others will be able to see that God has the ability to keep a person living victoriously in this world. Best of all, eternal life will be their ultimate reward.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Discuss some other Bible characters who added to their faith virtue and courage, and stood for what they knew was right in the face of opposition. Examples: two of the spies Moses sent to "spy out the land"; Shadrach, Meshach and Abednego; Peter; Paul.

What are some of the characteristics that made Daniel an outstanding man?

What do you know about the life of Daniel that would indicate he early exhibited prayerfulness, faithfulness, courage, and moral responsibility?

If you don't have a high position like Daniel, do you think it is important to cultivate these attributes? Explain.

How may we relate the circumstances of our lives, and the need for these same moral characteristics, to the times and circumstances in which Daniel lived? Can these attributes be so very important in ordinary, everyday life? Explain.

What would indicate that King Darius respected the God of Daniel? before Daniel was cast to the lions? afterwards?

In our ANSWER story, what problem did T.J. face at school?

Explain how the situations at school, on the job, or under some of the oppressive forms of government in our day, take the same kind of courage and faith that Daniel displayed in his times of trial.

Do you think that our attitude in facing trials, whether courageous or complaining, could have an effect on those around us? Explain.

THINGS TO DO

Bring a box of toothpicks to class, and a figure of a person cut from paper. Explain that the paper figure represents a new Christian. He is whole and complete, but he isn't too strong yet. (He can easily be bent, turned, folded, etc.) The toothpicks represent each chance he has to take a stand for Christ or do what he knows is right, even in the face of opposition. Describe some trials or tests that may come his way, adding a toothpick against the back of the paper figure for each time he withstands. Describe how our spiritual fortitude and courage is strengthened a little each time we do right. Conclude by showing how difficult it is to break the number of toothpicks you have accumulated when they are all together.

On your chalkboard, draw a figure of a person with an empty speech balloon above it. Have a list prepared of

hypothetical situations where a Christian might need to take a stand for the right. Read the situations one at a time and allow your students to suggest responses which could be written in the speech balloon.

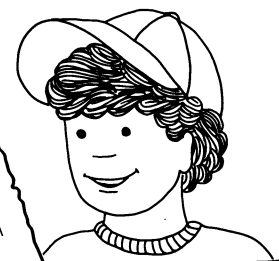
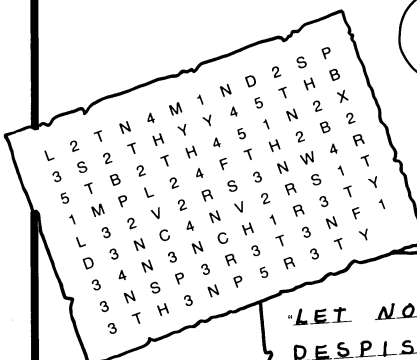
Bring to class some "Slime" (a commercial product which comes in a container and is sold as a child's toy). Let the children watch it ooze through your fingers. Compare it to a person who doesn't stand up for what he knows is right. As Christians, we must have courage to take a stand no matter what others around us do.

Explain to your class that although we will probably never have to face a den of lions, we probably will have to face some situations in life which may cause us to feel afraid. But God will be with us, just as He was with Daniel. Pass out pieces of paper cut in the shape of a lion. A pattern can be found in Primary Pals, lesson 8d. Ask each student to write on one side of the lion a situation where he might be tested. Collect the lions and redistribute them. Then ask the students to read what is written on the lion they now have, and then write on the reverse side how they should respond. Discuss the situations and responses together.

Answers for ANSWER

A Challenge for You

Paul wrote Timothy some good advice which applies to us also. To find out the advice, decode the message. Write the first L on the first blank line below and continue to write the letters in the order given. When you come to any numbers remember that they represent letters (1 - A, 2 - E, 3 - I, 4 - O, 5 - U). Change them back to the correct letters so you can read the entire verse.



LET NO MAN
DESPISE THY
YOUTH: BUT BE THOU
AN EXAMPLE OF THE
BELIEVERS IN WORD
IN CONVERSATION
IN CHARITY IN
SPIRIT IN FAITH
IN PURITY

1 Timothy 4:12

Lesson 58

TEXT Proverbs 2:1-9

OBJECTIVE The students will be able to identify the difference between knowledge and wisdom, realizing that as they acquire both it will result in the development of spiritual discernment.

KEY VERSE FOR ANSWER The heart of him that hath understanding seeketh knowledge. — Proverbs 15:14

KEY VERSE FOR SEARCH Apply thine heart unto instruction, and thine ears to the words of knowledge. — Proverbs 23:12

**ANSWER
TITLE:**

Only One Answer

**SEARCH
TITLE:**

Knowledge

REFERENCE INFORMATION

Proverbs are short, pithy sayings about the nature of man and life which express some obvious truths. The Hebrew word most often translated as *proverb* means literally, “a similitude,” or loosely, “a representation.” Proverbs help to make God’s truth accessible to all people, so they might direct their lives in accordance with His will.

Solomon is singled out for his use of proverbs. His wisdom was shown by his ability to make clear, true commentaries upon the nature of things. As a young man,

Solomon had a consuming passion for knowledge and wisdom (1 Kings 3:9-12). His intellectual attainments were the wonder of the age. Kings came from the ends of the earth to hear him.

The Book of Proverbs is considered by some as the best representative of the so-called “wisdom literature” of ancient Israel. Its theme is, “The fear of the Lord is the beginning of knowledge: but fools despise wisdom and instruction” (Proverbs 1:7).

YOUR OPENER

Knowledge

TEXT: Proverbs 2:1-9

KEY VERSE: Apply thine heart unto instruction, and thine ears to the words of knowledge.

— Proverbs 23:12

RESPONSES

1. Allow students to share their thoughts. Guide them to conclude that spiritual knowledge is necessary so that a Christian might obtain wisdom and understanding.

2. The dictionary defines *knowledge* as, “acquaintance with facts, truths, or principles.” The definition for *wisdom* is, “the power of discerning and judging properly as to what is true or right.” Your students should be able to explain the difference between the two as a distinction between accumulation of facts versus correct application of facts. An example might be that a person could acquire a great deal of head knowledge about Bible stories, but still not see how the principles learned apply to his life.

3. As the students discuss this question they will probably agree that knowledge is acquired through reading, going to school, parents, friends, etc. Spiritual knowledge may be acquired through study of the Word, Christian parents, the ministry, Sunday school, church, etc. Ask your students of what value this knowledge is if it is not put to use. Bring out that as they get older, they can begin to choose what kind of knowledge would benefit them the most.

4. Give the students an opportunity to discuss the main ideas of each verse. The purpose of this exercise is to reinforce the fact that human knowledge alone is not capable of satisfying the soul of man.

Acquiring doctrinal knowledge should not be confused with growing in grace. While it is important to improve our understanding of the precepts of God's Word, this is not necessarily paralleled to a deepening of spirituality. The study of the Word is vital to Christian growth, but it must be applied to our lives, and not be only head knowledge.

1. In this quarter's lessons, we are studying Christian characteristics and attributes, some of which are found in 2 Peter 1:5,6. Knowledge is one of those attributes. Why is it so important?

2. Read the dictionary definitions for the words *knowledge* and *wisdom*, and then explain in your own words the difference between the two. Give a hypothetical example of each.

3. How is general knowledge acquired? List ways in which knowledge of spiritual things is acquired.

4. Human knowledge, apart from divine knowledge, is not capable of satisfying the soul of man. As we search the Scriptures we find some references to this effect. Look them up and write the main idea of each verse.

1 Corinthians 1:19

1 Corinthians 3:19

2 Timothy 3:7

13

ADDITIONAL DISCUSSION NOTES

5. A child gains much of his acquired knowledge based on experience. How is the concept of knowledge by experience also true in the spiritual sense?

6. What must we do to build the foundation for the right kind of knowledge and spiritual discernment? In John 5:39 and Romans 15:4 you will find the answer.

7. How might the Lord increase our spiritual knowledge through correction? See Hebrews 12:5-11. At what point does the knowledge gained through correction become wisdom?

8. For personal thought and meditation, figure the amount of time that you study for general knowledge (school, job, etc.), _____. Then add the time spent in recreation, sleep, etc., _____. Now figure the time spent in study for spiritual knowledge, including Sunday school, church, prayer meetings, daily spiritual study, etc., _____. If your time spent for general knowledge plus time spent in extra curricular activities outweighs the time spent to gain spiritual knowledge, it points out the importance of being sure that the time given for our daily Bible study and worship is quality time. We should also take advantage of each opportunity to worship together and fellowship with those who are of like mind so we can grow spiritually.

5. Knowledge gained by experience is evidenced in our spiritual lives in a number of ways. Knowledge of sin leads a person to repentance. True knowledge about salvation, sanctification, and the baptism of the Holy Ghost is based on personal experience (2 Timothy 2:6). Knowledge of something God has done for us is the basis of our testimony (John 9:25). Actively following the revealed will of God will bring knowledge (John 7:17).

6. In discussing this question, the students should realize that the foundation for the right kind of knowledge and spiritual discernment is developed through the study of the Word. Encourage students to discuss how they can better study God's Word (systematic Bible study, topical Bible study, Sunday school lessons, etc.) so that their spiritual knowledge will be increased.

7. Discussion with your students should bring out that knowledge comes when we learn that something in our life is not pleasing to God, and He checks us on it. The chastening experience brings knowledge. When we recognize it as chastening from the Lord and submit and abide by it, then it becomes wisdom.

8. This exercise is not to be used to put individuals on the spot. It is meant to help everyone realize the importance of taking time to gain spiritual knowledge and, with God's help, to use that knowledge to gain wisdom and discernment in their daily lives.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What are some other sources of knowledge besides those acquired at school? Discuss whether or not these other sources are a good or bad influence on your character.

What is your definition of *knowledge*? *wisdom*?

What are the differences between divine knowledge, general knowledge, and experiential knowledge?

Do you think Randy, in our ANSWER story, did right to express his views in a theme paper? How can we show to others that we consider the knowledge of God important?

Is it possible to have considerable knowledge, yet lack wisdom? Explain.

What incident or incidents in Solomon's life reveal his wisdom? his lack of wisdom?

Who was Solomon's father? How might that relate to Solomon's wisdom and knowledge?

What importance does godly instruction and a godly example have in a person's attaining knowledge and wisdom?

What important task did King David leave to Solomon? Explain the need for wisdom and understanding in the completion of that task.

THINGS TO DO

Blindfold your students. Have each one take a turn feeling an object you have brought to class. Let him describe what he thinks it is. Each answer may be different.

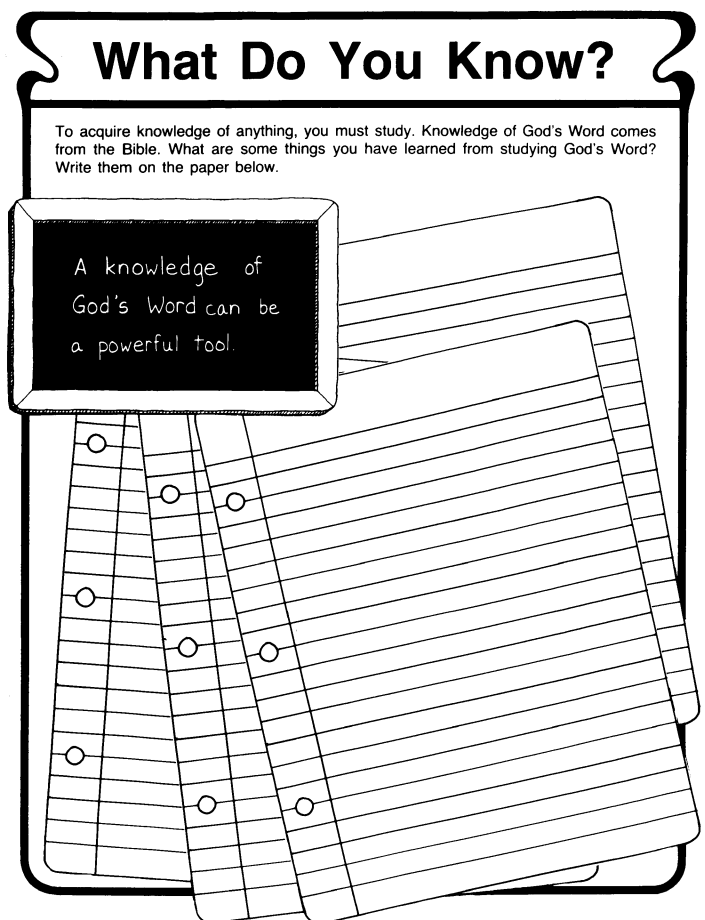
Take apart a flashlight, comparing each part of it to a bit of learning. When it is all put together again, it must be turned on to produce light and be effective. Liken this to the wisdom of God, which will cause illumination, or understanding. The unconverted may read God's Word and understand it superficially, but only when he has received the truth into his heart (thus gaining true wisdom), is he truly illuminated.

A laptop computer or an advertisement for one would be an interesting item to help you illustrate knowledge. Be prepared to tell how vast an amount of information it can store. However, does it have wisdom?

Bring to class the comic page from the daily newspaper. Ask the students if they read the comics. Let them pick out which ones they read each day. Then ask: "How many read the Bible each day?" (Don't make them answer out loud.) Talk about how if you don't read the comics for several days you lose interest in what is happening. The same thing will happen if we neglect to read our Bible—we will gradually lose interest.

Bring a group of school textbooks to class. Tell your class you are all going to learn something out of the books. Pick them up and look at them. Comment on the size, the binding, the cover. Spread them out and look them all over. Emphasize that you want to learn. Ask your class what you should do. Lead them to say you should open the book. Compare this to studying God's Word. We must open it and read if we are to gain knowledge. Many people have a Bible in their home but seldom, if ever, open it.

Answers for ANSWER



Lesson 59

TEXT Proverbs 16:32; Luke 21:34-36 (Spirit); Ecclesiastes 3:1-8 (Time); 1 Corinthians 9:25-27 (Desires); James 1:26; 3:2 (Tongue)

OBJECTIVE The students will be able to explain that true temperance is having self-control over our spirit, our life, our appetites, and our tongue, that we might keep in balance all aspects of our daily living.

KEY VERSE FOR ANSWER Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God. — 1 Corinthians 10:31

KEY VERSE FOR SEARCH And every man that striveth for the mastery is temperate in all things. Now they do it to obtain a corruptible crown; but we an incorruptible. — 1 Corinthians 9:25

**ANSWER
TITLE:** **Tempers Flared**
**SEARCH
TITLE:** **Temperance**

REFERENCE INFORMATION

The prime meaning of *temperance* is “self-control,” not being limited, as some think, to abstinence from liquor. Self-control will often include self-denial. Many times there are choices a Christian makes for the sake of others; things, associations, and relationships he will give up rather than be the possible cause of a brother’s stumbling. There are legitimate things or activities that the Christian who is wholeheartedly out and out for God will lay aside because they are “weights” that would hinder his own spiritual progress. To be temperate requires the Christian to recognize his need and to purpose, with God’s grace, to follow through and achieve that goal. In Luke 21:34, the word *overcharged* means literally, “to be

made heavy,” as is generally the case with those who eat or drink too much. Jesus was warning His hearers to take heed that they not be rendered ineffective by an improper use of lawful things. They were not to let the mundane things of this life crowd in to the point that they would neglect to attend to their spiritual trust.

In James 1:26, the phrase, “bridleth not his tongue,” refers to one who does not speak according to the Word of God. Whatever pretenses he makes to religion, he only shows by his lack of spiritual knowledge that his religion is false, empty of solid truth, no profit to others, nor good for himself. Such a person should bridle his tongue.

YOUR OPENER

Temperance

TEXT: Proverbs 16:32; Luke 21:34-36 (Spirit); Ecclesiastes 3:1-8 (Time); 1 Corinthians 9:25-27 (Desires); James 1:26; 3:2 (Tongue)

KEY VERSE: And every man that striveth for the mastery is temperate in all things. Now they do it to obtain a corruptible crown; but we an incorruptible. — 1 Corinthians 9:25

Adam Clarke defines *temperance* as, “the proper and limited use of all earthly enjoyments, keeping every sense under proper restraint.” In reading 2 Peter 1:5-7, we find that this is another aspect of Christian character that God expects us to add to our spiritual life.

RESPONSES

1. Allow time for your students to discuss their answers. The point should be made that if they effectively rule or control their spirit, they will be exercising self-control. This will include being temperate in how they react to people and circumstances that come their way. Ask your students to give some hypothetical examples of situations that might come up which would test their temperance in this aspect.

2. Obtain definitions from your students. They should bring out these meanings:
Overcharged — to load too heavily, burden
Surfeiting — overindulgence, excess
Drunkenness — being intoxicated
In view of these definitions, discuss the meaning of the verse. Bring out that this is not giving license to do in moderation things that are sinful.

3. Allow time for students to cite specific examples, and discuss how each can be harmful to the body. If insufficient responses are given, some examples might be: recreational activities, choice of reading material and amount of time spent at it, bodily exercise to extreme, job involvement, school activities. Overdoing in any of these areas could wear you down physically.

1. Proverbs 16:32 indicates that one needs to rule his spirit. Explain how you think this verse relates to temperance.

2. Looking at Luke 21:34, and using a dictionary, briefly define the following:

Overcharged
Surfeiting
Drunkenness

3. Read 1 Corinthians 6:19,20. Because of lack of temperance or lack of moderation, there are many things that could be done to defile the temple of God. For example, one may eat too much, or too little. Give other examples showing how the temple of God can be abused by extremes.

ADDITIONAL DISCUSSION NOTES

4. Temperance for Christians involves moderation, not in sinful habits or wrongdoing, but in things that are lawful. Suggest how temperance could be exercised in the following areas:

Use of time

Control of appetites

Use of money

5. Temperance, or self-control, is discipline. Explain what you think Paul meant in 1 Corinthians 9:27.

6. How do you “bridle” your tongue (James 3:2)? Controlling the tongue is more than eliminating the obvious sins of the tongue, such as lying or swearing. In what ways should a Christian be watchful or exercise control over his tongue? See Proverbs 10:19.

7. Moderation in all aspects of our daily living will be possible if we can answer these questions in the affirmative. Pose a hypothetical question or situation that might confront one in your peer group, and make an application using the following questions.

Will it glorify God? 1 Corinthians 10:31,32

Can it be done for the Lord? Colossians 3:23,24

Can it be done in Jesus' name? Colossians 3:17

How will it appear to others? 1 Thessalonians 5:22

Would it hinder another Christian? Romans 14:21

Does it involve the wrong company? 2 Corinthians 6:14,15

Does it compromise my testimony? 1 Corinthians 6:12

Is this God's will for me? James 4:15,17

Am I willing to face it in the Judgment? 2 Corinthians 5:10

4. Discuss the three points with your class. Have your students evaluate each one as to the possible consequences of a lack of temperance.

5. Your students should conclude that when Paul speaks of bringing his body into subjection, he is speaking of exercising temperance or self-control. What is the end result of not exercising this control? Help the group see how being in-temperate could lead to loss of salvation.

6. Allow several minutes for your students' responses. In your discussion, touch on the importance of refraining from talking too much (Proverbs 10:19), talebearing (Proverbs 11:13), gossiping (Proverbs 16:28), foolish jesting (Ephesians 5:4). As a wrap-up to this question, direct your students to see that speech is a reflection of the inward man. See Luke 6:45.

7. These questions do not require specific answers, but should be used to sum up all the aspects of temperance covered in our lesson. Ask one or two of your students to share their examples. Refer back to Luke 21:34, “Take heed to yourselves, lest . . . that day come upon you un-awares.” Conclude your study of this subject by bringing out the reasons why we must be temperate: the necessity of being prepared for the Lord's coming, and our Christian witness to the world. Make sure the students understand the relationship between the lack of temperance in any area and the lack of spiritual growth.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What should you do when you discover you've overreacted in a situation?

What can we do to help ourselves not to overreact?

What are some aspects of our daily living over which we should exercise self-control?

Are the standards of self-discipline the same for everyone? What are some of the guidelines we can use to direct our behavior? See question 7 in SEARCH.

The two boys in our ANSWER story had difficulty in controlling their tempers and their tongues. How might they have reacted in the same situation while showing self-control?

Do you think of overeating as not important when considering temperance? Why or why not?

If something is okay to do—some pastime or hobby—why shouldn't you do it as much as you would like?

What relationship is there between temperance and priorities?

What relationship is there between temperance and spiritual growth?

THINGS TO DO

Bring a bag of potato chips, cookies, etc. Define temperance by explaining it is like having control of how many chips, cookies, etc., you eat.

Have a skit showing a person going through a frustrating experience and losing his temper; for example, while looking for his keys when in a hurry to run out the door, he could turn the house upside down in disgust.

Bring a balance or scales to class. Show how even good things can overbalance the scales in one direction or another.

Read James 3:5,6 aloud to your class. Then strike a small match and light a large piece of paper to help you illustrate the damage vain talk and evil speaking can do. (Take care you don't catch anything else on fire!)

Answers for ANSWER



Lesson 60

TEXT Psalm 37:1-11

OBJECTIVE The students will be able to define the quality of patience, and realize why it is an essential step in becoming fruit-bearing Christians.

KEY VERSE FOR ANSWER But let patience have her perfect work, that ye may be perfect and entire, wanting nothing. — James 1:4

KEY VERSE AND SEARCH For ye have need of patience, that, after ye have done the will of God, ye might receive the promise.
— Hebrews 10:36

ANSWER
TITLE: **Sticking with It**

SEARCH
TITLE: **Patience**

REFERENCE INFORMATION

Two Greek words, *hypomone* and *makrothymia*, are translated to our English word *patience*, but they are not exactly synonymous in meaning. *Hypomone* is the quality of endurance under trial, holding steady and not going under. It is mainly an attitude of the heart with respect to things. *Makrothymia*, or longsuffering, is an attitude with

respect to people, bearing with those whose attitudes or behavior are in conflict with that which we think to be right or proper. Longsuffering is listed in Galatians 5:22 as a fruit of the Spirit. Patience, a virtue which God prizes highly, seems best developed under hard trials.

YOUR OPENER

[illegible]

Patience

TEXT: Psalm 37:1-11

KEY VERSE: For ye have need of patience, that, after ye have done the will of God, ye might receive the promise. — Hebrews 10:36

RESPONSES

1. Ask for several of the students to give their definitions. After considering all of the things patience is, guide students in discussing why this attitude is vital to a Christian.

2. Patience in waiting for the coming of the Lord (verse 7).

Patience in suffering affliction (verse 10).

Patience in waiting for deliverance from trials (verse 11).

Your students will see that we are still waiting for the coming of the Lord, we still suffer afflictions, and we still need deliverance from trials. Ask your class to suggest some other areas that may require patience in our day.

3. Help your students conclude that they should take patiently any rebuke for their faults. And if they do well and suffer for it, but take it patiently, this is acceptable to God. If they are to be patient even though being buffeted (severe hardships), how much more should they patiently respond to less severe forms of chastisement? Guide the discussion to center around what effects this evidence of patience will have on their own life and the lives of others around them.

4. Allow students time to relate their situations. Some might be: waiting at a grocery store check-out line; waiting for cars stopped at signal lights; waiting for a bus (even school buses); waiting for a meal; and parents who are waiting for a child to clean his room or mow the lawn. Now help your students discuss some profitable things to do during these times which will help them develop patience. For example: While waiting, count their blessings or pray.

Patience is vital to our growth in grace. Impatience, restlessness, and unwillingness to yield fully to the will of God will hinder or obstruct the work of God's Spirit in our lives. It may take a long time for God to accomplish in our lives what He wishes to do quickly. "But we glory in tribulations also: knowing that tribulation worketh patience; And patience, experience; and experience, hope" (Romans 5:3,4). The aim is that we "may be perfect and entire, wanting nothing" (James 1:4).

1. How would you define the word *patient* as related to this lesson?

2. In James 5:7-11, you will find some specific situations which require patience. Find at least two and write them down. How are these situations similar or different from the situations we face in our day?

3. Read 1 Peter 2:19,20. As Christians, how are we to take it if we are rebuked or "buffeted" for our faults? What is God's attitude when His children do well and suffer for it patiently?

4. Patience can only be developed by experience. Write at least five everyday situations which would require patience.

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ADDITIONAL DISCUSSION NOTES

5. In our text we find many promises for the one who has patience. List three of them and explain why they are important to you.

6. Heat is a common element necessary to many refining processes. Read 1 Peter 4:12,13, and write what you think these verses have to do with patience.

7. Read Malachi 3:2,3. In the refining of gold, there are certain steps which are necessary to achieve the perfect end results—steps which cannot be circumvented or abbreviated. Can you name some other areas where refining must follow certain steps to achieve the desired result?

5. Allow time for your students to respond with the promises they found. They likely will mention that they are promised the desires of their heart, that they will be fed, and that they will inherit the earth. Encourage your class to consider the magnitude of these promises. They will receive the desires of their hearts—no doubt all of them have prayers that need to be answered. The promise that they will be fed is not a small matter in a world where a great percentage of the population faces famine and starvation. The eternal reward will be to inherit the earth. Surely it is worth the effort to cultivate patience!

6. Students should see that trials are necessary to develop patience and will come to every true Christian. It is the fiery trial in a Christian's life that makes him a partaker of Christ's suffering, thereby revealing God's glory in his life.

7. Encourage students to contribute their examples. Some might be: refining of oil or gas, or the making of glass. Help your students draw a parallel between refining processes and their need to be refined as Christians. Discuss how patience plays a vital role in this process of refinement.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

- What is patience?
- Why can't we receive patience overnight?
- What are some things that help us to learn patience?
- How can we prove our patience?
- What are some things that hinder our patience?

In our ANSWER STORY, Matthew had trouble exercising patience in practicing the piano. In what other areas of daily living do you see a need for patience?

How does the lack of patience reveal that self, our old nature, may not be dead yet?

Is there a difference between truly being patient and having self-control?

What is the meaning of the word *fret*?

Can you fret and "rest in the Lord" at the same time? Explain?

THINGS TO DO

Use a Rubic cube, or some other small, hand-held puzzle, to illustrate patience.

Take a shoe to class. Ask your students to help you in teaching a child to tie the laces. Liken the methods of teaching (by telling, by example, by "hands-on" guidance) to how God teaches us patience.

Show your class a padlock with a combination lock. Have one student try to open it without the combination. Then give another student the combination and let him try to open it. Give a third student the combination and the in-

structions as to which way to turn the dial. If none of them are able to open it, you open it for them. Parallel this with our walk in life. The Bible has the combination to happiness. Even when we have the combination and the direction, we must work at being happy by learning patience.

A needle and thread are always perfect items to use when demonstrating patience.

Answers for ANSWER

Have Patience

Patience is an important part of a Christian's life. Paul sent a message to the Hebrews about patience and it's reward. Complete the math problems (have patience!) and then use the answers to decode the verse below.

2 x 7 = 14 = A

11 - 8 = 3 = B

9 + 8 = 17 = C

99 - 88 = 11 = D

21 ÷ 3 = 7 = E

14 ÷ 7 = 2 = F

30 - 29 = 1 = G

4 x 3 = 12 = H

3 x 5 = 15 = I

16 ÷ 2 = 8 = L

4 x 4 = 16 = M

9 x 2 = 18 = N

16 ÷ 4 = 4 = O

14 - 9 = 5 = P

18 ÷ 3 = 6 = R

29 - 19 = 10 = S

13 + 6 = 19 = T

22 - 9 = 13 = V

14 + 6 = 20 = W

5 + 4 = 9 = Y

FOR YE HAVE NEED

2 4 6 9 7 12 14 13 7 18 7 7 11

OF PATIENCE THAT

4 2 5 14 19 15 7 18 17 7 19 12 14 19

AFTER YE HAVE

14 2 19 7 6 9 7 12 14 13 7

DONE THE WILL OF

11 4 18 7 19 12 7 20 15 8 8 4 2

GOD YE MIGHT

1 4 11 9 7 16 15 1 12 19

RECEIVE THE

6 7 17 7 15 13 7 19 12 7

PROMISE

5 6 4 16 15 10 7

HEBREWS 10:36

12 7 3 6 7 20 10

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Lesson 61

TEXT Titus 2:1-13

OBJECTIVE The students will be able to explain how godliness is different from worldliness, and that it is only attainable through a strong desire to please God.

KEY VERSE FOR ANSWER Godliness with contentment is great gain. — 1 Timothy 6:6

KEY VERSE FOR SEARCH Godliness is profitable unto all things, having promise of the life that now is, and of that which is to come.
— 1 Timothy 4:8

ANSWER
TITLE: **Living on Easy Street**
SEARCH
TITLE: **Godliness**

REFERENCE INFORMATION

In Titus 2:1-13, aged men, aged women, young women, young men, and slaves were exhorted to be so faithful to the natural obligations of their own station in life that critics of their religion would be silenced. Slaves, of whom there were many in the Early Church, were exhorted to be very obedient, diligent, and faithful so that their lives would “adorn” their religious profession. As a result, their heathen masters would think, If that is what the Christian religion does for slaves, there must be something to it.

Godliness is so much more than godly conduct and a profession of religion. It is one's reverence toward God. It is the reality and power manifested by a person's vital relationship with God.

The Lord's soon return supplies the motive for godly living in this present world. It is mentioned in almost every one of the New Testament books.

YOUR OPENER

[illegible]

Godliness

TEXT: Titus 2:1-13

KEY VERSE: Godliness is profitable unto all things, having promise of the life that now is, and of that which is to come. — 1 Timothy 4:8

We have been studying the progressive pattern for the development of Christian character (2 Peter 1:5,6). According to this plan, godliness follows patience. Exercising patience in the endurance of “fiery trials” will help bring about this development of godliness. Godliness is different from worldliness, and is only attainable through a strong desire to please God.

1. Explain what *godliness* means to you.

2. Using the following Scriptures, list some of the criteria of godliness that we can measure our lives by.

Acts 24:16

Ephesians 6:18

James 1:27

James 3:17

2 Peter 3:11

3. A person who is worldly is more concerned about things of this world than about spiritual or eternal things. The concerns of a godly person are the opposite. Give a biblical example of one godly person and one worldly person.

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ADDITIONAL DISCUSSION NOTES

RESPONSES

1. Your students’ definitions will bring out that *godliness* means “to be devoted to God, to have our actions and thoughts and desires of a nature that will please God and be like Him.”

2. Acts 24:16 — conscience void of offense
Ephesians 6:18 — prayer
James 1:27 — visit fatherless, keep ourselves unspotted
James 3:17 — pure, peaceable, gentle, etc.
2 Peter 3:11 — holy conversation
Ask students to share their answers. Discuss each of the criteria given and develop what each means with reference to the students’ own lives.

3. Allow time for students’ responses. Some examples might be: Naomi versus Lot’s wife, and Enoch versus Judas. Through these examples, help your students evaluate the differences.

4. Physical fitness and exercise are major concerns in our day. However, 1 Timothy 4:7 instructs us to exercise ourselves unto godliness. What are some of the ways this can be done?

5. Today's text gives instructions to five different ages and classes of individuals. Name the five. What conclusion can we draw from this?

6. According to 2 Peter 1:4, Christians are to have a certain nature. What is it? When we have that nature, what do we escape?

7. What criterion should we use to discern whether something is worldly or godly?

8. "Profit" is an important word in business circles. Referring to our key verse, explain what you think is meant by the phrase "Godliness is profitable unto all things . . ." Be specific!

4. Encourage your students to contribute their ideas. Some suggestions might include: Bible study, prayer, church attendance, and doing good for others. Supplementary Scriptures to use include Matthew 25:35-40 and James 1:25-27.

5. The classes of individuals are: aged men, aged women, young women, young men, and servants. Your students will likely conclude that godliness is imperative for all ages and in all areas of our lives. As godliness is practiced, they have the assurance of God's blessing.

6. Christians are to have a "divine nature." When one has this nature, he will be free from sinful desires, and ultimately will escape eternal damnation. A possible follow-up to this question could be arranged by dividing your class into units of two. Give each couple a few moments to think about one attribute of God, and then have them explain to the whole group how we can develop or exemplify that attribute in our lives.

7. Allow time for student response. They should reach the conclusion that the determining factor is whether it is pleasing to God.

8. Your students' responses should bring out the thought that the man who fears, loves, and serves God, receives great dividends. He has God's blessing all through life, both this present life and in the life to come. His faith, to which he has added the other attributes listed in 2 Peter 1:5-7, saves him from the sins and excesses of this world. The peace and love of God in the heart produce serenity and calm. He acquires a full preparation here below for an eternal life of glory Above. Thus godliness has the promise of Heaven, and secures the blessings of both worlds.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

List all the attributes of godliness that you can think of.

How do you think you can attain these attributes in your own life?

What is your definition of *godliness*? *worldliness*?

Imagine that you invite one of your friends to church. He tells you that he “sort of” liked your church, but that it was too strict, and demanded way too much of a person. He doesn’t think that God would require all that from us to make Heaven. What would you say to your friend?

Is it possible to be godly and worldly at the same time?

What are some of the characteristics of a worldly person? of a godly person?

How will the attributes discussed in our previous lessons help us develop godliness? Can we attain godliness without the previous steps?

In the ANSWER story, all of Mr. Thomas’ riches couldn’t buy what he needed most in this world—godliness. Tom realized that if he put his faith in God and was content with what he had, he would gain the real wealth that Mr. Thomas had sought after. What are some things in daily life which may distract us and keep us from seeking after the things of God?

THINGS TO DO

Use a mirror to represent a person’s life. Take two objects: one to represent the world or worldliness, and one to represent God or godliness. The positioning or tilt of the mirror will determine which object is reflected, thus showing that the image that is reflected to others is determined by whether one is leaning toward the world or God.

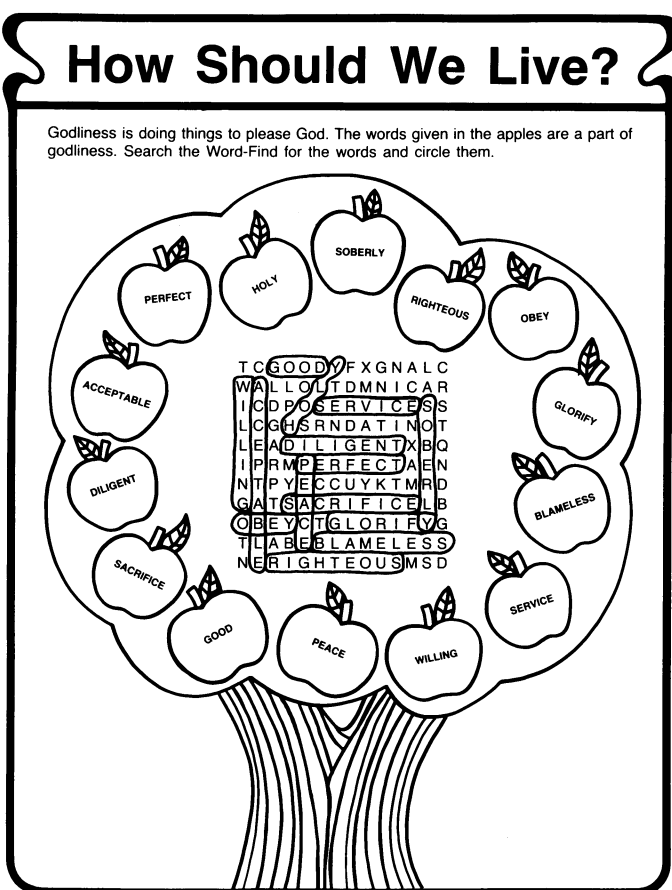
Using a model airplane, define *attitude* in terms of aerodynamics. (The positioning of the plane in relationship to prevailing air currents.) The winds of the “enemy,” or the world, are blowing against the Christian. They can blow us off course (the goal being Heaven) unless we keep our attitude (our determination to make the goal)

adjusted. As pressure increases we must adjust our attitude to compensate. We do this by calling on God and applying more of Heaven’s resources.

Fill a quart jar with clear water. Add dirt or ink, a little at a time, naming some of the “pollutions of the world” (2 Peter 2:20).

Show your students a sheet of clear glass. Tell them the glass is symbolic of us as Christians. We stand between Christ and the world, and they see Him only through us. Use this to illustrate how important it is for us to keep ourselves unspotted, so that His image may remain free from distortion and be clearly visible.

Answers for ANSWER



Lesson 62

TEXT 2 Kings 4:8-17

OBJECTIVE The students will be able to explain that brotherly kindness is evidenced by preferring your brother—showing him love.

KEY VERSE FOR ANSWER Be kindly affectioned one to another with brotherly love; in honour preferring one another. — Romans 12:10

KEY VERSE FOR SEARCH By this shall all men know that ye are my disciples, if ye have love one to another. — John 13:35

**ANSWER
TITLE:**

A Change of Mind

**SEARCH
TITLE:**

Brotherly Kindness

REFERENCE INFORMATION

Brotherly kindness is the love and caring of fellow Christians toward one another, all being children of the same heavenly Father. The New Testament occasionally uses the word *brother* to refer simply to another human being, whether Christian or not, or to a fellow countryman. However, it is usually used to signify a fellow believer in Christ. This is the case wherever the concept of brotherly kindness or brotherly love appears. This kindness is to be extended to all our brothers and sisters in Christ. There is no virtue in being kind only to those you expect will return the favor. Rather, spend the effort on those who can do nothing for you, with your eye on the heavenly reward. How often Jesus advised us to keep our eyes on Heaven.

Jesus talked a great deal about the plain, old-fashioned, everyday habit of common kindness. He put so much

stress on kindness that He, in effect, tells us that we cannot be friends of His and at the same time be indifferent to the suffering of others. How much more we should be aware of, and willing to help with, the needs of those within our own “family!”

Elisha was anointed to be the successor to Elijah as a prophet of God. He requested and was granted a double portion of the Spirit that rested upon Elijah. His ministry was of long duration, lasting through the reigns of four kings of Israel: Jehoram, Jehu, Jehoahaz, and Joash. Elisha’s prophetic insight and wise counsel made him a valuable, though not always appreciated, adviser to the kings. Elisha fell sick and died during the reign of Joash. Such power had rested upon the man that when a man was hastily buried in Elisha’s tomb, the dead man revived. See 2 Kings 13:21.

YOUR OPENER

Brotherly Kindness

TEXT: 2 Kings 4:8-17

KEY VERSE: By this shall all men know that ye are my disciples, if ye have love one to another.

— John 13:35

RESPONSES

1. She fed him when he passed by; later she and her husband built and furnished a special room for him. Discuss how action was a part of the kindness she showed. Your students should recognize that brotherly kindness is more than kind words.

2. They refused to take payment from Elisha, even though he wanted to give something in return for the kindness shown to him. When he discovered they had no children, Elisha promised the woman that she would have a son, and within a year the baby was born. Brotherly kindness is always compensated—not necessarily with material gain, but with unity, peace of mind, and love.

3. Allow time for students' responses. Their answers may include the following thoughts.
 Aaron and Hur: Gave Moses support in his time of physical weakness or need.
 Jonathan: Made a covenant of friendship with David, giving him his sword, bow, and royal apparel.
 David: Provided for Jonathan's son's comfort and well-being, treating him as his own son.
 Paul: Appealed to Philemon to show love to Onesimus, encouraging Philemon to treat Onesimus as he would Paul himself.
 Discuss with your students the variety of ways they can show brotherly love in actions. See Matthew 25:35-40.

4. As your students discuss this, they should realize that just as they nourish, comfort, soothe when injured, and build up their physical bodies, they must show the same concern for their brothers. Refer to 1 Corinthians 12:26.

Brotherly kindness is most often referred to in the Bible as brotherly love. Brotherly love cannot be exemplified in isolation. The hallmark of the Body of Christ is not the number of members, or the size of the edifice for worship, or the finely tuned administration of the organization. It is the strong attachment between members of Christ's flock.

1. The Bible is a great source of examples of brotherly kindness. One is given in the account of Elisha and the Shunammite woman found in our text. Describe what this woman did to show brotherly kindness to the prophet.

2. Though the Shunammite couple were not looking to be repaid for their kindness, what blessing did they receive from God? Is our kindness toward our brothers and sisters in Christ ever compensated? If so, how?

3. Listed below are several other examples of people in the Bible who exemplified brotherly kindness. Tell in your own words the circumstances under which their love was shown.

Aaron and Hur: Exodus 17:12

Jonathan: 1 Samuel 18:3,4

David: 2 Samuel 9:6,7

Paul: Philemon 12,15,16

4. Compare your feeling and consideration for a brother in Christ to the consideration shown to your own body.

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ADDITIONAL DISCUSSION NOTES

5. Read the following Scriptures and write what instruction you find in each which shows how we can exemplify brotherly kindness.

Romans 15:1

Galatians 6:2

Ephesians 4:32

Hebrews 10:24

1 Peter 4:8

6. When is it the responsibility of the individual to show brotherly kindness? When is it the responsibility of the church?

7. In some cases, when a need presents itself, it may seem that another is more qualified or better able to assist or take care of the situation. Explain how this could be used as an excuse by one not wishing to get involved.

8. Present an everyday situation in which brotherly kindness can be shown to the following.

A newcomer to the church

The elderly of the church

Someone who is sick

Widows and widowers

Your pastor

A new convert

9. What are some of the positive results we might expect to see when brotherly kindness is practiced?

5. As your students discuss what they have discovered in each verse, talk about ways these actions can be employed in their lives today. As a follow-up, encourage students to cite specific examples from their own knowledge when positive results stemmed from such actions.

6. Encourage students to cite specific examples of occasions when they should show care for others individually, and then as a unit. Broaden your discussion by asking students to cite specific ways this can be done.

7. Allow students time to develop this question. They should arrive at the conclusion that it is necessary for a person to examine his motives in each situation. In other words, one should not use "preferring my brother" as an excuse for avoiding responsibilities.

8. The point of this exercise is to help the students see actual circumstances exhibiting brotherly love in action. Discussion should increase class awareness of the various needs which can be met through practicing brotherly kindness.

9. Your students' discussion of this question should bring out a number of results. Their list may include: increased fellowship and love between members, a growth in spiritual grace of the body of believers, a lessening of possible sources of friction or disunity. Extend your discussion to include the positive benefits they will receive in their own lives when they practice brotherly kindness.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What is brotherly kindness? What is it for? Who is it for?

What are some other examples of brotherly kindness in the Bible?

How can we show brotherly kindness?

Can brotherly kindness be exemplified in isolation? Explain.

In our Bible text, how did the woman of Shunem show kindness?

Explain how brotherly kindness can be a measuring tool of godliness.

Can you name some incidents in Elisha's life where he showed kindness to others? What reward is there for those who do a kind deed in the expectation of some benefit in return?

What kindness was shown to you this week? at home? at school? elsewhere?

In the ANSWER story, what changed Mr. Johnson's attitude toward Debbie and Bill?

THINGS TO DO

After a discussion of what brotherly kindness is, tell your class that this week they are all going to have a chance to practice this together. Arrange a project in which your class can participate to help someone in the church: do yard work, clean a garage, wash windows, or whatever. Afterward provide refreshments or a small treat for your group.

Prepare a strip of paper about 3" wide and a yard long. Make a loop, turning one end of the strip around 360 degrees and attaching the ends so the loop is twisted. Tell your class this loop represents Christians. Cut through

the strip lengthwise. (This will create two loops that are linked together.) God made us to love each other and Him. We have strong bonds. We depend upon each other for encouragement, fellowship, help, prayer, etc. As you explain this, continue cutting the new strips lengthwise; they will all stay intertwined.

"Plant" some people in your class to perform an act of brotherly kindness at the beginning of class time (open door for someone, place a chair, etc.).

Answers for ANSWER

Love Your Brother

Brotherly kindness is preferring others and choosing to do good for others. It is showing real love. Complete the sentences and answer the question below.


I think "Love" means

To show kindness to someone I

An example of an unkind action is

I know I am loved when

Why should I love my enemy?



Lesson 63

TEXT 1 Corinthians 13:1-13

OBJECTIVE The students will be able to enumerate a number of reasons why divine love is the greatest of all things.

KEY VERSE FOR ANSWER And now abideth faith, hope, charity, these three; but the greatest of these is charity. — 1 Corinthians 13:13

KEY VERSE FOR SEARCH “And above all these things put on charity, which is the bond of perfectness.” — Colossians 3:14

ANSWER
TITLE:

ANSWER
TITLE: **The Greatest of These**

SEARCH
TITLE: **Love**

**SEARCH
TITLE:**

REFERENCE INFORMATION

Love is the essence of Christianity, an undying expression of Jesus' doctrine. It is more potent for the building of the Church than any, or all of the various manifestations of God's power. Love is the Church's most effective weapon. Without love, all the various gifts of the Spirit are of no avail. Love is the perfection of human character. Love is the most powerful force in the universe.

Even if I bestow all my goods to feed the poor, even if I give my body to be burned, if I have not love, it profits me nothing. What a thought-provoking passage! The gifts of speaking like an angel, of prophesying, of having all knowledge, of faith that moves mountains, of charity to the last dollar—all are of no use unless we have the spirit of Christian love. What a call to self-examination!

YOUR OPENER

[illegible]

Love

TEXT: 1 Corinthians 13:1-13

KEY VERSE: And above all these things put on charity, which is the bond of perfectness.

— Colossians 3:14

Someone has said, “Love is properly the image of God in the soul; for God is love. By faith we receive from our Maker; by hope we expect a future and eternal good; but by love we resemble God; and by it alone are we qualified to enjoy Heaven and be one with Him throughout eternity.” Love is the fulfilling of the Law. The Law did not have power to change men’s lives, but Christ, who is love personified, did!

1. The first three verses of our text reveal that many good things can be absolutely worthless without love—the Christlike kind of love. List these good qualities opposite the verses below.

1 Corinthians 13:1

1 Corinthians 13:2

1 Corinthians 13:3

2. Pick two or more of the qualities named above. How can these qualities be shown without love (that is, with a wrong motive)?

3. Question 2 developed how certain human qualities can be exercised without the presence of divine love. Now show the merit of these qualities when divine love is present.

4. In verses 4-7, we are given the elements of love—those of which Christian love is made. Each of these elements can be given common names: they are virtues which we hear about often. And with Christ in our hearts they can be practiced by every person in every situation in life. Alongside each of the elements listed on the next page, write a synonym that is more familiar in our day.

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ADDITIONAL DISCUSSION NOTES

RESPONSES

1. Ask the students to read the appropriate verses and give their responses, which will include speaking with tongues of men and angels, having the gift of prophecy with the understanding of mysteries, having faith to remove mountains, giving all one’s goods to feed the poor, and giving one’s body in martyrdom. Discuss with the class that doing any or all of these things would be futile unless the divine love of God in the heart prompted the actions.

2. Encourage students to cite specific examples. Answers may include the following thoughts.

1 Corinthians 13:1 — a “hallelujah” or “praise the Lord” sounds flat when there is no real Spirit behind it.

1 Corinthians 13:2 — a person could have a degree in theology, and knowledge of the original biblical languages, but without a born-again experience and being led by the Spirit, he may speak half-truths or false doctrine. Great faith, if it is in secular things and not a saving faith, may bring advantage in this life but no eternal gain.

1 Corinthians 13:3 — though a person may display a philanthropic nature, his earthly gifts will bring no eternal benefit, so of what real value are they? A deeper discussion of the above thoughts can bring out that many actions of modern society are accomplished from a selfish point of view, hence will be of no eternal benefit.

3. Discuss with the students that when a person’s testimony or message is filled with the divine love of God, it becomes an instrument that God uses to win souls. Ask the class: “To what persons does God reveal the deep treasures of His Word?” Is it not to those who seek and serve Him with a loving heart? Who has the greatest faith in God? Is it not the one who has the deepest love and trust for God in his heart? Bring out in discussion how the most beneficial giving of one’s substance is that which is motivated from the standpoint of loving one another as God has loved us.

4. Patient, kind, content, humble, courteous, unselfish, even-tempered, fair, sincere, trusting, hopeful, long-suffering are equivalent words. Discuss how each of the words given is a part of love. Can any of these elements be eliminated and complete love still be present? Your conclusion should be that it might be possible to have a measure of these virtues without love, but one would not have divine love without these virtues.

Love suffereth long . . . Beareth all things
 And is kind
 Love envieth not (Clue: think positive)
 Love vaunteth not itself, is not puffed up
 Doth not behave itself unseemly
 Seeketh not her own
 Is not easily provoked
 Thinketh no evil
 Rejoiceth not in iniquity, but rejoiceth
 in the truth
 Believeth all things
 Hopeth all things
 Endureth all things

5. List three things mentioned in verse 8 to which divine love is superior. Why?

6. "Now and then," is an expression in modern English language. Find two instances in our text where these words are used. Contrast the *now* with the *then*.

7. In your estimation why would the Apostle declare that divine love is the greatest attribute?

5. Divine love is shown to be superior to prophecies, tongues, and knowledge. Divine love excels in that it never fails. Prophecies will come to an end, tongues shall cease, and knowledge shall vanish. Ask the students how important these things were to the Early Church, and to the church today. Their responses should bring out that prophecies (whether predicting future events, or preaching the truths of God's Word), tongues (as given under the power and inspiration of the Holy Ghost), and knowledge (of things God has revealed in the past and His promises of the future), have been very important to the spiritual health of the church. However, though these things are of use during the Gospel dispensation, they will be of little use throughout eternity.

6. The words "now" and "then" are used twice in verse 12. "*Now* we see through a glass, darkly; but *then* face to face: *now* I know in part; but *then* shall I know even as also I am known." In contrasting the *now* with the *then*, there are many possibilities for discussion. Thinking of eternity and eternal matters, how few things are entirely clear to us now, but then we shall see everything clearly and completely. Now we know in part, even at the best, but then we shall know as we are known. How completely are we known? God knows our thoughts. Who knows the number of the hairs of our head? God does!

7. The Apostle summarized his discourse on divine love with this thought, and it brings this lesson to a conclusion as well. Why would divine love be greater than faith or hope? Is faith not needed in order to please God? See Hebrews 11:6. Are we not saved by hope? See Romans 8:24. Discuss with the students that faith and hope have a very important part in serving the Lord in this present life, but how much will they be needed in eternity? "For what a man seeth, why doth he yet hope for?" (Romans 8:24). Divine love in the heart makes it possible for the Divine Nature to come to fruition in the life of a person. This is necessary for our spiritual life on earth, and it will continue in even a greater measure in eternal life. The love we have for God as we serve Him now will be increased many times when we see Him face to face and realize how much we are indebted to Him for His innumerable mercies to us.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What is love?

What do you think is the greatest love?

What have you learned from reading 1 Corinthians 13?

Who should we love?

How can we show love?

In reviewing the past quarter's lessons, why would we conclude that love is the sum of all these Christian attributes?

How does longsuffering demonstrate love?

What is the meaning of "charity [love] never faileth"?

Can you be self-centered and show true love at the same time? Why or why not?

In the ANSWER story, who was writing to whom?

THINGS TO DO

Construct a chart, like the one below, on a blackboard or an overhead transparency, listing twelve elements of love. Opposite each one, fill in the name of a Bible character who was an example of that trait. Make two more columns to tell "when" and "how." With the aid of your students, fill in each of the blanks.

Love is . . .	Who	When	How
Forgiving	Jesus	On the Cross	Forgave the Thief
Patient			
Kind			
Content			
Humble			
Courteous			
Unselfish			
Even-tempered			
Sincere			
Trusting			
Hopeful			
Lasting			

Stand a tree branch in a can filled with sand. (If desired, spray the branch white first.) Explain to your class that this is a love tree. Give a number of hearts, cut from various colors of construction paper, to your students. Tell

them that for each thing they do that week which shows love to someone, they may write it down on one of the hearts. On the following Sunday they may hang the hearts on the tree. How many hearts will your tree be decorated with? If it's OK with your students, read what is written on the hearts and review briefly the many ways we can show love to those around us.

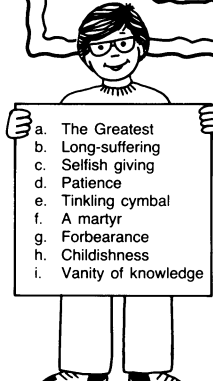
Bring a label from a can of food. Point out that this label is what people read to find out what is in the can. Compare the label to Christian love. People may "read" our love and, by recognizing it, will know that Christ is in us.

Any light bulb, no matter if it's 40 watt, 60 watt or 150 watt, is made to produce light when connected to the right source. The same is true with people. No one is ever too young or too old to show love for others. People will see God's light in each good deed you do.

Answers for ANSWER

What Is Love?

The greatest thing in a Christian's life is real love. Read 1 Corinthians 13 and match the words below with the definitions given. Put a star next to the ones that show love.



a. The Greatest
b. Long-suffering
c. Selfish giving
d. Patience
e. Tinkling cymbal
f. A martyr
g. Forbearance
h. Childishness
i. Vanity of knowledge

E Your talk is a hollow sound with no sincerity, just noise.
C Give your goods to the poor so you can have a tax write-off.
I Be a Know-It-All with a high IQ but no love.
F Be willing to die for the cause of Jesus.
B Endure troubles for a long time.
G Tolerate the faults of others.
H Think and act as a child.
A Have charity.
D Be able to wait without complaining.

Lesson 64

TEXT 1 Chronicles 16:7-36

OBJECTIVE The students will learn to give thanks for all things, good or bad: to know that all things work together for good to them that love God.

KEY VERSE FOR ANSWER In every thing give thanks: for this is the will of God in Christ Jesus concerning you. — 1 Thessalonians 5:18

KEY VERSE FOR SEARCH Praise ye the LORD. O give thanks unto the LORD; for he is good: for his mercy endureth for ever. — Psalm 106:1

ANSWER
TITLE: **Let Us Give Thanks**

SEARCH
TITLE: **Thankfulness**

REFERENCE INFORMATION

One of King David's most beautiful psalms was not printed in the Book of Psalms but appears in our text. It was a psalm of thanksgiving unto God for liberating His people, Israel. The occasion was at the moving of the ark of God into the tabernacle.

Psalms tell of people's personal responses to God. They reveal the individual's feelings when faced with both the joys and sorrows of everyday life. They are hymns prais-

ing and thanking God, and prayers to God in times of trouble. The soul who cannot enter into the worship of God and give spontaneous praise and thanksgiving unto Him with a glad and rejoicing heart does not know the joys of salvation. We are told, "Therefore with joy shall ye draw water out of the wells of salvation" (Isaiah 12:3). Those who cannot praise God here will not have the chance to praise Him in Heaven.

YOUR OPENER

[illegible]

Thankfulness

TEXT: 1 Chronicles 16:7-36

KEY VERSE: Praise ye the LORD. O give thanks unto the LORD; for he is good: for his mercy endureth for ever. — Psalm 106:1

RESPONSES

1. The author was King David. The occasion was the bringing of the Ark of God from the house of Obed-edom into the tabernacle made for it in the City of David. Discuss with the class that this was a happy occurrence for the Children of Israel and for King David in particular. A fitting psalm of thanksgiving was written to help celebrate. Usually when one is truly thankful, he gives voice to his emotion through praise, prayer, songs, poetry, etc. This psalm contains all these elements.

2. When the Temple was dedicated, the Levites provided singers and trumpeters to praise and thank the Lord in one accord. God sanctioned this program by filling the Temple with the cloud of His glory. Ask your class to name some of the songs that have been written to express the theme of thanksgiving. Many songs may not use the word "thanksgiving," yet the meaning is there. "How Great Thou Art," expresses appreciation for God's great power and love to us. "The Comforter Has Come," shows our gratitude for the gift of the Holy Spirit. Discuss how the Christmas carols show our thankfulness for God's wondrous gift of the Savior and salvation.

3. Verse 9. A testimony usually gives praise and thankfulness to God for His goodness and mercy. Discuss with the class that the verse mentioned admonishes all to sing and talk of God's wondrous works. Some may feel that their testimony, or their ability to give it, is not as great as another's. Still they will derive a benefit from doing so. See Malachi 3:16; Matthew 10:32; Revelation 12:11.

4. Encourage the students to read their lists which will probably enumerate such items as God's covenant to Abraham to give the Children of Israel the land of Canaan, the Law He had given, and the protection He had provided. God had made the heavens, He is a living God, not an idol, and He is a merciful God. As the Children of Israel served God in truth, they had many blessings. Is not God just the same today? When men serve Him in Spirit and truth, they have His blessing. Discuss with the class how this blessing may not always be in evidence, but this true hope will take one to Heaven, which is the greatest of all blessings.

How nice it is to receive heartfelt thanks from someone to whom we have given a gift or for whom we have done some favor. Surely then, the God of all the universe and on whom our very lives depend, is pleased when those of His creation show and express thankfulness for the many blessings He daily sends our way. See Psalm 68:19.

1. The portion of text we are studying is referred to as a "psalm," although it is not included in the Book of Psalms. Who was the author? What was the occasion? See 1 Chronicles 16:1.

2. At different times, musicians and singers had been appointed and used in the worship of the Lord. How were an orchestra and choir used to express thanksgiving? See 2 Chronicles 5:13.

3. What verse in the text might be used to explain the reason for singing and testifying in church? In what way can a testimony be considered thanksgiving?

4. Make a list from this psalm in our text of some of the marvelous works that the Lord had done for the Children of Israel for which they were to be thankful.

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ADDITIONAL DISCUSSION NOTES

5. To whom were the Israelites to tell of the glory of God and His marvelous works? Who are we supposed to tell of God's greatness?

6. How do we develop a spirit of thanksgiving even during times of great difficulty? See 1 Thessalonians 5:16-18.

7. As we serve God with all our hearts, He truly will supply all our needs (Philippians 4:19). List some of the things you would consider needs.

8. List some of the things the Lord has given above and beyond your needs.

9. Give an example of when Romans 8:28 was proven in your own life.

5. Verse 8 says to make known His deeds among the people, and verse 24 says to declare His glory among the heathen, His marvelous works among all nations. Christians today are admonished to be witnesses for Christ to the uttermost parts of the earth. How does thanksgiving relate to witnessing? The fuller the heart is with thankfulness and praise to God, the easier it is for that one to tell others of God's greatness. How do we fill our hearts with thanksgiving? Count your blessings—every blessing—see what God has done.

6. Many people are unthankful because they feel deprived in some respect, yet if they would start counting their blessings they would realize the goodness of God. Ask the class for a definition of *great difficulty*. Some might define this term to mean "the severe lack of material possessions," but that sort of situation cannot prevent us from having the hope of eternal life. Other students may say that "having a painful, terminal illness" would be *great difficulty*. When we have Christ as Savior, we have the promise that "If we suffer, we shall also reign with him" (2 Timothy 2:12). We also have the promise of the healing of all our diseases. We have His arm to lean upon, and His Spirit to comfort and uphold us. Encourage the students to suggest other things which might be considered a great difficulty, and with Scripture find a way by which we can "in every thing give thanks: for this is the will of God in Christ Jesus concerning you."

7. When we serve God with our whole heart He gives His salvation, the first requisite. He has also promised food and raiment. See Matthew 6:33, 1 Timothy 6:8, and Hebrews 13:5. In Isaiah 33:16 we are promised a place of defense, our bread, and water. Ask the students to add to this list, and have them point out why they consider the items suggested as needs.

8. Allow time for students to respond with their answers. The lists will vary according to the ages of the students, but no doubt this list will produce many good reasons why they should be thankful, not only on Thanksgiving Day, but every day of the year. Discuss with the students that their spirit of thankfulness should be expressed when the Lord supplies their basic needs, as well as for the many things He gives above their needs.

9. Class participation will give a good wrap-up for this lesson. Most students will be able to recite an incident in their lives that worked out for their good. Some may recall an outstanding healing (actually, all healings are outstanding). Some may tell of the development of a talent in art, music, or speech. Some have experienced an accident which later became the springboard for a testimony. There are many possibilities in this question, and the answers from the students should be helpful in letting the teacher point out that it is our obligation to be thankful for all things that happen to us, good or bad.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What happens when we begin to thank God in prayer?

How many times a day do we say, "Thank you"? Try to count them. How many times a day do we say, "Thank You" to God?

Why do we need to tell God we thank Him, when He already knows everything and knows that we're thankful?

How will it affect our Christian testimony if we forget to be thankful?

Do we really need to thank God for our food in public? Why?

How can we be thankful for something when we don't see how God can be using it for our good?

If something comes into our lives that we don't understand—a car wreck that totals our car, our home destroyed by fire, a debilitating illness—can we still be thankful? How? Why should we be?

THINGS TO DO

Have the students write a note of one or two things for which they are thankful. Let each student read aloud his own, or mix them up and pass them around the room, with students reading each other's.

Using a large chalkboard or posterboard, draw a big circle in the center. Write GOD in the middle of the circle. Around the inside edges of the circle, write the names of things the class is thankful for. As you discuss how God is related to each item, draw a line to it. Think of how our every need is supplied by God, the One who created us. Things to be thankful for: good health, happiness, family, eternal life, etc. Don't forget to give God thanks for all these things!

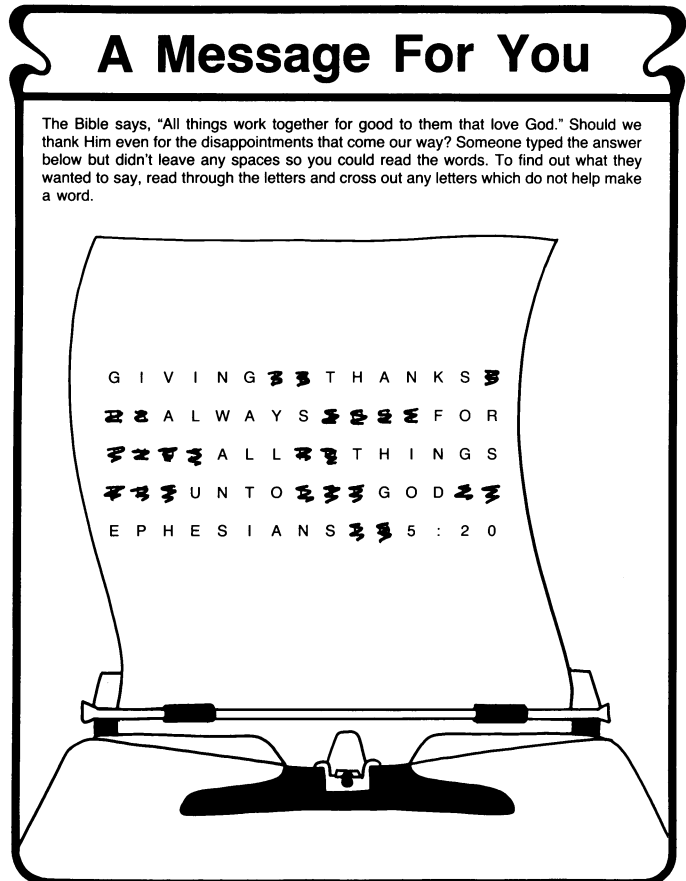
Using your hymnbook, make a list of songs. Write the titles on a transparency for an overhead presentation, or

make copies of the list for everyone in your class. With your students, go through the songs listed and mark how many of them deal with praise and thanksgiving to God.

Discuss the story of the ten lepers (Luke 17:11-19), or have your students act it out.

One week ahead of time, ask your students to come prepared with an object symbolic of something for which they are thankful.

Answers for ANSWER



Lesson 65

TEXT 2 Peter 1:4-11

OBJECTIVE The students will be able to name the attributes studied this quarter. They will be able to define each, and tell why it is important to the development of Christian character.

KEY VERSE FOR ANSWER Student's choice

KEY VERSE FOR SEARCH For if these things be in you, and abound, they make you that ye shall neither be barren nor unfruitful in the knowledge of our Lord Jesus Christ. — 2 Peter 1:8

Quarter Review

REFERENCE INFORMATION

The Christian attributes we have studied during this quarter are expected to be a part of every Christian's life and character. Some of these are ours upon being born again. Others are to be added as we grow in grace, or are

worked out in our lives as we live in obedience and in submission to Christ. In considering Christian attributes, it is essential that we remember: The greatest of these is love.

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

RESPONSES

1. If we have made these Christian graces a part of our lives so that they are in us and abound, the promise is that we “shall neither be barren nor unfruitful in the knowledge of our Lord Jesus Christ.”
2. Discuss some of the aspects of being barren or unfruitful that come to mind: without life, unattractive, non-productive. We often consider a fruit-bearing Christian as one who is a soul-winner and actively engaged in the work of the Lord. Lead your students in discussing whether there is any value or worth in Christianity which is not fruit-bearing.
3. Allow time for students to give their answers. The students will probably arrive at the conclusion that faith is an indispensable element of Christianity (Hebrews 11:6). Additional thoughts that may be presented are: it is through faith that we are saved (Ephesians 2:8), and faith is a fundamental piece of the Christian’s armor (Ephesians 6:16).
4. Your students may come up with a variety of thoughts in response to this question. They may bring out that one is sure to face tests and trials once they have received salvation. It would also be good to focus on the necessity of taking a stand to let others know of your faith. Many have found severe opposition to the declaration of their faith. Courage is necessary for one to profess his faith before unbelievers, and in times of persecution. It is the strength without which the believer cannot retain his integrity or defend his benefits.
5. A person must search the Scriptures and learn what is written in them. As we learn God’s requirements and instructions regarding how to live a godly life, and then follow through in obedience, we will grow and mature as Christians.
6. No doubt discussion will be generated as your students explain their answers to this question. Temperance, or self-control (moderation) must be added in order to achieve a proper balance. Every sense must be kept under proper restraint. The word *temperance* implies “self-discipline,” which is rarely a painless process. In reference to the second part of the question, your students should see that perhaps acquiring a great deal of knowledge in the field of science could cause them to question the truths of the Bible. There have been cases where one has even attended a religious school and found a difference in doctrinal teachings that has lessened his faith.

- TEXT:** 2 Peter 1:4-11
- KEY VERSE:** For if these things be in you, and abound, they make you that ye shall neither be barren nor unfruitful in the knowledge of our Lord Jesus Christ. — 2 Peter 1:8
- In the course of this quarter, we have delved into the meanings of a number of Christian attributes. We have discovered that individually they are important facets of Christian character. We began the series with lessons on humility, forgiveness, and obedience. However, for the purpose of this overview, we will focus on the subjects mentioned in our text in Peter.
1. Considering the key verse, why are the attributes mentioned in our text so important?
 2. What does it mean to be *barren* and *unfruitful*?
 3. Why was faith the first attribute that Peter mentioned—the one to which he admonishes us to add the others?
 4. The definition of *virtue*, as used when the King James version of the Bible was translated, includes “courage and spiritual fortitude.” Why would Peter have felt it necessary to add this characteristic after one has established his faith through an experience of salvation?
 5. Peter admonishes the Christian to add “knowledge.” What is one way this knowledge is acquired? See John 5:39 and Romans 15:4. How does it apply to Christian growth?

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ADDITIONAL DISCUSSION NOTES

6. One who gets too involved in study can be on dangerous ground (Ecclesiastes 12:12). How can “temperance” in our lives be of value? Cite some possible dangers in carrying the studying or gaining of knowledge to an extreme.

7. We read in James 1:4, “But let patience have her perfect work, that ye may be perfect and entire, wanting nothing.” In what way might temperance and patience be connected?

8. How can we, as mere human beings, possess and demonstrate godliness? Name some of the qualities of this attribute.

9. The term “brotherly kindness” implies the exhibiting of love toward our brother. How would you differentiate this from the “charity” which is mentioned in verse 7 of our text as the final ingredient in Peter’s formula?

10. When followed completely, how does the formula given in our text produce a fruit-bearing Christian? What is it about these particular qualities, when well-balanced within a life, that makes them an influence on others?

11. To what extent are the instructions of this lesson optional?

7. Temperance is self-control, but it may become intolerant. When severe self-control takes over, we may become impatient with anyone we feel does not do as we do. An important function of the development of patience is the refining and purging process it performs as we learn to leave with the Lord situations we cannot understand. Through this process He then is able to remove the dross from our lives. Fiery trials will work patience, and when we have true patience, that is when godliness begins to shine forth.

8. Your students’ answers may include piety toward God; a deep, reverential, religious fear; not only worshiping God with every “outward” act, but adoring, loving, and magnifying Him in the heart. There is no shortcut to godliness. We must be careful in exercising patience so that we do not drift into excessive tolerance, indifference or apathy. Godliness is all-important. Through godliness the Christian character really begins to blossom. (When a person is saved, they have a measure of all these qualities; the seed is planted but it must be nurtured in order to grow.)

9. Brotherly kindness, the love of God’s family, exhibits the strongest attachment to Christ’s flock, feeling each as a member of one’s own body. Charity is love for the souls of the whole human race, even our persecutors. It would seem clear that no one can imitate or simulate this quality of love or closeness to his brothers in Christ. It can only radiate from the heart of one who has first added and cultivated the prerequisites, the beautiful qualities as laid out by the Apostle Peter in this text.

10. The Apostle Paul infers in the conclusion of the thirteenth chapter of 1 Corinthians that love (charity) is the greatest force we can experience. If we have prayerfully added to our faith virtue, knowledge, temperance, patience, godliness, brotherly kindness, and the quality of love described in that chapter—true love for all mankind—the difference in our lives will be distinct. The impact such a life can have on the lives of those he comes into contact with in a sinful, troubled world, will be forceful and effective.

11. To the same extent that the ensuring of our eternal destiny in Heaven is optional, just so is the responsibility we have in developing our Christian character. As a summation for this lesson and quarter it might be valuable to refer to verse 10 of our text: “Wherefore the rather, brethren, give diligence to make your calling and election sure: for if ye do these things, ye shall never fall.”

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

The Christian attributes studied during this quarter are a necessary part of the life of each Christian. They are seen in his attitudes and relationships to both man and God. Give an example in one's daily life of each of the following attributes:

Humility
Forgiveness
Obedience
Faith
Virtue
Knowledge
Temperance
Patience
Godliness
Brotherly kindness
Love
Thanksgiving

What Scriptures can you give that illustrate the manifestation of these attributes or the need for them in the Christian's life?

THINGS TO DO

Bring a number of banners cut from construction paper. Using the subject words from this quarter, write on each banner, "Faith is _____," "Humility is _____," etc. Allow your students to select a banner and complete the phrase in their own words, using a heavy marker pen. Decorate one wall of your classroom with the banners.

On cards or pieces of colored paper, write the subjects covered this quarter. On a second set, print brief definitions for each word. Shuffle the two sets and have your students match the words with the definitions.

Provide each student with a sheet of grid paper. Explain that as you review the quarter they will each make an acrostic for each of the words or subjects studied. Starting with the word "humility," have them write the word in the squares of the grid wherever they wish. Discuss what humility is and pose some hypothetical examples. Let your students fill in words that help describe humility. Move on to review the next word. You may wish to provide a set of multicolored fine-line marking pens for the students to write with, to make the completed acrostics more colorful. They could use one color for the key word, and another color for the descriptive words. To assist any students who may have difficulty spelling the word, write each one on a chalkboard as it is discussed.

Tell your class that you are going to test their listening and remembering abilities. Explain that you will briefly review the stories and concepts studied throughout the quarter. However, on occasion you will make a false statement. If they hear you say something wrong, they

should clap their hands. The first one to clap may explain what was wrong and then take a token or marker from a pile. At the end of the review session, the person with the most markers should receive a small prize or treat. (Note: If you make a false statement that is not caught, be sure you correct it yourself.)

Write out the key verses from this quarter. Write the key words from each verse on separate three-by-five-inch cards and clip each set of words together. Underline those key words on your master sheet of verses. Mix up the cards for one verse and lay them out on a table, words down. Divide the class into two teams. Have one student from each team start. Ask them to announce how many words they will need to see to "Name That Verse." For example, they may say, "I can name that verse in two words." They then pick two cards off the table and read them aloud. If they can recite the verse from those two words they get twenty points for their team. If not, they may continue drawing cards, one at a time, until they can recite it or give up, but they will lose five points for each additional card they must draw. So if it takes three cards, they will receive fifteen points if they recite; four cards, ten points; and so on. Alternate members from each team and keep score. Rotate the verses as each one is recited.

Answers for ANSWER

Key Words

In each of the key verses below an important word is missing. They are main words from each of the lessons studied this quarter. Find the correct word in the box and write it on the blank line.



"HUMBLE yourselves in the sight of the Lord, and he shall lift you up."
— James 4:10

"Be ye kind one to another, tenderhearted, FORGIVING one another, even as God for Christ's sake hath forgiven you." — Ephesians 4:32

"OBEY my voice, and I will be your God, and ye shall be my people."
— Jeremiah 7:23

"Now FAITH is the substance of things hoped for, the evidence of things not seen."
— Hebrews 11:1

"Thou therefore, my son, be STRONG in the grace that is in Christ Jesus."
— II Timothy 2:1

"The heart of him that hath understanding seeketh KNOWLEDGE" — Proverbs 15:14

"Whether therefore ye eat, or drink, or whatsoever ye do, do all to the GLORY of God." — I Corinthians 10:31

"But let PATIENCE have her perfect work, that ye may be perfect and entire, wanting nothing." — James 1:4

"GODLINESS with contentment is great gain." — I Timothy 6:6

"Be kindly affectioned one to another with BROTHERLY love; in honour preferring one another." — Romans 12:10

"And now abideth faith, hope, CHARITY, these three; but the greatest of these is CHARITY." — I Corinthians 13:13

"In every thing give THANKS." — I Thessalonians 5:18

Answers for Quarter Review Activities in the Answer

Write the words that are on the word list into the acrostic. They are qualities that help us to be Christlike.

O B E D I E N C E
L O V E

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

The words that are on the word list are hidden in the puzzle below. Find and circle each word.

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

Choose two of the attributes from the word list. Tell why it is necessary for a Christian to have those qualities.

- _____
- _____

Match the words in the first column with the meanings, which are in the second column.

Humility	Pardon
Forgiveness	Believing
Obedience	Showing God is in us
Faith	Self-control
Virtue	Not proud
Knowledge	Gratitude
Temperance	Doing what you are told
Patience	Good treatment
Godliness	Deep affection
Kindness	Learning
Love	Long-suffering
Thanksgiving	Standing for what is right

Answer the questions below with a true or false. If the answer is false write the correct answer on the line by each question.

Humility is necessary in order to gain God's favor.

☒ T ☐ F _____

Forgive others and God will forgive you.

☒ T ☐ F _____

Only some of the people who obey God will enter Heaven.

☐ T ☒ F All

Without faith it is possible to please God.

☐ T ☒ F Impossible

Courage and steadfastness are virtues.

☒ T ☐ F _____

Knowledge and wisdom are the same.

☐ T ☒ F Wisdom is from above

Self-control is true temperance.

☒ T ☐ F _____

A person who has patience is always nervous.

☐ T ☒ F At peace

Godliness is almost like worldliness.

☐ T ☒ F Is from God

Brotherly kindness is showing love.

☒ T ☐ F _____

Love is the second greatest gift.

☐ T ☒ F "the" greatest

We must thank God for all things.

☒ T ☐ F _____

Answers for Extra Activity Pages in the Answer

Activity Page 41

Glancing Back

Humility

Thumbs Up or Down

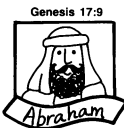
Read these thoughts. If the thought shows humility, color in the "Thumbs Up" picture. If the thought shows pride, color in the "Thumbs Down" picture.



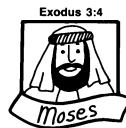
- I'll let the older people go before me in line for the refreshments.
- Who does she think she is? My dress is more expensive than hers.
- I'll help the teacher clean up even though it isn't such a big job.
- I know he is smarter than I am, but that doesn't bother me.
- I scored 100% on my test and I will never let her forget it.
- I know I don't have to brag about myself. I will give the credit to the Lord for anything that I do well.

Can You Name Them?

Here are six men who obeyed God. Using the scripture references given, put their names in the banners under their pictures.



Genesis 17:9



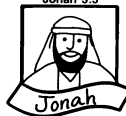
Exodus 3:4



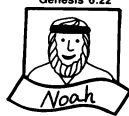
1 Samuel 17:37



Daniel 6:20,21



Jonah 3:3



Genesis 6:22

Obedience

Activity Page 42

Faith

The Shield of Faith

Look up each verse on each side of the shield and unscramble the key word. Write the word in the shield.

ERRDRWEA
Hebrews 11:6

RIIVTSNG
Philippians 1:27

RRYEAP
James 5:15

CGEAR
Ephesians 2:8

DSEVA
Luke 7:30

KSA
James 1:8

REWARDER JUSTIFIED

STRIVING PROFESSION

PRAYER STRONG

GRACE GREAT

SAVED BLOOD

ASK LIVE

STUFDEIJJ
Romans 5:1

IFSESONPRO
Hebrews 10:23

NTGSOR
1 Corinthians 15:13

TAGRE
Matthew 15:28

ODOBL
Romans 3:28

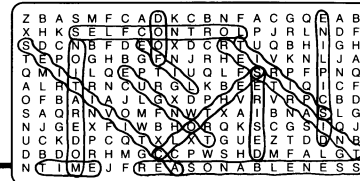
ELVI
Hebrews 10:38

Find the Words

Can you find the words in the Word-Find?

Temperance is control of:
SPIRIT
TIME
FOOD
CLOTHES

Temperance is:
MODERATION
SELF-CONTROL
DISCIPLINE
RESTRAINT
REASONABLENESS



Temperance

Activity Page 43

Godliness

Think About It

Color in the words that make you think of godliness.



Brotherly Kindness

BROTHERS

Match Up

Draw a line between each pair of names and the picture which identifies their relationship to each other. In some cases you may need to draw more than one line.



ENEMIES

- Cain and Abel (Genesis 4:8)
- Joseph and Benjamin (Genesis 43:16,29)
- Moses and Aaron (Exodus 4:14)
- King Saul and David (1 Samuel 18:10,11)
- Jacob and Esau (Genesis 25:25,26)
- David and Jonathan (1 Samuel 18:1,3)
- Elijah and Elisha (II Kings 19:19)
- Peter and Andrew (Matthew 4:18)
- Paul and Silas (Acts 15:40)
- James and John (Matthew 4:21)

Activity Page 44

Thanksgiving

My Prayer

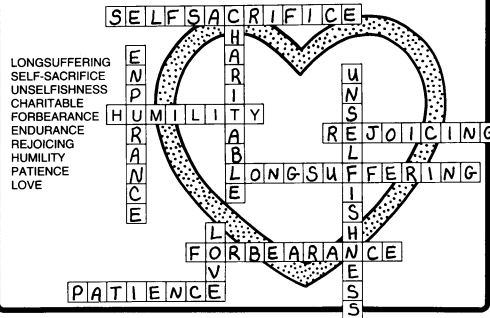
Choose one of these beginnings, and write a short prayer of thankfulness to God.

- Your love for me makes me feel...
- Dear God, I...
- I'm so thankful...
- It's so great...
- I praise...

Fill In

Fill in the boxes with these evidences of Christian love.

Love



Teacher's Name _____

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