

The ANSWER

Teacher's Guide



LESSONS 79-91

"IT'S ALL YOURS, LORD"

**THE
Answer**

www.apostolicfaith.org

A Bible study resource for use at home and church.

SEARCH



Lessons 79-91

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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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Lessons 79-91

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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.



Heart



Tongue



Feet



Hands

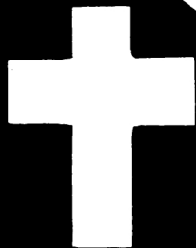


Ears

**"It's all
Yours,
Lord"**



Eyes



Will



Mind



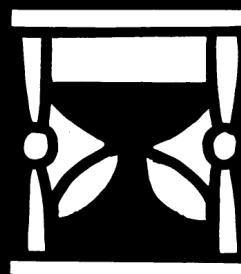
Relationships



Family



Money



Time



Future

FIVE BASIC

Learning — it can be easy and fun if you separate the experience into five basic steps! As a teacher, you should encourage your students to understand and gather knowledge by these methods.

1

Listening

Listening is more than just registering the audible sound of the teacher's voice. Countless thoughts will always be competing for control of the students' minds. Your responsibility as a teacher is to catch the attention of your students, and then hold on to it! When you begin to see blank stares take over their faces, do something to draw them back into the subject. This arousal of their interest will lead them to the next step:

2

Exploring

Exploring is another word for personal involvement. When your students are merely listening to you, exploring is not taking place, but it does occur when your students are actively gathering information in a variety of ways. Exploring could include taking part in discussion, answering questions, reading aloud from the Bible, viewing films, and doing musical, oral, or written projects. Exploring will be preliminary to the next step:

3

Discovering

Your students need to discover that the answers to their questions can be found in God's Word—that the Bible is relevant to the needs and concerns of their daily lives. Discovery means obtaining an understanding of God's Word on a deeper level. It can be brought about by paraphrasing key Scriptures, role-playing biblical stories, defining words, and picking out concepts. Discovery should be interwoven with the following step:

STEPS

4

Appropriating

Students will need to appropriate the Bible truths they have discovered by applying them to their own lives. You must guide class discussion in a direction that ensures that the real-life application is clear to your class. Making value judgments, role-playing real-life situations, establishing goals, and testimonies can all be utilized in making this step. They will lead to the vital concluding step in the learning process:

5

Assuming Responsibility

Your students must do more than recognize how the truths of the Bible apply to their own lives—they must put them to work for themselves. As they accept the responsibility for what they have learned, changes will take place in their lives that will help them live the principles laid down in God's Word. Make it a point to check up on their progress in this area, and help them to see what God has done for them through their obedience to His Word.

Remember . . . your students are individuals. They will progress through these five steps at their own speed. Don't be discouraged with those who move more slowly than others. Keep them on your heart in special prayer, and have faith that God will bring about the changes needed in each life. It is not necessary to try to cover all of these steps in one session. Depending on the depths of the topics covered, you may see times when several weeks will be spent in exploring or in discovering, before you move on to the next steps. Sometimes you may find it necessary to lead your class back for further exploration. Keep in tune to where your students are relative to the steps of this learning process. It will help you be a better teacher!

Memo from your student

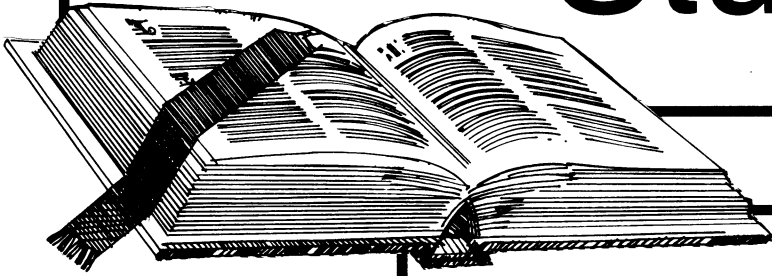


1. Don't be afraid to be firm with me. I prefer it; it makes me feel secure.
2. Don't correct me in front of the other kids. I'll take much more notice if you talk quietly in private.
3. Don't make rash promises. I feel let down when promises are broken.
4. Don't put me off when I ask questions. If you do, you will find I'll stop asking and will seek my information elsewhere.
5. Don't tell me my fears are silly. They are real to me.
6. Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I find you are neither.

Your Student



Bible Study



Encourage Bible study among your students. Don't assume that they know how to study the Bible, or even that they know they should study. You may find that many of your students do not even know where to locate the books of the Bible.

One method of introducing the thought of Bible research and study is to bring some obvious Bible study helps to class. Some of these might include:

- ✓ a Webster's dictionary (clarifying the meaning of a word can change your view of an entire passage)
- ✓ a Bible dictionary
- ✓ a good Bible atlas
- ✓ a simple concordance
- ✓ tracts, and an index to the tracts available

Choose your material carefully, with examples in mind to show how each one can be informative and valuable in broadening the student's personal study, making that study more exciting and profitable.

"The entrance of thy words giveth light; it giveth understanding unto the simple" (Psalm 119:130).



Theme Thoughts

The purpose of this quarter is to bring out the meaning of complete consecration. Keeping this in mind, we started this quarter with a lesson on the heart, “for out of it are the issues of life.” We continued with various members of the physical body, showing that each member can be consecrated and can be used in the service of the Lord. In order to be totally committed to Christ, we should not only consecrate the parts of our physical body, but also our will, time, money, relationships, and future.

As you teach these lessons, you will find that in many cases they overlap. For instance, the lesson which deals with the tongue relates closely to the lesson on the heart, “for out of the abundance of the heart the mouth speaketh.” We are not suggesting that each part can be consecrated as a segment, or in a certain progression, but rather endeavoring to stress that total commitment to Christ involves all of these aspects.

Consecration begins with salvation when one dedicates his life to God, but total commitment to Him involves day-to-day decisions. You might say that we have taken one lesson on total consecration and divided it into thirteen sections in order to give an in-depth coverage.

Be sure to teach on the level of your class, relating the lessons to the interests of their age group and their personal depth of spiritual understanding. The whole quarter is from a Christian’s viewpoint, but to the unsaved the emphasis must be that total commitment to Christ is the state to be desired.

Lesson 79

TEXT Mark 7:14-23; Luke 6:45

SUPPLEMENTAL SCRIPTURES Psalm 139:1-14; Proverbs 4:23; Jeremiah 12:3; Ezekiel 11:5,19-21; Revelation 2:23

OBJECTIVE The students will have the ability to show through the Scriptures the importance of the heart as an instrument through which they find and serve God.

KEY VERSE FOR ANSWER Trust in the LORD with all thine heart; and lean not unto thine own understanding. — Proverbs 3:5

KEY VERSE FOR SEARCH And thou, Solomon my son, know thou the God of thy father, and serve him with a perfect heart and with a willing mind: for the LORD searcheth all hearts, and understandeth all the imaginations of the thoughts. — 1 Chronicles 28:9

**ANSWER
TITLE:** **Fix the Inside!**
**SEARCH
TITLE:** **Heart**

Reference Information

We use the term “heart” as symbolic of the intellectual, moral, and emotional functions of individuals or their inner being. It occurs more than 900 times in Scripture. Commonly the heart is regarded as being the seat of the intellect, the feelings, and the will. For example: In Genesis 6:5, “every imagination of the thoughts of his heart” would imply intellect; Genesis 18:5 would imply feeling; while “that seek him with the whole heart,” Psalm 119:2, means the will. It is often used to signify the innermost being; i.e., “it grieved him at his heart,” Genesis 6:6. In modern usage, “heart” is used to imply affection, as “I have you in my heart,” or to express sympathy, as “It touches my heart.”

Since the beginning of time God has shown us the importance of the heart. Genesis 6:5 tells us God saw the imagination and thoughts of man’s heart. In 1 Chronicles 28:9 we read, “the LORD searcheth all hearts, and understandeth all the imaginations of the thoughts.”

The circumstances under which the text in Mark 7 was written were brought about by Christ’s reproaching the scribes and Pharisees for their hypocrisy. He let them know that their ceremonies and traditions—honoring Him with their words and actions—were in vain because their hearts were not right.

YOUR OPENER

Heart

TEXT: Mark 7:14-23; Luke 6:45

SUPPLEMENTAL SCRIPTURES: Psalm 139:1-14; Proverbs 4:23; Jeremiah 12:3; Ezekiel 11:5, 19-21; Revelation 2:23

KEY VERSE: And thou, Solomon my son, know thou the God of thy father, and serve him with a perfect heart and with a willing mind: for the Lord searcheth all hearts, and understandeth all the imaginations of the thoughts. — 1 Chronicles 28:9

RESPONSES

1. Your students' definitions should bring out that a treasure is "something of great worth, precious." On the second part of the question allow time for your students to give their answers which will possibly include wisdom, knowledge of sins forgiven, and the hope of a heavenly home. Discuss with the class that the verse points out the good man—the saved man—brings forth from his heart these good things. How is this accomplished? The fruit of the Spirit (Galatians 5:22,23) is also an important part of this good treasure that is to be displayed and lived before men.

2. Jesus said that evil thoughts, adulteries, fornications, murders, thefts, covetousness, wickedness, deceit, lasciviousness, an evil eye, blasphemy, pride, and foolishness, come from within the evil man. A discussion can center around the contrast between these evil things and the good things mentioned in the previous question. It is easy to see that these evil things correspond to the works of the flesh (Galatians 5:19-21). The Apostle said that they who do such things will not inherit the Kingdom of God.

3. These verses tell us that we must confess our sins and believe in Jesus Christ with our hearts, in order to be saved. Discuss with the students that this initial experience is the basis for a righteous life. Emphasize that believing in Christ and obeying Christ are practically synonymous in Scripture. Many people in the world claim that they have believed on the Lord Jesus Christ and therefore have the hope of eternal life, but they do not obey His commandments. See Matthew 7:21-23 and 1 John 2:17.

4. The three key words to a successful search for God are "all your heart." Discussion of this verse should bring out that God does not turn away any who seek and search for Him with all their hearts. This might be a good time to ask some of your students to relate their own experience of conversion or answered prayer, tying it with this verse.

The physical heart is a muscular organ which maintains life by pumping blood through the body. But in our lesson we are dealing with the spiritual heart which is the seat of life and strength—the mind, soul, spirit, will—one's entire emotional nature and understanding.

1. Using the dictionary, define *treasure*. Read Luke 6:45 and, in the context of this verse, list some things that might be considered good treasures of the heart.

2. If we haven't confessed and believed unto righteousness, what things did Jesus say will come forth from our hearts?

3. What does Paul say is necessary in order for us to receive God's salvation into our hearts? See Romans 10:9,10.

4. Look up Jeremiah 29:13. What three words in this verse give us the key to a successful search for God?

3

ADDITIONAL DISCUSSION NOTES

5. Read 1 Samuel 10:9-11. Who was the man this Scripture refers to and what happened to him?

6. Read 1 Samuel 15:3,13-24. What happened to the spiritual condition of the man mentioned in the preceding question? What does this show?

7. In Proverbs 4:23 the writer tells us to keep a careful guard on our hearts. In doing this, the actions of other members of our body will be guided. Name several of these. See Proverbs 4:24-27.

8. What did Jesus say was the first and great Commandment? Is our love for Him complete? See Matthew 22:37,38.

9. Proverbs 3:5-9 shows that if we will yield our hearts completely to the Lord, He will direct our lives. Name several ways we can do this.

5. Saul. God gave him a new heart, and the Spirit came upon him and he prophesied. Bring out that as a result of this new heart, Saul could be used of God. Ask some of your students to parallel this to what happens in their lives when they yield their hearts to God.

6. Saul did not follow the Lord with all his heart. He disobeyed a part of God's command; he allowed rebellion and stubbornness to enter his heart (verse 23), therefore he sinned. Discussion of this event should bring out very clearly that, though we may have been genuinely converted, unless we follow the Lord with all our hearts, we will miss the mark and lose our salvation.

7. Your students' answers should include: the words of their mouths, the things they look at, the path of their feet. The point of this question is to emphasize the importance of having their hearts right. If their hearts are right, the other members will do what is right also.

8. The first and great commandment is to love the Lord thy God with all thy heart. Discuss with your class some ways they might be able to tell if their love for Him is truly complete.

9. Referring to Proverbs 3:5-9 will bring out the thought that we must trust Him with all our hearts; lean not to our own understanding; acknowledge Him in all we say and do; humble ourselves before Him and seek His wisdom; honor Him with our substance. Discuss with your students the meaning of the Biblical phrases offered.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Is there an alternative for obtaining happiness other than a change of heart? If so, what would it be?

Why do we refer to the heart when we speak of salvation?

What are some ways we can look to Christ for direction in our lives?

Are there areas in our lives in which we do not need Christ's direction?

Are all your actions determined by your heart's condition? Can you support your answer with a Bible verse?

What was the point made in our ANSWER story about Jim and the clock?

How does a person trust the Lord as stated in our key verse, Proverbs 3:5?

How can we know our hearts are clean?

What things defile a man?

How much does God expect of us?

THINGS TO DO

Bring a clock or watch that works and one that does not work. Explain how the fact that one needs work on the inside to make it worth anything relates to the ANSWER story.

Cut a paper or cardboard heart into pieces. (Have it cut in such a manner that it would be difficult for the children to put it together.) Have the pieces coded so you can put it together easily. Explain that this is like our lives. We cannot put our own lives together properly, but when we go to Jesus, He knows exactly what to do to make all things right.

The teacher should prepare to relate a series of incidents which would invoke some emotion or response. For example: "Yesterday, at a playground, I saw a child swinging. The little boy lifted both hands off the chains and tumbled onto his head. My immediate feeling was that of compassion. I wanted to help him right away." The teacher should then explain that every day we have feelings of all sorts, and encourage the students to think about some of their own for a moment. As students are thinking, pass paper and pencil to each. Ask them to write down their feelings, or response to each incident you read. They need not put their names on the paper.

(The teacher may want to distinguish between the feelings that bring actions and the carnal temptations with which the devil tempts a Christian.) After the students have written down their feelings (emotions), ask them to put them into categories: Christian feelings or not-Christian feelings. This should help the students locate themselves spiritually, also to gain insight and understanding from Mark 7:21, "out of the heart of men, proceed . . ."


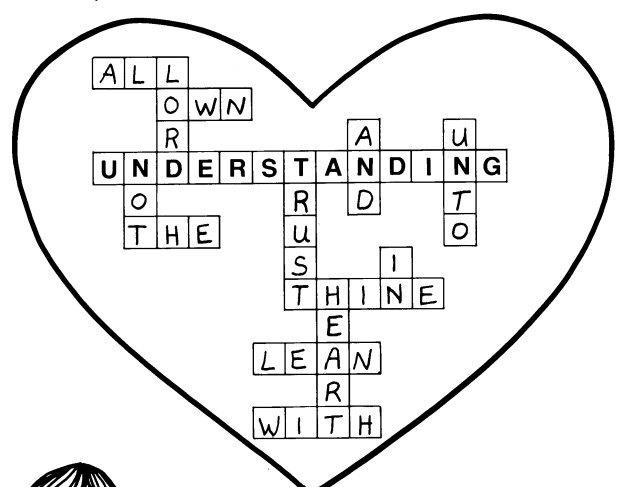
Bring a package to class. Discuss what makes up a package and lead up to the fact that what it contains is what counts. Ask the students how they would feel if, after having been given a desirable package, part of it was taken back. Bring out how our gift to Jesus should be our hearts and all, and that nothing should be taken back.

Bring a candy bar. Tell someone he can have it, but then eat part of it and offer the remainder. Tell the class this is what some people do to God. They tell God He can have their heart, but only offer a small part or "almost" all of it. Remind them that God wants all of their heart.

Answers for ANSWER

Here's My Heart

Write the Key Verse (Proverbs 3:5) on the lines under the heart. Next, using the number of letters in each word as a guideline, write all the words in the spaces provided inside the heart. The word UNDERSTANDING has been given to start you off. NOTE: Use THINE only once.



*Trust in the LORD with all
thine heart; and lean not
unto thine own understanding.*

Proverbs 3:5

Lesson 80

TEXT James 3:1-18

SUPPLEMENTAL SCRIPTURES Job 6:25; Psalms 52:2-4; 59:12; Proverbs 6:17; 12:17; Isaiah 32:6; 1 Peter 3:10

OBJECTIVE The students will be able to cite a number of reasons why the tongue is important in serving God, knowing that it is the outlet of the heart.

KEY VERSE FOR ANSWER For out of the abundance of the heart the mouth speaketh. — Matthew 12:34

KEY VERSE FOR SEARCH He that keepeth his mouth keepeth his life: but he that openeth wide his lips shall have destruction. — Proverbs 13:3

**ANSWER
TITLE:** **The Troublemaker**
**SEARCH
TITLE:** **Tongue**

Reference Information

In Scripture, the word *tongue* has a number of meanings. They are:

1. An organ of the body, used by Gideon's men in drinking water (Judges 7:5), and also by Jesus when He "touched his tongue" in healing the one with an impediment of speech (Mark 7:32,33).

2. An organ of speech of the one healed by Jesus (Mark 7:35), and praise (Psalm 35:28).

3. A language or dialect (Genesis 10:5; 11:7).

The figurative uses of the word are interesting. The tongue can be sharpened; i.e., made to utter caustic words (Psalms 64:3; 140:3). It is a sharp sword (Psalm 57:4). The tongue of the just is a treasure (Proverbs 10:20), of the wise—health (Proverbs 12:18), and a mark of wisdom (Isaiah 50:4). It is also a shrewd antagonist (Psalm 52:2).

YOUR OPENER

Tongue

TEXT: James 3:1-18

SUPPLEMENTAL SCRIPTURES: Job 6:25; Psalms 52:2-4; 59:12; Proverbs 6:17; 12:17; Isaiah 32:6; 1 Peter 3:10

KEY VERSE: He that keepeth his mouth keepeth his life: but he that openeth wide his lips shall have destruction. — Proverbs 13:3

RESPONSES

1. Our text mentions a horse's bit, a ship's helm, the tongue, and fire. Discuss with your students the size of the items mentioned in comparison to the effects they produce. Ask the students why the tongue would be included in this list.

2. Help your students talk about the destruction caused by a spark, as compared with the destruction caused by an unruly tongue. It can be noted that wars have been started by what a man said. See 1 Kings 20:11,12. On the other hand, wars have been averted by the right words. The tongue is a little member, but it is capable of doing tremendous things.

3. The communication that is not corrupt but edifying, and conversation that makes known the Gospel of Jesus Christ bring the blessing of God. The communication that grieves the Holy Spirit, that expresses bitterness, wrath, anger, clamor, or evil, will result in God's displeasure and judgment. How can we be sure of always saying the right things? It surely takes the grace of God, but He that saved us and gave us a new heart also helps us to speak uprightly. Use these verses as a tool of self-evaluation. Help the students realize that people will judge what is in the heart by what they hear being said.

The importance of having a heart right with God is also stressed in this lesson on the tongue. James explains the spiritual danger of not controlling the words that proceed from the mouth. It has been said: "There is nothing in all the world so good or so bad as the tongue. It can bless or curse, bring joy or wring the heart with sorrow; it can bring peace or war; it can lead to virtue or seduce to vice; it can speak the truth or utter lies; it can be harsh or mild, rough or smooth, refined or vulgar, pure or impure. It is with the tongue we bless God or curse man." (S. L. Flowers: The Serpent's Fang)

1. What things that are small in size, and possibly seem insignificant, are mentioned in our lesson as being of very great importance? Consider the power they exert.

2. Think on how a large forest fire can be started by a very small spark. How does the Bible compare this to the tongue?

3. What types of communication will bring the blessing of God, and what kinds will grieve the Spirit of God? See Ephesians 4:29-31; 5:19,20.

5

ADDITIONAL DISCUSSION NOTES

4. Using Ephesians 4:29 and 5:19,20 for guidance, explain the feeling one experiences when speaking things which edify and encourage others.

5. What does the lesson teach us about a wise man's conduct and conversation? Ask yourself: Does my conversation qualify me as being wise?

6. What do these Scriptures teach us to do about controlling our tongue? See Psalms 15:1-4; 34:13; Proverbs 21:23; James 1:26.

7. Explain how the motives of the heart and the use of the tongue are related.

8. What is God's attitude toward the person whose tongue utters those things which proceed from a righteous heart and mind (Malachi 3:16,17)? Give some specific examples of ways the tongue can be consecrated to God's use.

4. Your students will realize that speaking things which encourage and edify others will bring a like feeling into their own spirit. To a Christian, it is more than the obvious necessity of avoiding evil speech; he must also beware of foolish or unnecessary talking.

5. James 3:13 tells us that a wise man proves his wisdom by his good conversation. Help the students realize that this is a good measuring tool. Ask your students to spend a few moments thinking about conversations they overheard or had a part in yesterday. Could they relate any part of what they heard or said to this verse?

6. Ask for volunteers to look up and read the verses aloud, and explain in their own words what the verses mean.

7. Allow time for students to offer their explanations. The discussions should bring out that if their hearts are right, their motives will be right, and their speech will reflect this.

8. He listens and takes permanent note, and claims them as His own. As your students cite examples of how they can consecrate their tongue to be used for God, some possibilities might include witnessing to unbelievers and encouraging a brother.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What does worldly wisdom, in verse 15, mean?

How would you contrast worldly wisdom with verse 17?

With what did Mike, in our ANSWER story, say the Bible compares the tongue?

The last part of our ANSWER story shows that a change took place in Tom. What do you suppose brought it about?

God also says the tongue is full of deadly poison. Give an example of poison. What effect does it have? What forms of poison can your tongue create?

Why is it important for a Christian to guard his speech? Is it important for others too? Why?

What effect does our speech have on others? At home? At school? At work?

Why is the tongue call a fire (verse 6)?

Did you ever know of friends who separated because someone talked unwisely? How could that situation have been changed?

Last week's lesson taught us the origin of the words we speak. What is it?

THINGS TO DO

Bring a can of anything (fruit, olives, etc.) or a bottle of hand lotion, perfume, etc. Show to your class. Ask them what they think is inside the can or bottle. Discuss the similarities of the labeled can or bottle to human beings. We, as people, in word (tongue) and action label ourselves, or reveal to others what kind of person we are.

Take an empty container to class and have the students fill it with items (beans, blocks, toys, wood, etc.). After the container if filled, ask students to take something out that is not in the box. (Only what is put in can come out.)

Take a calculator to class. Put an easy problem into it. Ask why you received that answer. This should again illustrate that what we put in (the numbers put into the calculator) determines what comes out (the numerical total).

Make a pocket heart. Label paper strips with phrases, deeds, etc., that would accompany any unregenerated heart (examples: lying, swearing, saying God's name in vain, cheating, or being selfish, rude, boastful, conceited). Place inside heart. Have each student pull out

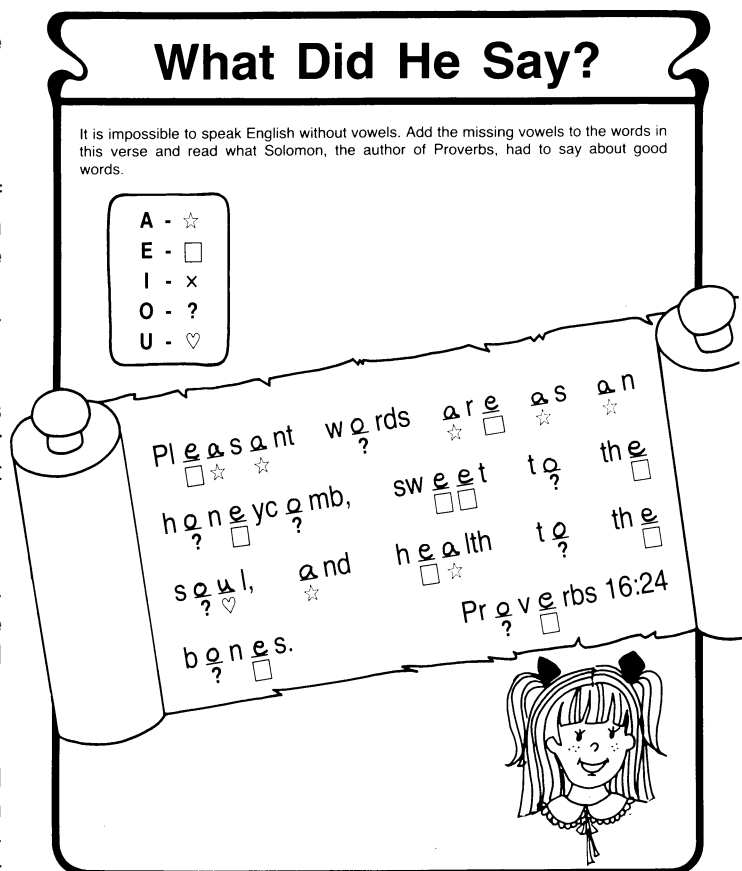
one labeled strip. Discuss how the tongue projects our heart's evil.

Make another pocket heart. Label paper strips with phrases, deeds, etc., that a saved person would demonstrate (examples: kindness, love, unselfishness, clean words, sharing, preferring others, thankfulness, happiness). Place inside heart. Each students pulls out one labeled strip. Discuss the changes God makes in a heart when He makes all things new. See 2 Corinthians 5:17.

Bring or draw a picture of a bee with a prominent stinger. Talk about the poison in the stinger and that people who are allergic can even die of bee stings if they don't receive an antidote. And even if they are not allergic, it hurts! Then go to James 3:8. Close with Proverbs 16:24, bringing out that the tongue can make honey or sweet words good for our own spiritual health and that of others.

Bring a bridle and bit. Tape Scriptures on it to illustrate students' use of Scripture to bridle the tongue and keep their progress toward Heaven: Job 6:25; Psalm 34:13; Proverbs 13:3; Proverbs 16:24; Proverbs 21:23; Proverbs 25:11; Titus 3:2; James 1:26; 1 Peter 3:10.

Answers for ANSWER



Lesson 81

TEXT Matthew 25:31-40; James 2:15-18

SUPPLEMENTAL SCRIPTURES Isaiah 40:9; John 5:36; 17:4; Romans 10:15; Ephesians 6:15

OBJECTIVE The students will be able to enumerate several reasons why true Christians must be actively engaged in spreading the Gospel.

KEY VERSE FOR ANSWER How beautiful upon the mountains are the feet of him that bringeth good tidings. — Isaiah 52:7

KEY VERSE FOR SEARCH And they went forth, and preached every where, the Lord working with them, and confirming the word with signs following. — Mark 16:20

**ANSWER
TITLE:**

Home-Town Missionaries

**SEARCH
TITLE:**

Feet

Reference Information

Zacharias prophesied at the birth of his son John, that Jesus would “guide our feet into the way of peace” (Luke 1:79). With His guidance, we should be quick to “bring good tidings” of salvation to others. The good news is, “the Lord Jesus reigns.” In Matthew Henry’s Commentary he writes, “Christ Himself brought these tidings first (Luke 4:18; Hebrews 2:3), and of Him the text speaks: How beautiful are His feet! His feet that were nailed to the cross, how beautiful upon Mount Calvary!”

There appears to have been two types of messengers among the Jews: one always was employed to bring evil tidings and the other good. The names and persons of these different messengers appear to have been well known, so that at a distance the people could tell, from seeing the messenger, what sort of tidings he was bringing. Isaiah 52:7 and Nahum 1:15 relate to us the feelings towards those who brought good tidings.

YOUR OPENER

Feet

TEXT: Matthew 25:31-40; James 2:15-18

SUPPLEMENTAL SCRIPTURES: Isaiah 40:9; John 5:36; 17:4; Romans 10:15; Ephesians 6:15

KEY VERSE: And they went forth, and preached every where, the Lord working with them, and confirming the word with signs following. — Mark 16:20

RESPONSES

1. He was speaking of doing service for others: feeding the hungry, giving drink to the thirsty, etc. After the text has been discussed, direct the students to comment on how they can fulfill each of these responsibilities.

2. Have students discuss various ways to spread the Gospel. They may come up with the following thoughts: inviting others to church, witnessing to their friends, sending Christmas cards with Scripture verses, etc. As a class activity, you might want to pursue one of the suggestions for spreading the Gospel.

3. By ministering to him, the good Samaritan became neighbor to the man who had been robbed. He dressed his wounds and took care of him at the inn. Lead the class into a discussion of what it really means to be a missionary. Do we have to cross an ocean? Do we necessarily have to learn a foreign language? Does not carrying the Gospel to every creature include our friends and neighbors? The history of the Early Church shows that the people who were scattered from Jerusalem because of persecution preached the Gospel wherever they went. That is what the Lord expects of us—to carry the good news of salvation whenever and wherever we go.

The sound of the guard's footsteps echoes outside the cell door—does he come with a message of freedom? Footsteps approach a pitiful hovel—could it be someone is bringing a morsel of food? That steady tread approaching a secluded mountain village—is it a missionary bringing the story of salvation? Followers of Jesus have a divine challenge and responsibility to be ambassadors of Christ. The Apostles were instructed to go into all the world and preach the Gospel. That commission is just as binding today as the day it was given. The task is tremendous.

1. When Jesus said, "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me," of what was He speaking?

2. Acts 10:38 declares that Jesus went about doing good. The Gospel can be represented by many acts. How many ways can you think of that would come under the title of helping to spread the Gospel?

3. In what ways could the actions of the Good Samaritan (Luke 10:33) be used as an example in spreading the Gospel?

7

ADDITIONAL DISCUSSION NOTES

4. What goes hand in hand with faith as the Gospel is carried to the world? Why? See James 2:14-16.

5. Often people have a feeling of responsibility for the needs of the world. James states specifically to whom we should offer clothing or food. What does he say?

6. Mark 16:15 focuses on a different and broader responsibility of the Christian. What is this responsibility?

7. Write in your own words what you think Isaiah 52:7 means.

8. When Peter and John were called before the council and commanded not to speak or teach in the Name of Jesus, they responded, "We cannot but speak the things which we have seen and heard." Today, what sort of witness should we exhibit to the world? See John 20:29 and 1 Peter 1:8.

9. What does John 9:4 tell us about the urgency of our responsibility?

4. The Christian must accompany his faith with a willingness to give the necessities of life to those who are in need. This act of kindness demonstrates to the world that the Christians's declaration of faith is more than just a word. Discussion on this question should include the fact that lip service is not enough. Actions and works must follow our announced allegiance to Christ. Refer again to question 1. How many of the items mentioned by the Lord Jesus required some sort of action? The Apostle sums up the admonition: "I will shew thee my faith by my works."

5. He refers to helping a "brother" or "sister." Move directly to next question.

6. Christians are told to go into all the world, and preach the Gospel to every person. After receiving this answer, refer to the preceding question. Help your students discuss the difference between their responsibility to the household of faith and to the world. How do these two obligations balance?

7. Allow students to give their interpretation. Help them realize that the feet are blessed—beautiful—if they carry a message of good tidings, publish peace and salvation, and declare, "Thy God reigneth."

8. Faith in the Christian's heart brings the same verity of Christ today as the Apostles had in their day. Discuss with the class that the assurance of the Biblical account of the living Christ puts a burning desire into the believer's heart to carry the message to all who will listen. The Apostle Paul did not see the Lord Jesus as He lived on earth, yet his experience with the resurrected Christ carried him on three missionary journeys to tell the Gospel story. May the Lord so inspire our hearts.

9. Jesus said that He must work for the Father while it was day, thus showing that our time on earth has a limit. To emphasize the brevity of life the Apostle James said our life is a vapor that vanishes in a short while. Summarize the lesson by discussing the fact that because life is brief, we should do everything for the Lord as quickly as possible. There is no promise of tomorrow, so we should not put off carrying the message of the Gospel today.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Think of all the places your feet take you. How many ways can those trips serve God directly or indirectly?

How did you find out about Jesus? Can you think of any way feet were involved?

The memory verse says, "How beautiful . . . are the feet of him that bringeth good tidings." What does this mean? To whom are the good tidings to be brought? Who do you think should bring the good tidings?

Why is faith without works of little value to God?

What are some "works"—things we can do—that might reveal Jesus in us and point others to God?

How can we use our feet to spread the Gospel?

What did Sandy and Judy discover in our ANSWER story?

In our text, what was it that Christ looked at when He was separating "sheep" from "goats"?

Our love for Christ is shown by our love to others. What are some ways in which Christian young people can prove their love to God?

THINGS TO DO

Bring several envelopes, postage stamps, and other stamps like Easter or Christmas seals. Also bring letters or invitations to put inside the envelopes. Discuss Biblical invitations given in Isaiah 1:18; 45:22; Matthew 11:28; Revelation 22:17. Address envelopes to grownups or children of different lands, kids at school, etc. As you put the stamps on, make the point that each will do its job regardless of where it has to go or whatever the size of the envelope. God, too, needs real "stamps," not "seals," to carry His message.

Cut feet out of construction paper and label them with things we can do for Jesus; such as visiting the sick, going to Sunday school, spreading God's love at home or wherever we go. Explain that our feet take us places to serve the Lord. ("Go ye into all the world, and preach the gospel.")

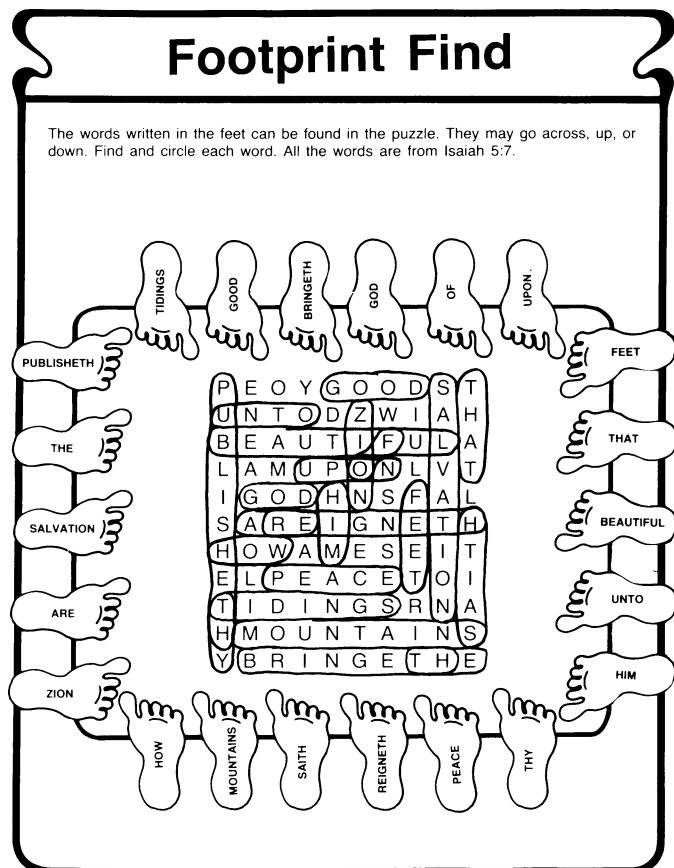
Bring some magazines with bright, colorful advertisements. Tell how the people that advertise in these magazines pay large sums of money to place their products before people. The advertising is colorful and written

with glowing accounts of the value of the product. What would you think of the advertiser who did not represent his product as the best? You would think something was wrong with his product. We have something to sell also, the most important message, but we do not offer it for money. How are you advertising? Some answers might be: bright face, cheerful songs, telling others.

Have class put on a skit showing some of the things a person working for the Lord can do. Give prizes to those who are working. Tell them that God promises rewards to us when we do the things He wants us to do.

Bring to class several bright-colored pennants made from construction paper with "God Loves You" written in different languages. Missionaries tell people in many other countries that God loves them. Now show your students the pennant in English. Let them know they can tell and show people right at home that God loves them. It is the most important message anyone will ever hear.

Answers for ANSWER



Lesson 82

TEXT Exodus 17:8-14; 1 Samuel 30:18-25; Matthew 10:41,42

OBJECTIVE The students will be able to describe how and why a supporting role in the Lord's service is as important as the role which is more obviously seen of man.

KEY VERSE FOR ANSWER Whatsoever thy hand findeth to do, do it with thy might.
— Ecclesiastes 9:10

KEY VERSE FOR SEARCH Whatsoever thy hand findeth to do, do it with thy might;
for there is no work, nor device, nor knowledge, nor wisdom, in the grave, whither thou goest. — Ecclesiastes 9:10

**ANSWER
TITLE:**

Helping Hands

**SEARCH
TITLE:**

Hands

Reference Information

In Scripture, the word *hand* occurs over 1,600 times. Besides its literal use, it occurs many times in a figurative sense as well. To “put one’s hand upon the head,” means blessing, as in Genesis 48:14. In 1 Timothy 4:14 and 2 Timothy 1:6, it signifies ordination. The Hebrew expression, “to consecrate,” would be literally, “to fill the

hand,” thus intimating that without consecration we have little or nothing to offer to God.

David asked in Psalm 24, “Who shall ascend into the hill of the Lord?” and answered, “He that hath clean hands, and a pure heart.”

YOUR OPENER

Hands

TEXT: Exodus 17:8-14; 1 Samuel 30:18-25; Matthew 10:41,42

KEY VERSE: Whatsoever thy hand findeth to do, do it with thy might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, whither thou goest. — Ecclesiastes 9:10

RESPONSES

1. Joshua went down to fight, while Moses, Aaron, and Hur proceeded to the top of the hill. While Moses held up his hands, Israel prevailed. When his hands got heavy and he let them down, Amalek prevailed. Moses sat on a stone, with Aaron and Hur holding up his hands, until Joshua discomfited Amalek. Direct your students' awareness to the fact that Aaron and Hur were in the right place in the heat of the battle. Although not in the limelight of the battle, the role they enacted in this Scripture was vital and has been written as part of a memorial for our admonition.

2. After students have discussed their answers, which of these—heart, tongue, feet, and hands—was most important? All were important. Help your students to expand on the importance of using all their faculties in getting a job done in the service of the Lord.

3. They were doing what their hands found to do as was needed at that time. Discuss responses with the students, and help them recognize that they will enjoy God's favor as they perform tasks that are in accordance with God's will and the needs at hand. The outcome of the warfare depended on their willingness to perform the task that was made obvious. Help your students to develop the thought that we must be alert to a need and then be willing to proceed accordingly.

4. Allow time for your students to give their answers. They might bring out the thought that any simple task that is done for the Lord will be noticed and will bring its reward. Then refer them to Matthew 25:42 and 46. Show them through the Scriptures that those who fail to do the menial tasks the Lord has called them to do will be left outside the gates of Heaven.

When our hearts have been consecrated to God, we have given Him direct access to our lives. From that point on, our speech will be directed by God. Our feet will be following Him—going where He leads. And when our feet have taken us to the area where He would have us serve, our hands must be ready to perform the task God has for each of us, be it great or small.

1. Moses, Joshua, Aaron, and Hur had a particular part in the fight against Amalek. Outline the sequence of events described in our text, and describe what part each of these men played.

2. How were the hearts, tongues, feet, and hands of the four men named in question 1 involved in this sequence of events?

3. How were these four men doing what is commanded in our key verse? Explain the verse and write how you think it applies to our lives.

4. What do we learn from Matthew 10:41,42? Phrase your explanation using a present-day situation.

ADDITIONAL DISCUSSION NOTES

5. In 1 Samuel 30:24, what is meant by, “so shall his part be that tarrieth by the stuff: they shall part alike”? Give an application that would have meaning to us today.

6. Given below are some Scripture references to hands. Can you identify the situations given and the people involved?

Proverbs 31:20

Matthew 14:31

Mark 9:27

Mark 10:16

Acts 3:7

Acts 9:41

7. How does our present-day situation differ from the four men listed at the first of our lesson? How is it alike?

8. List several things that can be accomplished for the Lord with your hands.

THOUGHT PROVOKER: Frances Ridley Havergal wrote a song entitled, “Take My Life and Let It Be.” Can you ask God with her, “Take my hands, and let them move at the impulse of Thy love”?

5. Listen to the students’ responses, and help them conclude that all participants share equally in the reward. Your students should see that it is the faithfulness in doing a task that brings the reward.

6. Proverbs 31:20 — Virtuous woman aids poor
Matthew 14:31 — Jesus draws Peter from waves
Mark 9:27 — Jesus heals demoniac
Mark 10:16 — Jesus blesses children
Acts 3:7 — Peter heals lame man
Acts 9:41 — Peter raises Dorcas
Discussion should revolve around the fact that their hands, and what they do with them, are tools for reaching out to humanity. Responses should include that we may not have the same power as Jesus and Peter to heal the sick and raise the dead. But most of us can use our hands to help alleviate the suffering of the sick and needy.

7. The difference may be that it is unlikely they will be called to stand out on a battlefield, engaged in physical conflict. But they are engaged in spiritual warfare and must be as willing to be supportive and to do their part as these men were.

8. Your students should be able to come up with quite a list: picking up paper from the church floor, replacing hymn books in the racks, numerous other jobs in the line of tidying up, playing an instrument, pass out church papers and tracts, etc.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

How can we support others in the Lord's service? Why is this so vital?

How were Aaron and Hur important in helping to win the battle?

How can we use our hands in God's service?

Why is every person important to God's work?

How can we support our ministers and the church?

What are some jobs in the church that go unnoticed but are vital positions?

What do you think "Whatsoever thy hand findeth to do, do it with thy might" means?

How do we know the things we do are pleasing unto God?

What are some of the ways we can work for God?

What are some of the many jobs that need to be done for the Lord? Why are some easy and some hard?

Is there a greater reward for some duties than others? Why or why not?

In our ANSWER story, why was Skip feeling discouraged? Have you ever felt that way? Why?

THINGS TO DO

Bring a magnet and some nails to class. A magnet has great drawing power. Compare it to the power of God, of the One who said, "And I, if I be lifted up from the earth, will draw all men unto me" (John 12:32). Have a nail lying sideways at the foot of the magnet. This represents the person who is willing to sit at the feet of Jesus. Touch the magnet to the nail, showing how once the nail has come in touch with the source of power it can lift other nails up. Tell how a person who has given his heart to Jesus, has some of the power of God on his life to work for Him. A soul winner is one who is in touch with God.

Show your class several candles of various colors—red, blue, green, etc. Tell them that these candles of different colors represent people: The red one pictures a girl in a red dress; the blue candle, a boy in a blue shirt. The

candles each have a wick but give forth no light until they are lit. So it is with boys and girls; they need to have the Lord Jesus, the "Light of the World," in their hearts.

Form a prayer chain. List things and people to pray for as a class.

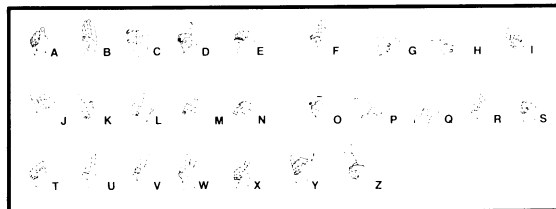
Find a task that the class could perform on a Saturday, for example, cleaning up the church grounds.

Bring a small wagon and a silver chain with one of the middle links made of aluminum foil. Fasten chain through wagon handle, asking one of the students to pull the wagon. When the aluminum foil link breaks, point out that every link in the chain is very important and should be supportive in the Lord's work. Just one link broke, but it kept the whole chain from doing its job. (Try first to make sure foil will break.)

Answers for ANSWER

Say It With Hands!

Did you know that hands can "talk"? When they do, it is called sign language. Using the sign language chart, fill in the correct letter for each hand sign given in the verse below. Want an extra challenge? Try using sign language to say another of your favorite Bible verses.



W H A T S O E V E R T H Y H A N D
F I N D E T H T O D O , D O I T
W I T H T H Y M I G H T .

E C C L E S I A S T E S 9:10

Lesson 83

TEXT Proverbs 17:4; Matthew 7:24-27; Luke 8:11-15; 2 Timothy 4:3,4

OBJECTIVE The students will be able to explain the relationship between hearing and doing. They will further be able to differentiate between the good and the bad that the ears channel into the mind, and reject that which is contrary to the Word of God.

KEY VERSE FOR ANSWER The ear of the wise seeketh knowledge. — Proverbs 18:15

KEY VERSE FOR SEARCH Incline thine ear unto wisdom, and apply thine heart to understanding. — Proverbs 2:2

**ANSWER
TITLE:** **Tuned In**
**SEARCH
TITLE:** **Ears**

Reference Information

In Biblical times, people spoke to each other's ears. When listening, they "inclined their ears." When they prayed, God "bowed down his ear" to hear them.

In the Old Testament, the ear figured in various Jewish customs and ceremonies. In Exodus 21:5,6, a faithful servant who greatly loved his master would submit to having his ear pierced with an awl, indicating he would serve his master forever. David said in Psalm 40:6, "Mine ears hast thou opened" (or "digged" in Hebrew), referring to this ceremony.

In the consecration ceremonies (Exodus 29:20,21), the priests were sanctified by the blood of a ram, some of which was placed on the tip of the ear. And blood from the trespass offering was placed on the tip of the ear for the cleansing of one suffering from leprosy.

In Proverbs 18:15, Solomon states that "the ear of the wise seeketh knowledge," and that if any turns his ear from hearing the law, "even his prayer shall be an abomination" (Proverbs 28:9).

YOUR OPENER

Ears

TEXT: Proverbs 17:4; Matthew 7:24-27; Luke 8:11-15; 2 Timothy 4:3,4

KEY VERSE: Incline thine ear unto wisdom, and apply thine heart to understanding. Proverbs 2:2

RESPONSES

1. Your class should conclude that the man was wise because he was a doer. Guide the discussion so your students will realize that hearing alone is not sufficient. Action must be taken in accordance with what is heard. Ask your students why just hearing—even retaining—Bible knowledge does not establish a person as a true Christian. There are those who are well versed in Scripture and can give Biblical references without hesitation, and yet they do not bear the fruit of true Christianity in their lives. Have a volunteer look up 2 Corinthians 3:6, and discuss this verse in context with the lesson.

2. Your students' answers may include man's theologies, philosophies, theories regarding creation, values, and moral standards. Often we think of this man who built on sand as building on the things of the world. But consider with your class—could he have been building on a foundation of a false religious belief: Perhaps he listened to the wrong voices.

3. The hearer had to have faith in God to receive eternal life. Direct your students' thought to the necessity of believing the simplicity of the Word and developing faith.

As we study our text and related Scripture, we realize that God is speaking of much more than just our ears receiving and identifying audible sounds. God expects us to act upon what we hear and be a doer of the Word and not a hearer only. We should also be aware that there are voices to which we should not listen. We must carefully evaluate what our ears hear, rejecting that which is contrary to the Word of God.

1. In the text in Matthew, was the man wise because he could remember all the sayings taught by the Lord? Give a reason for your answer.

2. Think about the characteristics of a rock and sand. The man mentioned in Matthew 7:26 had a problem because he built on something that was shifting, movable, changeable. What are some of the things we may hear in our world today which are also shifting and changing?

3. In John 5:24, what action did the hearer have to take to receive eternal life?

ADDITIONAL DISCUSSION NOTES

4. In Romans 10:17, the Apostle Paul says that we receive faith by hearing. Hebrews 11:6 says that without faith it is impossible to please God. Is hearing more than just perceiving an audible sound? Would deaf people be unable to gain faith because they cannot hear? Write the definition for the word *hear*.

5. The wayside hearers mentioned in Luke 8:12 are those who listen to the devil when he comes with doubts or a suggestion such as, "Hath God said?" Inasmuch as we rarely have a head-on confrontation with the devil, how might he introduce some of these doubts and fears into our minds?

6. Read James 1:23,24. Unto what does James liken the one who is a hearer but not a doer of the Word? What do you think this means?

7. List some of the things to which a Christian should not lend an ear. See Proverbs 6:16-19; 10:18; 20:19; Romans 16:17.

8. We cannot shut out the audible sounds of the world around us even though they are not in accord with the spirit. How do we deal with them?

4. After your students have shared their answers, focus on the fact that hearing is more than just perceiving an audible sound. It also means, "to take notice of; pay attention to." It is this second meaning that is so important to one's gaining spiritual ground.

5. In discussing this question your students will probably mention false prophets, associations, media, teachers, etc., as emissaries of Satan whether they realize it or not. Stress the importance of evaluating what we hear and measuring it against the Word of God to determine whether it is in keeping with God's design for our lives.

6. A man looking in a mirror, but then forgetting his own characteristics. Help the students realize that there is a responsibility that comes when they hear, through the Word of God, where they need to measure up. They must answer for the knowledge God has given them, or the knowledge that was available to them. Discuss the eternal results if persons willfully close their ears to the truth.

7. Have some volunteers read the references and allow the students to choose the things to which they should not "lend an ear." Proverbs 6:16-19, lying tongue, false witnesses, sowers of discord; Proverbs 10:18, lying and slander; Proverbs 20:19, gossipers; Romans 16:17, those who cause divisions and offenses.

8. Help your students to realize that while these audible sounds are heard with the ear, they must not be allowed to come into their hearts. The action they take must be the direct opposite to what they take when they desire to retain spiritual truths. Specific suggestions might include: replacing the negative with a positive thought; pleading the Blood of Jesus; and, if possible, removing themselves from the situation.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

How is it possible to hear with your ears and not with your heart?

How do we hear God talking to us?

Luke 6:48 makes the point that the wise man dug deep for his foundation. What do you think that means and how will it affect our hearing?

When God first created man, why do you think He gave man ears? What did He want man to hear?

Eve was the first example to us that, if we don't guard ourselves from what we hear, we could be overcome by temptation. How was she tempted?

Name some things that God does not like for us to hear; for example, lies, worldly music, swearing, complaining, rumors, gossip.

Name some things which God would like for us to hear. Some suggestions might be: songs and music of praise, kind words, His Word being preached, His calling.

What should we do when we find it hard to shut out those things which are not pleasing to the Lord, as mentioned above?

How can our Christian life be affected by the things that we hear?

THINGS TO DO

Have someone in class read a paragraph while the others concentrate on something else. Have them attempt to totally block out what is being said by thinking other thoughts. Show how this is what the devil would want them to do during church services.

Discuss the difference between hearing something and listening to something. Have the students put their fingers to their ears. Say something to them in a soft voice. They will hear a sound but will not be able to understand it. Or, bring a tape recorder to class and play music or a voice (a radio would also do). Then try to teach the lesson with the radio's volume turned up loud. Show that in order to listen to your talking the student must listen with undivided attention.


Bring to class a pair of earplugs and a pair of earphones. Discuss the use of the earplugs (to protect our ears from noises that will harm our ears). God provides us with a set of invisible "earplugs" to protect us from listening to evil things. All we have to do is to ask for them! Discuss the use of the earphones. (They are to help us listen to something we want to hear by concentrating the sound to our ears and blocking out other noises.) God also provides for us a set of invisible "earphones," if we ask for them, to help us listen to His Word.

Bring a small plant to class to represent the Christian. Prepare a jar with clean water and label it God's Word. Prepare another jar of water mixed with food coloring to create a polluted effect. Label this jar Swearing, Lies, Bad Remarks, Rock Music, etc. Ask the class which water, the pure or the polluted, will help the "plant" to grow.


Answers for ANSWER

Break the Code

Do you want to find out what your ears should be tuned to? Use the Morse code at the left to decipher this message. Write the words on the empty lines.



A	· —	· · · · · / — — — — —	I
B	— · · ·	— · · · / — — — — —	WILL
C	— · — ·	· · · · · / — — — — —	HEAR
D	— · — ·	— · · · / — — — — —	WHAT
E	·	— — — / — — — — —	GOD
F	· · — ·	— — — / — — — — —	THE
G	— · —	— / — — — /	LORD
H	· · · ·	· · · · / — — — — —	WILL
I	· ·	· · · · / — — — — —	SPEAK
J	— · — —	— — — / — — — — —	PSALM
K	— · —	· · · · / — — — — —	85:8
L	· — · —	· · · · / — — — — —	
M	— —	— — — / — — — — —	
N	— ·	· · · · / — — — — —	
O	— — —	— — — / — — — — —	
P	· — — —	— — — / — — — — —	
Q	— · — —	— — — / — — — — —	
R	· — —	— — — / — — — — —	
S	· · —	— — — / — — — — —	
T	— —	— — — / — — — — —	
U	· · —	— — — / — — — — —	
V	· · · —	— — — / — — — — —	
W	— · —	— — — / — — — — —	
X	— · — —	— — — / — — — — —	
Y	— — —	— — — / — — — — —	
Z	— — —	— — — / — — — — —	



Lesson 84

TEXT Psalm 121:1,2; Matthew 14:22-33; Luke 11:34-36

SUPPLEMENTAL SCRIPTURES Genesis 13:10; Job 31:1; Matthew 13:15,16; Mark 9:47; Luke 24:31

OBJECTIVE The students will be able to list the pitfalls of focusing their eyes on the things which are promoted by the devil and his followers. In contrast they will also be able to list the benefits that come to those who keep their eyes on things that are spiritually beneficial.

KEY VERSE FOR ANSWER Turn away mine eyes from beholding vanity; and quicken thou me in thy way. — Psalm 119:37

KEY VERSE FOR SEARCH For all that is in the world, the lust of the flesh, and the lust of the eyes, and the pride of life, is not of the Father, but is of the world. — 1 John 2:16

ANSWER TITLE: **White Water** SEARCH TITLE: **Eyes**

Reference Information

The Sea of Galilee, on which the storm mentioned in our text occurred, is about 13 miles long and up to 8 miles wide. Located about 60 miles north of Jerusalem in the Jordan Valley, it is 685 feet below the level of the Mediterranean Sea and varies in depth up to 150 feet.

In Bible times, the lake was productive enough not only to supply fresh fish for the surrounding region, but also to support a thriving industry in Capernaum and other shore towns where large quantities of fish were salted and dried for shipment throughout the Roman Empire. Winds often sweep in from the west through the Valley of

Doves which acts as a funnel, trapping the westerly winds and causing them to swirl violently over the lake, creating waves and danger to small craft.

In the Bible, the word *eye* is often used to denote spiritual perception and understanding; i.e., “The commandment of the LORD is pure, enlightening the eyes” (Psalm 19:8). How important it is, then, what our natural eyes behold. Knowledge is gained by our perception of what we see, and it can be to our good or our detriment depending on what we look at—what we focus our eyes upon.

YOUR OPENER

Eyes

TEXT: Psalm 121:1,2; Matthew 14:22-33; Luke 11:34-36

SUPPLEMENTAL SCRIPTURES: Genesis 13:10; Job 31:1; Matthew 13:15,16; Mark 9:47; Luke 24:31

KEY VERSE: For all that is in the world, the lust of the flesh, and the lust of the eyes, and the pride of life, is not of the Father, but is of the world. — 1 John 2:16

RESPONSES

1. Allow time for students to give their thoughts. They will probably conclude that it is possible for temptation to come through what a person sees, and that this is a danger that should be guarded against. Discussion should bring out that their eyes are the gateway to their minds. This makes the controlling of what their eyes gaze upon of vital importance.

2. Joshua 5:13 — Joshua saw the captain of the host of the Lord.

2 Samuel 11:2 — David looked upon Bathsheba.

2 Kings 2:10-12 — Elisha saw Elijah depart in a whirlwind.

2 Kings 6:17 — Elisha's servant's eyes were opened to see the chariots of fire.

Matthew 14:30 — Peter looked at the elements and was afraid.

Acts 22:6 — Saul saw a great light from Heaven.

After the students relate their thoughts concerning each incident, draw their attention once again to the importance of focusing on the right things.

The Bible says that we are fearfully and wonderfully made. One of the most striking examples of this statement is the human eye. It is mentioned at least 534 times in Scripture. Our eyes were created to adapt to extreme sunlight or near darkness. In the dark, their sensitivity increases 10,000 times so that one can detect a faint glow, less than a thousandth as bright as a candle's glow. God gave us color vision superior to most animals'. Each retina contains about 130 million cells which connect with the brain to provide instantaneous response. It has been estimated that from the vast panorama presented by our eyes, each eye can send a billion impulses per second to the brain—then our mind chooses significant details. We can stare at a sign without becoming aware of its message, while on the other hand, a fragmentary glimpse of some familiar object attracts our attention immediately.

1. In considering the wonders of this organ of our bodies, we value our eyes highly and care for them. But Jesus said we would be better off to go into eternity without one of them if it should cause us to sin. What conclusions can we draw from Christ's teaching in Matthew 5:29?

2. Scriptures relate several instances in which people were affected by what their eyes did or did not see. In the following examples, fill in the situation described in the text given and tell what we learn from each of these instances.

Joshua 5:13 — Joshua

2 Samuel 11:2 — David

2 Kings 2:10-12 — Elisha

2 Kings 6:17 — Elisha's servant

Matthew 14:30 — Peter

Acts 22:6 — Saul

ADDITIONAL DISCUSSION NOTES

3. List some of the things which might be classified as tools of the devil and describe how they could be used to allow evil to enter into the mind through the eye.
4. List some things that our eyes can look upon which could be classified as being spiritually beneficial.
5. One of the best ways to keep our eyes from focusing on the wrong thing is to have our spiritual eyes single toward Christ. Read Luke 11:34. To illustrate the meaning of the word *single*, place two dots on your paper. Suppose that one dot represents Christ and one yourself. What conclusions can you draw regarding the relationship between the two points?
6. What do you think verse 35 of our text in Luke implies? You may use 1 John 1:6,7 as a supporting reference for your answer.
7. What are some of the things we are promised if we use our eyes to look on the right things?
Psalm 121:1
Isaiah 33:15-17
James 1:25
8. Consider the differences between the physically blind and the spiritually blind. Which would be the greater handicap, and why?

3. Answers may include television, videos, billboards, magazines, novels, pornography, and horoscopes. After listening to your students' answers, briefly touch on the possible negative influence and the sin that might result from looking at the wrong things. Then move on to the next question.
4. Your students' first response will likely be the Word of God. Other thoughts suggested may be: observing the good others are doing, noticing the beauties of nature, singing spiritual songs, or reading inspirational material.
5. The students will see that only one line can be drawn. Help them develop the results of this exercise to conclude if they aim their desires toward Christ, the single line will represent their singleness of heart in their desire to please Him. If they do not aim at Christ—even if they aim very close by—they will miss the mark and may end up very far from where they intended.
6. Consider your students' comments on these verses. Guide their thoughts to the knowledge that it is possible to lose the light in the body through the eyes. Develop the subject by asking how we can guard against allowing the light that is in us to become darkness. What specific things can we do to prevent this happening? Some thoughts might be: walking in the light—being obedient to the Word, keeping our thoughts focused on the goal we are striving for, and being alert to potentially dangerous situations that would bring darkness.
7. Psalm 121:1 — Help.
Isaiah 33:15-17 — A dwelling on High; shall see the King.
James 1:25 — Blessed in his deed.
The students will see that there are benefits if they use their eyes for the right purpose.
8. Accept students' responses, and guide your discussion to include the thoughts that one can be physically blind and still have 20/20 spiritual perception, but the spiritually blind may not realize their condition. Physical blindness lasts until death, or until something happens (operation or miracle) to restore sight. The same is true with spiritual blindness. At death, the one who has been spiritually blind will see and rue his stubborn, wasted life, knowing all the while that his "blindness" could have been "healed."

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Describe spiritual myopia. (*Myopia* — The condition of being nearsighted.)

What is spiritual astigmatism? (*Astigmatism* — A defect of an optical system, as of the eye, that prevents light from focusing accurately and results in a blurred or indistinct vision.)

Cataracts tend to develop slowly and can eventually lead to blindness. Discuss with the class how Christians might develop spiritual cataracts.

What are a few things that can lure us from our Christian walk? Are these things harmful to everyone or are there different “lures” for different people?

How much time does it take to miss out on something?
What about the Second Coming?

Why was Peter sinking when Jesus was there to help him walk across the water? What was he looking at instead of the Lord?

What does “Keep your eyes on the Lord” mean? Why is it important for us to keep our eyes on the Lord if we want to please Him?

What are some things around us that can divert our attention from the Lord? Are they good for us? Why or why not?

If we need help to focus our eyes on Jesus, where do we go? What should we do?

What was it that distracted Doug in our ANSWER story?

THINGS TO DO

Take to class a comic book, a novel, and a hand-held game. Discuss how, though these things may not be sinful in themselves, excessive time spent on them could detract from our Christian experience.

Ask the students to pretend they are blind. Have them try to describe the room, what someone is wearing, or what you are doing. Demonstrate what a person misses if their eyes are closed.

Bring a book to class. Start reading it to the class, and then, in the middle of a paragraph or thought, skip some pages and continue reading. How does the story sound when something has been skipped or overlooked? An important thought or the whole theme is missed.

Arrange for a time during the week to take the students on a field trip to enjoy and appreciate the beautiful creations of our Lord.

Bring a camera, a picture of a beautiful scene, and a picture of pollution or garbage. Ask the students which picture they would rather look at. Show that our eyes are like cameras, and if we want to see beautiful pictures, we have to focus our “cameras” on the beautiful things of God: His Word, His wonderful creations, Jesus, etc.

Answers for ANSWER

Looking the Right Way

To find out where we should look for help, use the following eye chart and fill in the blanks below. The numbers under each blank space give you the coordinates for the letters on the chart. For example, the first blank has the numbers 8-5. This means 8 lines down, 5th letter from the left. All other number coordinates read the same way.

E

I H

E T L

O N E C

H Y L I F

E I H M S U

T M W O L N P

E H U H I F W E

N C L Y L E M S R

H T L O E I P T M I

I WILL LIFT UP MINE
8-5 7-3 2-1 3-3 10-3 5-3 6-2 8-6 10-8 6-6 7-7 9-7 5-4 9-1 6-1

EYES UNTO THE HILLS.
11-9 4-1 3-1 9-8 8-3 7-4 7-1 10-4 3-2 8-4 4-3 2-2 10-6 9-3 7-5 9-5

FROM WHENCE COMETH
5-5 9-9 7-4 7-2 8-7 6-3 8-1 4-2 9-2 9-6 4-4 4-1 6-4 10-5 10-2 8-2

MY HELP. Psalm 121:1
10-9 5-2 5-1 8-8 9-3 10-7

Lesson 85

TEXT Matthew 26:36-42; Philippians 2:5-11

SUPPLEMENTAL SCRIPTURES Matthew 28:1-7; John 5:30; 7:17; Galatians 4:4,5; Ephesians 6:6; 1 John 2:17

OBJECTIVE The students will be able to explain why and how they must yield their wills, even as Christ did, in order to fulfill God's plan for their lives.

KEY VERSE FOR ANSWER Teach me to do thy will; for thou art my God. — Psalm 143:10

KEY VERSE FOR SEARCH And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God. — Romans 12:2

**ANSWER
TITLE:** **Not My Will**
**SEARCH
TITLE:** **Will**

REFERENCE INFORMATION

We cannot talk about doing the will of God without considering submission. For the most part, submission is something that doesn't come easily to man. God made man a free agent with the right of choice. Man's choice is usually to follow his own will and inclination. To yield one's will to another is contrary to man's normal desires. It involves meekness, resignation, and obedience—certainly all of this and more is necessary if one is to be fully submitted to the will of God. Love paves the way!

Ephesians 5:21 instructs us to submit "yourselves one to another," as well as to God. Beyond this is the submission to circumstances in life that God allows to come our way. Peace of heart and mind and victory in one's Christian walk is not possible without learning submission.

Easter is the day on which the Christian church celebrates the Resurrection of Jesus Christ. No mention of such a celebration in New Testament times is due to the fact that Jewish Christians linked the day with their observance of the Passover which was observed the 14th day of Nisan regardless of the day of the week.

It was the Gentile believers who instituted the celebration of the Resurrection on Sunday, the Lord's Day. This difference was settled by the Council of Nicea in 325 A.D., which ruled that Easter should be celebrated on the first Sunday after the full moon following the vernal equinox. This is the system followed by Christians at the present time, the date thereby varying between March 22 and April 25.

YOUR OPENER

Will

TEXT: Matthew 26:36-42; Philippians 2:5-11

SUPPLEMENTAL SCRIPTURES: Matthew 28:1-7; John 5:30; 7:17; Galatians 4:4,5; Ephesians 6:6; 1 John 2:17

KEY VERSE: And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God. — Romans 12:2

RESPONSES

1. Eleven disciples accompanied the Lord. He took Peter, James, and John with Him when He went to pray. The answer to the second question will be based somewhat on conjecture, but we can substantiate certain characteristics of these men which may have been the reason they were chosen by Christ. John was obviously devoted, as he leaned on Jesus' breast. He is described as "the disciple whom Jesus loved." John and his brother James seemed to be inseparable. Peter was quick to speak and act for Christ, and undoubtedly Christ recognized the basic strength of character in him. It is interesting to note that these three who accompanied Him to the Garden and saw His agony were also the ones who saw the raising of Jairus' daughter and Christ's transfiguration.

2. No. Your students should realize that Christ bore a much greater burden than this as He sought to fulfill the will of His Father. He carried the weight of man's sin, and because of that, God the Father turned away from Him in rejection. This rejection at the time of His agony in the Garden was felt until Jesus' Blood was shed. At that time His Blood covered the sins of the world, and then at His death He could commend His spirit to God. Try to understand the depth of His anguish over this rejection by asking your class to draw a parallel between the anguish parents feel when a child rejects them, or the grief when one chosen as a marriage partner renounces his agreement, to the grief Christ suffered when He felt rejected by His own Father in Heaven.

3. An angel. The obvious response to this question should be developed by discussing the fact that even in times of great anguish, there is comfort if one is striving to follow God's will for him. Help your students understand the ways in which this comfort may come.

4. The word *cup* is frequently used in the sacred writings to point out sorrow, anguish, terror, death. It seems to be an allusion to a very ancient method of punishing criminals—a cup of poison was put into their hands, and they were obliged to drink it. Jesus was willing to drink this cup if the Father would not let it pass from Him.

Seemingly, one of the hardest things for man to do is to submit to the will of God. The Apostle Paul says the carnal mind is enmity against God and is not subject to the Law of God (Romans 8:7). For those who wish to make Heaven their home, it is absolutely necessary to conform to God's will; not only when their lives are first surrendered to the Lord, but they must submit daily to the will of God.

1. How many disciples accompanied Jesus to Gethsemane, and which three did He select to be with Him as He went to pray? Why do you think Jesus asked these three to go with Him?

2. Do you think the sorrow Jesus felt was only because He knew He was going to the cross? Explain.

3. Who came to strengthen Him? Luke 22:43

4. Explain in your own words what "this cup" (verses 39,42) refers to.

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ADDITIONAL DISCUSSION NOTES

5. Why didn't the Father in Heaven spare His own Son? Romans 5:8-21

6. What condition would the world have been left in if Jesus had called for more than twelve legions of angels to come and deliver Him (Matthew 26:53,54)? How was His submission an example to us?

7. We have many Biblical examples of those who were willing to submit to God's plan for their lives. Tell about one and what might have happened if he or she had refused to obey God.

8. What are some of the ways we can ascertain whether a certain course of action is in the will of God for us?

THOUGHT PROVOKER: Jesus Christ, who is equal with God, submitted to the will of His Father even unto death. Shouldn't we, who are His creation, be willing to conform to His will in our daily lives?

5. The point of this question is to bring out that God's plan included the death of Jesus, and because of Jesus' love for mankind He was willing to fulfill His part by submitting His will to the Father's.

6. The world would have been left without hope. The students should see that in this, Christ set the supreme example for them. While their decisions as to whether or not they will submit their will is of much lesser consequence than was Christ's, still it will have an eternal effect on their individual lives.

7. No doubt your students will come up with a number of examples. Some that could be mentioned are Moses, Noah, Esther, and Daniel— notable figures in Biblical history. For each example mentioned, explore the possibilities of "what might have been" had they not submitted to God's directives for their lives.

8. Allow time for your students to offer their thoughts. Be prepared to point out that initially, one must be sure it agrees with the Word of God, then seek for guidance of the spirit. This may be revealed by a direct answer from God, the sign of a fleece, through the opening of some doors, the closing of others, or the counsel of the godly.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

What does the word *will* mean?

What do you think God's will means?

How does God show His will to people now?

Why is it important to seek God's will?

Why is it sometimes hard to do God's will?

In what way did Jesus submit His will to the Father? See Philippians 2:7,8.

Name some situations when we do use our will, for example, when we are faced with decisions such as whether or not to obey our parents, or whether or not to come to Sunday school.

What does it mean to yield our will to God, or to do God's will?

Discuss Matthew 26:41. What should we do when we find it hard to obey God's will?

Why do we celebrate Easter? What connection does it have with Jesus' submission of His will?

How should Easter be celebrated? What special things should we commemorate?

How important is the fact of the Resurrection to the Christian faith? If Jesus had not risen, would you expect to go up when the Lord comes? Would you even believe He could save you?

THINGS TO DO

Read Ecclesiastes 3. Discuss how each verse would be if God had not planned things perfectly. How would it be to have summer or winter all year?

Use house plans, a recipe, a dress pattern, etc., as an example of the importance of plans, compared with making it your way.

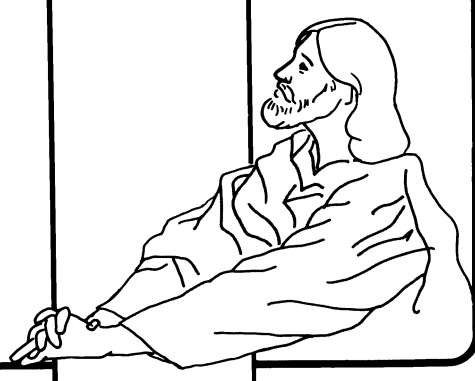
Collect enough large plastic eggs so each of your students will have his own for this exercise. Choose several sentences of Scripture from the Easter story. Write each sentence on a slip of paper. Cut each sentence apart so there is only one word on each piece of paper. Put a separate sentence in each egg and shake the egg to mix up the words. Let each child choose an egg and try to put

the sentence together in the right order. When all sentences have been put together correctly, have the students try to put them in the right order to tell the Easter story properly. (Note: You might wish to include the Scripture references in the eggs so the students can look up the verses if they need to.)

This idea can help your students take the Easter story beyond the classroom. Have ready for the students, small twigs and lightweight wire. Let them make small crosses from the twigs by breaking the twigs into two pieces for each cross (approximately one-and-a-half-and two-inch pieces). Wire the twigs together in the middle. Make enough to give to each person who attends your church on Easter Sunday morning. If your church is too large, you might want to give to only those who do not regularly attend, or to the elderly, or use for any visitations that are made that day. Just be sure the students who hand them out explain that they are for a remembrance of Jesus' death and resurrection.

Answers for ANSWER

Not My Will, But Thine	
	One name for Jesus
Two words describing Him	
Three words telling what He did, ending with "ing"	
Two or three words telling how you feel about Him	
Jesus submitted His will when He died on the Cross for us. Write a Cinquain poem about Him on the lines above. Follow the instructions under each line. It does not have to rhyme.	Another word for Jesus



Lesson 86

TEXT Romans 8:5-9; Philippians 2:3; 4:4-9

SUPPLEMENTAL SCRIPTURES 1 Chronicles 28:9; Luke 12:29; Acts 17:11; 1 Corinthians 1:10; Hebrews 10:16

OBJECTIVE The students will be able to explain why it is important to yield their minds and thoughts to Christ.

KEY VERSE FOR ANSWER Thou wilt keep him in perfect peace, whose mind is stayed on thee. Isaiah 26:3

KEY VERSE FOR SEARCH For as he thinketh in his heart, so is he. Proverbs 23:7

**ANSWER
TITLE:** **A Great Change**
**SEARCH
TITLE:** **Mind**

Reference Information

The object of the Philippians text is to show that the Gospel of Christ requires all who profess to be Christians to have the mind that was in Christ. Christians are to walk as Christ walked. They cannot pick and choose which virtues they will carry out, but must bring honor to God in all they do.

God's peace is felt by all who have given their hearts to Him, but it can be explained by none; it truly passes all understanding. We only know that Christ keeps that heart in peace in which He dwells and rules.

Proverbs 23:7 tells us that as a man thinketh in his heart, so is he—a powerful statement. A man's reasoning powers and memory are the works of his mind but the condition of his heart prompts his thinking. How vital it is then that we have a heart that is right with God. The Bible describes the mind of an unregenerated person as being alienated, spiteful, reprobate, blinded, hostile, and defiled. Those same terms can be applied to the man himself. The regenerated mind (heart) is described as willing, peaceful, right, renewed, having Christ's mind, obedient—all terms equally descriptive of a Christian.

YOUR OPENER

Mind

TEXT: Romans 8:5-9; Philippians 2:3; 4:4-9

SUPPLEMENTAL SCRIPTURES: 1 Chronicles 28:9; Luke 12:29; Acts 17:11; 1 Corinthians 1:10; Hebrews 10:16

KEY VERSE: For as he thinketh in his heart, so is he. — Proverbs 23:7

RESPONSES

1. (Teachers, be prepared with your own clippings.)

Briefly review some of the clippings brought by your students. Discuss which type of articles they enjoy reading. Why? How do the things they read and think about affect their emotions? Tie this in to the text, Philippians 4:8, by discussing the importance of the things they think about.

2. Allow several of your students to volunteer their definitions. Key in on the fact that meditation takes time, that it must be done in depth, and that the subject must really be “digested” and broken down. Apply this broadened understanding of the word *meditate* to the following Scriptures: Joshua 1:8; Psalm 1:2; 1 Timothy 4:15.

3. Some possible responses might include Isaac (Genesis 24:63), David (Psalm 63:6), Joshua (Joshua 1:8). Ask your students to name some of the benefits of meditating on the Word. The Scriptures previously referred to in Joshua 1:8 and 1 Timothy 4:15 mention specific benefits. Guide their answers to further focus on the growth of spirituality, and the potential for a stronger, more vibrant witness to others.

4. Permit volunteers to share their Scriptures and special thoughts revealed through meditation.

In Proverbs 23:7, we learn that as a man thinks in his heart, so he is. Our actions are almost always preceded by thoughts. Once we have committed our hearts and minds to Christ and are truly born again, our desires are changed from those which are sinful to those which are pure and godly. However, as long as we are here on earth, we can be tempted to think to do evil. Therefore, it is important that we make a conscious effort to direct our minds away from evil and toward the good. With our new godly nature, we must continue to live with minds controlled by the Spirit of God.

1. We cannot ignore the evil in the world. Christians love sinners but hate the evil they do. Clip articles from your newspapers or magazines which illustrate some of the evils present around us, and some illustrating Christianity in action. Note your reaction to these articles.

2. Research the meaning of the word *meditate*.

3. Name Old Testament characters who meditated often on God’s Word.

4. Select a Scripture that at some point in your life you meditated on and from which you gleaned some spiritual insight or strength. Write down this Scripture and what it meant to you.

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ADDITIONAL DISCUSSION NOTES

5. Write Psalm 119:148 in your own words.

6. Psalm 143:5 gives us appropriate things on which to meditate. Read the verse and then give a specific example for each.

7. It has been said that even the good and necessary can keep us from the better, which can, in turn, keep us from the best. Explain how this can be with reference to what we think about.

8. Isaiah 26:3 gives one benefit of keeping our minds fixed on God. What is it?

9. Peter exhorts us to "grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ" (2 Peter 3:18). Even Jesus "increased in wisdom and stature, and in favour with God and man" (Luke 2:52). In light of today's lesson, note here the action you plan to take to increase your Christian stature.

THOUGHT PROVOKER: At the end of a regular workday, take inventory of how many times during the day your mind was on Scripture, a hymn, the presence of Christ, the need to see your fellow workers saved, a prayer, and the like.

5. Allow someone to read his version. Discuss the fact that the individual's time for meditation can be whenever the Lord lays it on his heart.

6. Have one student read the verse aloud. Then allow other volunteers to give their examples for remembering the "days of old," meditating on "all thy works" and the "work of thy hands." It might be interesting to briefly discuss what the difference is between the last two phrases. Perhaps "all thy works" refers to God's dealings and strivings with man, while "the work of thy hands" refers to His creations.

7. Your discussion should bring out that it may be easy to allow their minds to become filled with the events and circumstances of their lives. These things may be good things. The Christian probably will not be tempted to dwell upon things that are worldly or sinful. But even the good things of their lives may occupy so much of their attention that they do not set aside enough time to dwell or meditate on things which would help them develop spiritually.

8. Perfect peace. Your discussion could center around how man today is searching in many avenues for peace. Ask your class to name some of these. The answer to having true peace is found in this Scripture. How important it is to allow their minds to dwell on Christ!

9. The obvious answer will be to meditate on God's Word. Another would be to read more of God's Word.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Discuss Philippians 4:4. What does it mean to “rejoice in the Lord always”?

What are some things that the Lord has done for you about which you can rejoice?

On what things should our minds be dwelling according to Philippians 4:8? Give some examples.

In what ways can we resist worldly thoughts?

What effect will worldly thoughts have on us? On our spiritual lives?

How do we know when other things are becoming too important?

Consider the ANSWER story and tell what you think some of Jeff’s old friends might say to him. How might he answer them?

What effect will worry, doubt, disunity, mental disturbance, or spiritual disturbance have on our spiritual lives?

What is meant *carnally minded*? *Spiritually minded*?

Why is it important that we keep a watch on what we allow our minds to dwell upon?

In what way does your mind (and speech) reflect what is in your heart?

THINGS TO DO

Make some REACTION FLASHCARDS with pictures of things or situations. Ask a question or make a statement as you show the flashcards to the children. Have the children tell you what a Christian’s possible reaction would be in contrast to a non-Christian’s possible reaction. Examples: Torn jacket—“Bobby is wearing an old jacket to school.” Cross—“What does this remind you of?” Broken toy—“Jill broke Andy’s new toy.” Wrecked car—“Joe was hurt because he was driving too fast.”

Show your students a bottle which has smears of mud or dirt on the inside to represent the mind of the flesh polluted by the thoughts of the world. Tell them that the bottle (the mind) must be cleaned if it is to be useful again. Use a jug of water that represents Christ, and show how only Jesus can clean the mind. Only when our minds have been cleansed from the thoughts of the world

can new and beautiful thoughts enter in. Rinse the dirty bottle out with the water from the jug to demonstrate this. Then fill the clean bottle with flowers and clean water.

Discuss ways we can, in everyday life, keep our minds and hearts stayed on the good, the pure, the virtuous when so much around us is evil.

On a blackboard or overhead projector, list the items given in Philippians 4:8, and ask the class to provide real-life examples of each.

Choose several verses that deal with keeping your mind and thoughts on Christ; e.g., Psalms 19:14; 48:9; Proverbs 12:5; Isaiah 26:3; Romans 8:6; 1 Corinthians 2:16; Philippians 2:5; 4:8; 1 Timothy 4:15. Write each verse on a different piece of paper. Hand out the verses, one to each student. Have a list of questions to match each verse. Example: “Who thought of the lovingkindness of God?” The child who has the slip of paper with Psalm 48:9 written on it, will be able to answer that question.

Answers for ANSWER



Lesson 87

TEXT 1 Corinthians 3:15-20; 2 Corinthians 6:14-18; Ephesians 5:3-5

SUPPLEMENTAL SCRIPTURES Deuteronomy 7:2,3; Matthew 19:3-12

OBJECTIVE The students will be able to explain that interpersonal relationships with members of the opposite sex can only be blessed by God as they stay within the guidelines of God's Word.

KEY VERSE FOR ANSWER Can two walk together, except they be agreed? — Amos 3:3

KEY VERSE FOR SEARCH But fornication, and all uncleanness, or covetousness, let it not be once named among you, as becometh saints. — Ephesians 5:3

**ANSWER
TITLE:**

Dear Diary

**SEARCH
TITLE:**

Relationships

REFERENCE INFORMATION

1 Corinthians: This letter was written by Paul to the church in Corinth. It is believed to have been written in the spring of A.D. 57, near the end of a three-year ministry in Ephesus. The bearer of this letter may have been Timothy (1 Corinthians 16:10) or one of the three mentioned in 1 Corinthians 16:17. The city of Corinth was located on the Mediterranean, and enjoyed a trade monopoly that made it a wealthy trading center. It was destroyed in the second century B.C., and was rebuilt under Julius Caesar in 46 B.C. In Paul's day it was a melting pot of Romans, Greeks, and Jews from various parts of the Mediterranean world. This changing population, and abundant luxuries, created moral conditions that were corrupt even by pagan standards.

2 Corinthians: Paul wrote this letter a few months after

the first one. It was written from Macedonia in the fall of A.D. 57. Tension and strife in the Corinth church were the probable causes for this letter.

Yoke: A well-known means of coupling oxen with a wooden bar or frame fitted or laid across the necks of two work animals. The yoke was fastened by thongs which passed around their necks. A "yoke of oxen" means two animals fastened together with a yoke.

Concord: Harmony, agreement (2 Corinthians 6:15).

Belial: Worthlessness, recklessness, lawlessness. The term, as used in 2 Corinthians 6:15, is generally understood as an appellative of Satan, the personification of all that was bad.

YOUR OPENER

Relationships

TEXT: 1 Corinthians 3:15-20; 2 Corinthians 6:14-18; Ephesians 5:3-5

SUPPLEMENTAL SCRIPTURES: Deuteronomy 7:2,3; Matthew 19:3-12

KEY VERSE: But fornication, and all uncleanness, or covetousness, let it not be once named among you, as becometh saints. — Ephesians 5:3

RESPONSES

1. Help your students realize that this involves spending time together. Discuss what the result would be if they find that they are not in agreement.

2. Your students should conclude that “yoked” may not mean only marriage or engagement but also any close relationship. Help the students realize that it is vital to consider the spirituality of close friends. You should conclude with the fact that we are often known by the company we keep. Ask your students if their close friends are affecting their reputation as a Christian or are they ruining the possibility of having a good reputation.

3. Allow time for students to discuss their suggestions. Does that person act in a manner pleasing to God? Does he/she honor God in dress, in speech, in action, in service? Lead your students to conclude that they should base their decision on whether or not the person is a fruit-bearing Christian.

4. Help the group realize that if they are Christians, their first responsibility is to behave in a manner that would honor Christ. Their relationships with others must then be based on the fact that Christ is first. They must be willing to give up the development of a friendship which would hamper their spiritual growth.

Relationships with those of the opposite sex can only be blessed by God if the parties involved stay within the guidelines of God’s Word. The outcome of such a relationship may be marriage. In the beginning God said, “It is not good that the man should be alone,” and He created Eve to be the companion of Adam. If it is ultimately a marriage blessed by God that we wish, the steps we take to get that mate must also be blessed by God and in accordance with His will. With this in mind, it would be well to lay out a formula that would lead us from a place of unattachment to a union God can bless.

1. What is implied by the words “walk together” in Amos 3:3?

2. What is the meaning or implication of the word *yoked* in 2 Corinthians 6:14? In what way is this verse in harmony with the Scripture in Amos?

3. What should be the criterion used for making a decision as to whom we will date?

4. In Ephesians 4:1, Paul exhorts us to “walk worthy of the vocation wherewith ye are called.” Tell briefly what you think that means.

ADDITIONAL DISCUSSION NOTES

5. To guard against getting out of God's will in a dating relationship, what is the man's responsibility? What is the woman's?

6. What happens to the relationship of a dating couple when they each draw closer to the Lord?

7. In the context of a dating couple, what might it mean to "defile the temple of God"? See 1 Corinthians 3:16,17.

8. In light of the above Scripture, what allowance is given for the current trend toward having a sexual relationship outside of marriage?

9. Dangerous stress is added to a relationship if self-love or self-interest enters in, and one presses for an immediate marriage. If we are within God's will in the development of a relationship, occasionally God may signal, "Wait." What might be some of the indicators that point to the fact that postponing a marriage would be wise?

10. What is the key requirement for the development of any relationship as given in Matthew 6:33?

5. Discussion should be guided to bring out that the man should provide the spiritual leadership, and that the woman is responsible for being a spiritual example and challenge to him.

6. Your students' discussion of this question should bring out that if it is not the Lord's will for this relationship to continue, the Lord can reveal this as they draw closer to Him. If it is the Lord's will, a deepening fellowship will be created between the two as they develop their spiritual responsibilities and opportunities.

7. Using the dictionary definition of *defile*, "to violate the chastity of, to corrupt or pollute," your students will see that a dating couple have a responsibility to maintain purity of their physical bodies. Use 1 Thessalonians 4:3-8 as a supporting Scripture.

8. None. There is no allowance made for such an arrangement. Refer to the text in Ephesians 5:3-5 as a support for this statement.

9. After allowing time for your students to contribute their ideas, focus in on the thought that one of the first signs might be a feeling that "we can't wait." Refer to Genesis 29:20. Some other indicators might be: financial instability, parental disapproval, too young, no defined goals or purposes, lack of spiritual stability.

10. The key requirement is to seek God's righteousness first. He will then add to their lives that which is best for them. This will include answers to the questions of whether they should marry and whom they should marry.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Explain the key verse.

In what way does the key verse relate to the ANSWER story characters, Gina and Keith?

What would you do in Gina's situation?

How do you think the story would have ended if the girl had not taken her stand for Christ?

What do you think it means to be "unequally yoked together with unbelievers"? Name one example you can think of. Name a few problems that could arise by being unequally yoked together.

Should you develop a relationship with someone who does not like the same people, amusements, sports, and God as you do? Why or why not?

What is respect? How/why do you get respect?

Why is it important to take a stand against sin or for God right from the start and not be wishy-washy?

THINGS TO DO

Show your students a small pebble. The pebble is innocent enough, but if you put it into your shoe and walk on it, you have a problem. Just so, it is OK to like a person who is not a Christian (if you are one), but what if you fall in love and marry a person of a different belief? Then your small problem becomes a very big problem. Give each of your students a pebble to help remind him he does not want to be unequally yoked together.

To help illustrate 2 Corinthians 6:14, show your students several pieces of a jigsaw puzzle, with only two pieces that fit together. Tell your class that to be joined together means to fit perfectly just as those two puzzle pieces do. If the two puzzle pieces won't fit together, that means they aren't supposed to be together. In the same sense,

a Christian is not meant to marry a non-Christian. Marriage may be a long way off for your students, but they can start today praying that God will help them make the right choice so they won't be "unequally yoked together."

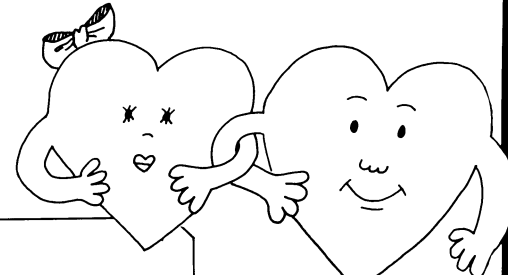
Make a chalkboard list of what you would look for in a person to create a lasting relationship.

Take a jar of oil and water to class to illustrate how sinners and Christians naturally will separate.


Answers for ANSWER

Right Relationships

Unscramble the words to find God's answer to Kim's question. Try to complete the verse **before** you look it up in your Bible.



Eddie asked me for a date. He's really a nice guy but he's not a Christian. What would Jesus say?



BE YE NOT
EB EY TON

UNEQUALLY YOKED
YLAULQEUN DOKEY

TOGETHER WITH
ROTTEGHE WHIT

UNBELIEVERS:
SUNBELIEVER

FOR WHAT FELLOWSHIP
ROF HATW LLSIHOFEPW

HATH RIGHTEOUSNESS
HAHT NETHISESSOURG

WITH UNRIGHTEOUSNESS?
TIWH NETHUISESNSOURG

II Corinthians 6:14

Lesson 88

TEXT Proverbs 31:10-31

SUPPLEMENTAL SCRIPTURES Genesis 18:19; Exodus 20:12; Proverbs 15:20; Ephesians 6:4

OBJECTIVE The students will be able to explain that when each member of a family fulfills his responsibility as directed by God's Word, that family can expect God's blessing.

KEY VERSE FOR ANSWER Children, obey your parents in all things: for this is well pleasing unto the Lord. — Colossians 3:20

KEY VERSE FOR SEARCH As for me and my house, we will serve the LORD. — Joshua 24:15

**ANSWER
TITLE:** **That Special Mom**
**SEARCH
TITLE:** **Family**

Reference Information

God has always placed a great value on a righteous home. His plan from the beginning was that marriage was to be lifelong. The man is the head of the household and is expected to provide for his family (1 Timothy 5:8). The wife is to love her husband and children and be a keeper of the home (Titus 2:4,5). Children are to be obedient to their parents and to honor their father and mother (Ephesians 6:1,2). The Lord's blessing will surely rest upon the family that will follow the instructions given in God's Word. Long before the Law of Moses was given, the Lord noted that Abraham was one who managed his household well.

Proverbs: The 20th book of the Old Testament was collected and poetically arranged by Solomon or by someone of like authority. A proverb is a short "pithy, axiom-

atic" saying primarily for the teaching of the young; a form of practical thoughts that by repetition stick in the mind.

Chapter 31: "A Mother's Counsel to a King," and if so, then Bathsheba was the mother who taught her son this beautiful poem. In verse 1, Lemuel is thought to be another name for Solomon.

Virtuous (verse 10): Having chastity or purity

Rubies (verse 10): Concerning the meaning of the Hebrew word translated *rubies*, there is much difference of opinion (Job 28:18; Proverbs 3:15; 8:11; 31:10). Some suppose coral to be intended; others pearl, supposing that the original word signifies merely bright in color or color of a reddish tinge. The real ruby is a red sapphire,

(continued on page 46)

YOUR OPENER

Family

TEXT: Proverbs 31:10-31

SUPPLEMENTAL SCRIPTURES: Genesis 18:19; Exodus 20:12; Proverbs 15:20; Ephesians 6:4

KEY VERSE: As for me and my house, we will serve the LORD. — Joshua 24:15

RESPONSES

1. The initial phrase indicates that this type of woman is hard to find. Allow time for your students to discuss the second part of the question. Some ideas offered may include: the assurance that the husband can safely trust in her is influenced by increasing trends to divorce and infidelity; her care and labor for others is contrasted to present-day attitudes of self-indulgence and self-absorption; that “she looketh well to the ways of her household” is influenced by the increasing number of mothers working outside the home.

2. Having given time for responses, direct your students’ thoughts to verse 30, which indicates that the woman who “feareth the LORD” shall be praised. What does this phrase mean, and how will it influence a mother (or father) in how they handle family matters? See Psalm 111:10.

3. The parents are responsible for establishing the spiritual foundation of the family. In discussion of the second question, it should be noted that verse 5 makes it clear that the parents must have a definite spiritual experience with God. Once the Word is in their hearts they must diligently teach this to their children. Have a volunteer read a dictionary definition of the word *diligent*, and discuss how vital it is that the training of children be done in this manner.

4. Encourage your class to contribute their ideas concerning the attributes and responsibilities of a godly father. The Scriptures given should help them bring out that he is steadfast and faithful in the Lord’s work, he is careful not to provoke his children to wrath and is dutiful in teaching them, he is regular in church attendance, he disciplines his children, and provides for them. No doubt your class will be able to come up with numerous other thoughts.

For our Mother’s Day lesson, Proverbs portrays a beautiful example of a godly mother. She is honored by her children and praised by her husband who implicitly trusts in her. However, as valuable as the influence of a Christian mother and wife is, it in no way releases the other members of the family from their obligations to the Lord. Each of us has a responsibility to God that no one else can fill. If we accept that responsibility we will be blessed here on earth and rewarded in Heaven.

1. What is indicated by the phrase, “Who can find a virtuous woman?” List some of the characteristics of this woman, and note some of the pressures or trends in our world today which might influence a woman striving to exemplify these traits.

2. The woman described in our lesson has many commendable observations made about her. She is praised by her husband and honored by her children, but which of her attributes do you consider most praiseworthy?

3. To receive God’s blessing, who in the family is responsible for establishing the spiritual foundation of the family? How can this be done? See Deuteronomy 6:5-7.

4. We are given this excellent example of a godly woman and how she occupied her time. Write briefly what you think the Lord might expect of a godly father. See Deuteronomy 4:9; Proverbs 13:24; 1 Corinthians 15:58; 2 Corinthians 12:14; Ephesians 6:4; Hebrews 10:25.

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ADDITIONAL DISCUSSION NOTES

5. At what age does the Bible encourage us to seek the Lord (Ecclesiastes 12:1)? What are the advantages of following this advice? What are some things godly parents can do to encourage this?

6. Having established spiritual guidelines for mothers and fathers, what are the two major instructions given in the Bible to children? See Exodus 20:12 and Colossians 3:20.

7. In looking back over our last questions, we see that both parents and children have certain responsibilities toward God and each other. If each individual is fulfilling these, what effect does this have on the family as a whole?

8. Consider next a family in which all the members are united, but this time they are united in their worldly interests and their lack of desire to serve God. What might we expect to see evidenced in that family?

THOUGHT PROVOKER: When each member of a family fulfills his responsibility as directed by God's Word, that family can expect God's blessing. "Delight thyself also in the LORD; and he shall give thee the desires of thine heart. Commit thy way unto the LORD; trust also in him; and he shall bring it to pass" (Psalm 37:4,5).

5. Your class should be able to list several advantages of seeking the Lord when a child. Further discussion should bring out that parents can encourage this through example, teaching, arrangement of family and personal priorities, etc.

6. Children are to honor their parents and to obey them. Ask your class at what age they think children can cease to obey. Help them see that Scripture instructs us to continue to be responsive to parental counsel. See Proverbs 23:22.

7. Your students will recognize that God's blessings will be felt when the family is united in serving God. If you wish to develop this further, discuss specifically how this united family would feel God's blessings in these aspects of their daily lives: meal time, recreational time, devotions, worship or church time, and work time.

8. Your students will see, by the discussion resulting from this question, that unity alone is not the factor which brings about a positive family relationship. While they may be able to find non-Christian families who are seemingly happy, God's blessings and harmony will only be found where family members are totally in accord spiritually!

YOUR WRAP-UP

Reference Information (continued from page 43)

and next in value to the diamond, the most valued of precious stones. The finest rubies are mostly from Ceylon. The color of a ruby may vary from carmine (purplish red) to crimson.

Flax (verse 13): A yellowish-stemmed plant with bright blue flowers. The root contains oil which is used as a food for cattle. The stem is used for the spinning of linen which in ancient times was done by women of noble birth. Flax grew in Palestine even before the Israelites' conquest of that country. The women would dry the flax, then peel the stalks and separate the fibers by hackling.

Distaff (verse 19): The staff around which flax was wound for spinning.

Scarlet (verse 21): An orange-red color much prized by ancients.

Girdle (verse 24): A wide sash or belt worn by men and women to hold the looser garments. The common girdle was made of leather, but the finer ones were made of linen, embroidered with silk and sometimes with gold and silver thread and frequently studded with pearls, gold, or precious stones. Girdles were used as pockets and, for the military, were made to hold a dagger or sword.

SUPPLEMENTAL QUESTIONS

How do you think this chapter would apply to the up-and-coming generation?

What kind of mother or father do you want to be?

In what way can God be a part of your family?

How does your relationship with your parents affect your life?

How can we ever thank our mothers for what they do for us?

Name some other members of the family and the things that they do for the good of the home. What role do you play? What do you do to share the responsibilities of the work?

Why do you think it is so important that mothers be Christians?

The Bible instructs us to honor our parents. What do you think that means? How might you carry this out?

Sometimes children sass and disobey their parents. What do you think of this in the light of honoring one's parents?

THINGS TO DO

Have a mother give her testimony to the class or group.

Have students make a list of jobs that mothers do and put a price on each one. Then talk about the value and importance of mothers.

Have each student make a Mother's Day card (you might want to begin this project a couple of weeks ahead). While they are busy making the cards, you can discuss with them why it is important to honor their mothers.

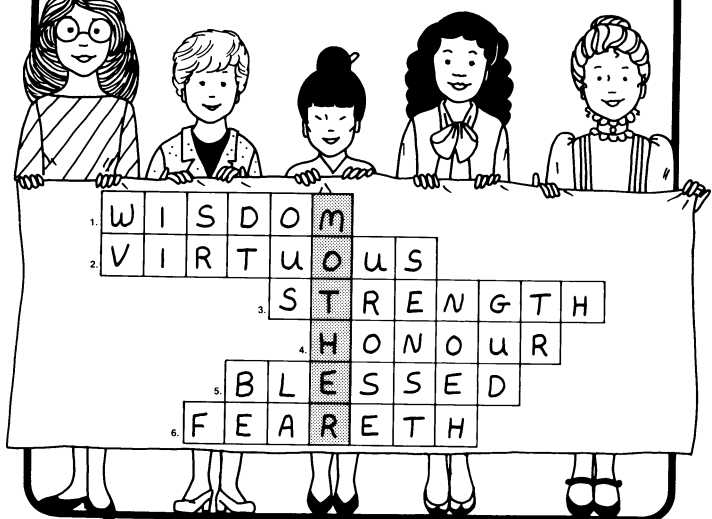
Bring a picture of a tree to class. Show how a family can be like a tree. Each member of the family is like a branch and each branch is important to the tree. Show that the roots and the trunk of the tree are important and that in order for the tree to stay alive, both the roots and the trunk must stay healthy. God provides for our families a strong foundation. If we read His Word and fulfill the responsibilities He gives us, He will bless us, and our families will grow spiritually.

Answers for ANSWER

It's Your Day, Mom!

Read Proverbs 31:10-31 and fill in the blanks in the following verses. Then copy the words in their proper places in the puzzle below. What title do you see in the shaded column?

1. She openeth her mouth with WISDOM. (verse 26)
2. Who can find a VIRTUOUS woman? (verse 10)
3. She girdeth her loins with STRENGTH. (verse 17)
4. Strength and HONOUR are her clothing. (verse 25)
5. Her children arise up, and call her BLESSED. (verse 28)
6. A woman that FEARETH the LORD, she shall be praised. (verse 30)



Lesson 89

TEXT Proverbs 3:9,10; Matthew 19:16-22

SUPPLEMENTAL SCRIPTURES Exodus 23:19; Deuteronomy 28:8; Malachi 3:10; Mark 10:17-22; Luke 18:18-30

OBJECTIVE The students will be able to enumerate some of the blessings that are in store for those who willingly give of their substance to God.

KEY VERSE FOR ANSWER Give, and it shall be given unto you. — Luke 6:38

KEY VERSE FOR SEARCH Give, and it shall be given unto you; good measure, pressed down, and shaken together, and running over, shall men give into your bosom. For with the same measure that ye mete withal it shall be measured to you again. — Luke 6:38

**ANSWER
TITLE:** **A Willing Giver**
**SEARCH
TITLE:** **Money**

REFERENCE INFORMATION

Time: February-March A.D. 30

Locality: The coasts of Judah, beyond Jordan (Matthew 19:1).

Jesus: About 33 years old during the last month of His ministry on earth.

Rich Young Ruler: Thought to be a ruler of the synagogue; a Jew of noble birth. Most people addressed Jesus as “Lord” or “Son of David,” but this man uses the title “Good Master,” thus showing a polite address without quite admitting that he is addressing the Messiah. “There came one running, and kneeled to him,” (Mark 10:17) seems to indicate the rich young ruler’s earnest feelings in seeking Jesus. “Kneeled,” indicates his reverence toward Jesus. He asks Jesus, “Good Master, what

good thing shall I do, that I may have eternal life?” Since this young man had kept the Commandments from his youth up, the implication was that there must still be a secret combination he had overlooked. Mark 10:21 tells us, “Jesus beholding him loved him.” Because Jesus loved the young man, He told him to sell everything he had, give to the poor, and follow Him. If he did that, he would have treasures in Heaven.

Abraham had great riches, and it is no coincidence that he was the first man mentioned in the Bible who did. He was also the first mentioned who paid tithes. God honored this and permitted him to achieve great riches.

Jesus drove money changers out of the Temple, accusing them of making a house of merchandise out of His Father’s House.

YOUR OPENER

Money

TEXT: Proverbs 3:9,10; Matthew 19:16-22

SUPPLEMENTAL SCRIPTURES: Exodus 23:19; Deuteronomy 28:8; Malachi 3:10; Mark 10:17-22; Luke 18:18-30

KEY VERSE: Give, and it shall be given unto you; good measure, pressed down, and shaken together, and running over, shall men give into your bosom. For with the same measure that ye mete withal it shall be measured to you again. — Luke 6:38

RESPONSES

1. Allow your students to share their thoughts. They should conclude that in our society money is a necessary part of life. However, if their desire for money comes before their commitment to God they can be sure that nothing good will come of it. There is no right way to do a wrong thing.

2. As the class discusses this question, they should conclude that one's material wealth does not prove he has God's blessing. Sinners also receive promotions, financial gains, etc. The true measure of God's blessing comes with inward peace and contentment. An evidence of this is the demonstration of a Heaven-born love for people and the desire to help them find salvation so they can have that same peace and contentment.

3. Your students should realize that gladness, singleness of heart, happiness, etc., were some of the blessings the Early Church received by giving freely. Happiness is obviously what everyone in this world is looking for. As others see the joy in giving, many more will often respond. In so doing, more lives are touched by God's love.

Jesus died on the cross and made salvation possible, not only so that we could enter into Heaven, but so that He could work through us and accomplish things He wants to have done in this world. To each of us who has been saved, He has given the commission to feed the hungry, clothe the naked, deliver the oppressed into freedom, and bring justice to the downtrodden. He wants us to be instruments through which such important things can be done. As we consecrate our all, including our finances to be used for God's work, we can be assured that we will receive God's greatest blessings.

1. Many people misquote the verse in 1 Timothy 6:10 and say, "Money is the root of all evil." However, Scripture says it is the *love* of money that is the root of all evil. What is the difference? Give a hypothetical example.

2. It is possible to have a small amount of money, yet be so consumed with desire for more money that one can think of little else. Some people even say that once they get what they feel they need, then they will begin to serve God as they know they should. Unfortunately, the "green spot over the hill" is never quite reached, so the Lord is not served. Others may say they know God is blessing their lives because they have an abundance of material goods. Does one's material wealth prove he has God's blessing? If not, what is the proof that God is blessing him?

3. Read Acts 2:44-47 and describe the feelings in the hearts of that group of early Christians who gave of their substance to God. Are these feelings any different than what the world desires now? Explain.

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ADDITIONAL DISCUSSION NOTES

4. A part of giving money is done by means of tithing. The word *tithe* means “a tenth part.” We first read about tithing in the Book of Genesis (Genesis 14:20). In chapter 28, verse 22, we see where Jacob vowed a vow and said, “All that thou shalt give me I will surely give the tenth unto thee.” Other references are Leviticus 27:30; 2 Chronicles 31:5; Malachi 3:10. We never would think of robbing a bank or stealing money from our neighbor, but how about from God himself? Read Malachi 3:8-10 and explain what you think these verses are saying. How does Matthew 23:23 indicate that tithing was still necessary after Jesus fulfilled the Law?

5. Jesus spoke the words of our key verse when He was instructing His disciples on the requirements of their spiritual life. Read the key verse and explain what it means.

6. It is good to reflect on the past and analyze how often the Lord has come through for us, not only spiritually but materially. Think back over the times you have given to the Lord and write down how the Lord has blessed you through your life. Remember the last line of the key verse.

We who are members of the Church (the believers) must be reminded that the Church does not exist to be served and to be the receiver of gifts. Instead, the Church exists to serve and give of itself to others, just as Jesus was rich and became poor for our sake. We must learn that the best gift we can give to Jesus is ourselves. This means, then, that we will live to serve the least of our brothers and sisters and be willing to give of our resources to meet their needs. As children of God, He expects us to do what we can to meet the needs of others so they can see and experience His love also.

4. Malachi rebuked the people because they had failed to pay their tithes and offerings. Under the Old Testament Law of Moses, tithes and certain offerings were required to help support the priests and care for those in need. To fail to do so was the same as robbing God. Though tithing is not dwelt upon in the New Testament, Matthew 23:23 shows us that it was still approved of and supported by Jesus. When He was giving a warning to the scribes and Pharisees, calling them hypocrites, He told them that though they paid tithes they neglected the important matters like justice, mercy, and faithfulness. Jesus told them they should pay heed to those things *as well as* give tithes. Jesus expects no less from the Christian today.

5. The students should see that if we give, our giving will not be a loss but a gain. Help them to understand that this may not necessarily be material gain, such as lots of money, a new car, expensive vacations, or even free music lessons, but that the Lord will surely bless them spiritually.

6. Let your students share the experiences they have written about. Reinforce the key verse. Wrap up the lesson by discussing the concluding paragraph from the SEARCH lesson.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

In your own words, what is the definition of a blessing?

What should our attitude be when we give to the Lord?

What might be some of the costs of working an extra hour or two a day to gain more money?

Why do you think people should give money to God or the church?

How do you think God helps those who give? or does He?

How much should you give to God?

What are some ways God blesses those who give?

Do you know someone like Thelma, in our ANSWER story?

THINGS TO DO

Material needed: Piggy bank or savings account pass-book, money or checkbook, and tithe envelope (depending on age group). Illustrate that a piggy bank and a bank or savings association are some of the places in which to save money. The tithe envelope is where you put your money when giving money to God. Read Malachi 3:10 and 2 Corinthians 9:7 to the class.

Material needed: Measuring spoons, measuring cups, measuring tape, and a ruler. Put these items into a sack. Take the items out of the sack in above order discussing the uses of each. Point out that they all have one thing in common—they are all used for measuring. Illustrate that God packs blessings for us in overflowing measure. If we give to the Lord then we will receive in return. We can never outgive the Lord! This would be a good time to read Luke 6:38.

Material needed: One tablespoon of alfalfa seeds, and a quart jar filled with water. On the first Sunday, put seeds into jar. On the next Sunday, show your students how the small amount of seeds grew. Use this to illustrate

that little is much with God. If we do what God wants us to do with our money He will bless us to overflowing—just like the seeds did on the second Sunday.

Material needed: Two words “MISER” and “ABLE” printed in flashcard form. Illustrate that a person who is miserable is in a condition of misery. Take away the word “ABLE” and you now have “MISER” or a greedy person. And being a “MISER” does not mean you are stingy with only your money. Now place the word “ABLE” (taking away word “MISER”) which is what God makes us when we give Him our all.

Answers for ANSWER

How Much Will I Get?

To find another way to say Luke 6:38, read every other word in the spiral, starting at the center. Go around twice. Write your answer on the lines below.

IF YOU GIVE YOU WILL RECEIVE AND IN
GOOD SUPPLY. FOR WHATEVER MEASURE
YOU USE WITH OTHER PEOPLE THAT WILL
BE THE MEASURE YOU GET BACK.

Lesson 90

TEXT Luke 12:16-21; 14:16-24; James 4:13-15

SUPPLEMENTAL SCRIPTURES 1 Chronicles 29:15; Matthew 6:24; 13:22; Acts 13:46; Colossians 4:5

OBJECTIVE The students will be able to explain why it is important to use their time for spiritual gain or betterment.

KEY VERSE FOR ANSWER So teach us to number our days, that we may apply our hearts unto wisdom. — Psalm 90:12

KEY VERSE FOR SEARCH See then that ye walk circumspectly, not as fools, but as wise, redeeming the time, because the days are evil. — Ephesians 5:15,16

**ANSWER
TITLE:**

What Is Really Important?

**SEARCH
TITLE:**

Time

REFERENCE INFORMATION

There is more to time than just the hours, days, months, and years which pass during a lifetime. A more abstract concept of time is measured in the Bible. This can be broken down into four groups: the present time, the fulfillment of time, the future and end times, and eternity.

Jesus said, in Acts 1:7, "It is not for you to know the times or the seasons, which the Father hath put in his own power." Only God knows the fulfillment of the time which concerns everyone on the earth. God has always been and will be for eternity. He has sovereign control of time and He will bring His promises to pass.

Nations as well as individuals face the future and end times. The future is in God's hands, and for the unbeliever it is filled with fear and uncertainty because a time of judgment is awaiting all those who turn their backs on God. The unbeliever faces an eternity of punishment. However, the Christian eagerly awaits the time when

Jesus will come again, because the one who loves Christ will spend eternity with Him in His Kingdom.

In this lesson, we are mainly concerned with this present time. Though we now live within a limited time frame on earth, God will someday soon remove the time frame and we will live eternally. Because of that, how we live now will determine where we spend eternity. Ecclesiastes 3:1 declares, "to everything there is a season, and a time to every purpose under heaven." God's Word tells us that now, this present time, is the accepted time of salvation (2 Corinthians 6:2). Man is to practice righteousness at all times (Psalm 106:3). Because the days in which we live are evil, we are admonished to make the most of our opportunity to serve God (Ephesians 5:16). The Bible shows us that God is working out His purpose in man's time. This present time is to be used for God's glory. When this present time ends, so does our opportunity to choose where we will spend eternity.

YOUR OPENER

Time

TEXT: Luke 12:16-21; 14:16-24; James 4:13-15

SUPPLEMENTAL SCRIPTURES: 1 Chronicles 29:15; Matthew 6:24; 13:22; Acts 13:46; Colossians 4:5

KEY VERSE: See then that ye walk circumspectly, not as fools, but as wise, redeeming the time, because the days are evil. — Ephesians 5:15, 16

RESPONSES

1. Psalm 89:47 — short my time is.
Hosea 10:12 — to seek the Lord.
Luke 19:44 — not the time of thy visitation.
Romans 13:11 — to awake out of sleep.
1 Corinthians 7:29 — the time is short.
Revelation 1:3 — for the time is at hand.
Move directly on to the next question.

2. Each one of these verses could lead to spiritual betterment. Allow students to explain why they chose the verses they did. Use their responses to help the class see the importance of using time for spiritual growth.

3. Circumspectly—redeeming. Ask volunteers to give their definitions, and then read aloud the key verse using these. The definition for *circumspectly* is: “to carefully consider all related circumstances before acting, judging, or deciding.” *Redeeming*: “to buy back; to make worthwhile; justify.” The purpose of this question is to clarify the meaning of this verse in the minds of your students. Help them to realize the importance of carefully considering the use of their time, and to make it as worthwhile as possible in all aspects of life.

4. A time to be born, and a time to die. After your students have contributed this answer, help them to see that the remaining things are done at the option of man. Ask your students who is responsible for monitoring the amount of time spent on the activities of life. Bring out that God gives each one a certain span of time but how it is spent is up to the individual.

Years ago, Will Rogers advised, “Buy land because they’re not making any more of it.” Another thing “they” are not making any more of is the number of hours in a day. God has given to every man a measure of time to be used as man chooses. Today, as always, the wise man uses his time for spiritual gain.

1. Complete the following statements from Scripture:

Psalm 89:47 — Remember how _____. (4 words)

Hosea 10:12 — It is time _____. (4 words)

Luke 19:44 — Because thou knewest _____. (6 words)

Romans 13:11 — Now it is high time _____. (5 words)

1 Corinthians 7:29 — But this I say, brethren _____. (4 words)

Revelation 1:3 — Keep those things which are written therein: _____. (6 words)

2. Which of the above Scriptures point out the importance of using our time for spiritual betterment, and why?

3. Using your dictionary, define the 6th and 13th words of the key verse. Then rewrite the verse using these definitions.

4. Listed in Ecclesiastes 3:2-8 are twenty-eight things that there are times for in life. Which two from the twenty-eight things are generally done by the disposition of God? Explain how they differ from the list of other activities regarding our use of time.

ADDITIONAL DISCUSSION NOTES

- 5. What is our responsibility with regard to how we use our time?
- 6. List ways that you use your time for spiritual gain.
- 7. Referring to the Luke 14 portion of our text, all of those invited to the great supper made excuses why they couldn't go. Three specific excuses are recorded. What do you think was the true reason each excused himself from going to the great supper?
- 8. What are we telling the Lord when we say we don't have time to be involved in His work?
- 9. What Scripture in today's text is the key as to how we should make future plans for our time? What are the benefits of applying this thought to our daily plans?

THOUGHT PROVOKER: If you knew that your time was down to the last sixty minutes, how would you spend it?

- 5. Guide the discussion resulting from this question so your students will see that their responsibility is toward God, not just themselves or their families. Every man is granted the same amount of time in each day. How does its use affect their spiritual growth?
- 6. Encourage your students to contribute their thoughts. Some ways mentioned may be: setting aside a special time for the Lord each day, Bible reading, prayer, carefully controlling the time spent in recreational pursuits. Help your class to recognize that their spiritual growth, or the reverse, is closely related as to how they use their time.
- 7. They didn't want to be at the supper. They didn't want to take time away from other things that were of more interest to them. Discuss with your class the importance of wanting to make good use of their time. Ask for ways to inspire each other to use time for spiritual gain.
- 8. Your students should see that, like the men who made excuses in this parable, they are placing their own interests ahead of God, and a greater value on worldly pursuits than on spiritual concerns. Ask students why a Christian cannot afford not to spend time being involved in the Lord's work.
- 9. James 4:14 or 15. Allow time for your students to express their thoughts. Guide them to see that using the phrase, "the Lord willing," helps them to keep in the forefront of their minds that God should be directing the daily use of their time.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

All of us have 24 hours in each day to spend. What are some ways you spend them? What are some ways you should spend them?

What are some things you feel could rob you of valuable time?

How do you keep from being too busy to do God's work?

In what ways does the devil rob you of time?

How do the friends you choose have an effect on the way you spend your time?

Sometimes the parable in today's lesson is called, "The Parable of the Rich Fool." Why might this man be referred to as a fool? Wasn't he wise to provide storage for his fruits and other goods?

In the parable of the Great Supper, those invited made excuses and didn't attend. Is there any difference between a reason and an excuse? If so, explain.

Do people today make excuses not to serve the Lord? What might some of these be?

Do you ever make an excuse not to go to church or Sunday school? Why?

THINGS TO DO

Use a calendar to illustrate that there are many important days but the most important one is TODAY. Make it count for God.

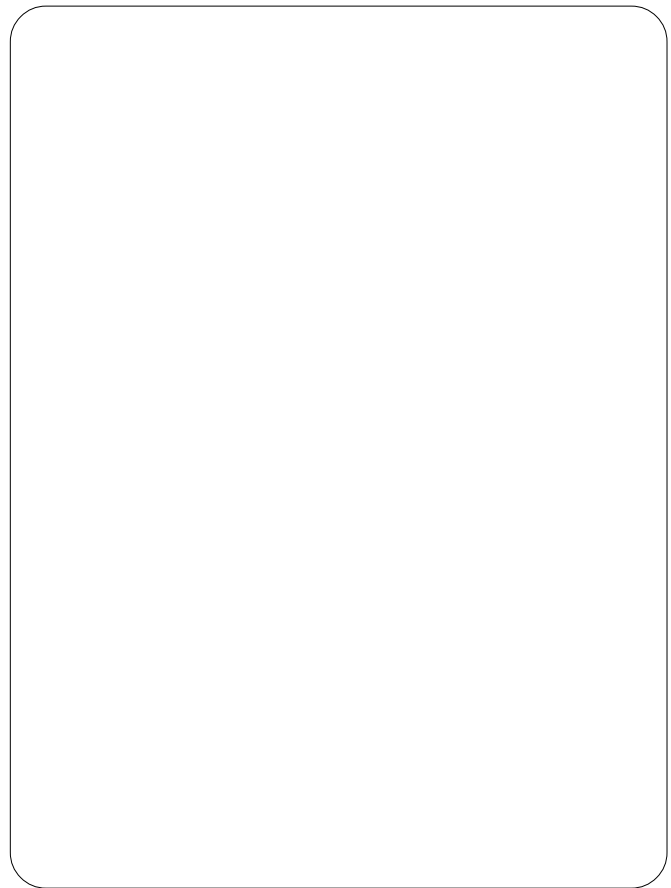
Bring a match and let it burn. After blowing it out, explain that life is like a match. After a day is over you cannot live it again.

Make five clouds from gray construction paper. Print words on each cloud: PUT OFF — TOO BUSY — I WON'T — I'M AFRAID — I DON'T CARE. Make a cross (red) large enough to cover the clouds. Make suede strips, each one saying one of the following: GOOD WORKS — SERVICE — COOPERATION — CONFIDENCE — WILLINGNESS. Explain that we have been saved through the Blood of Jesus, and put the cross on the board. In spite of the fact that we are saved, we often

make excuses why we don't do the Lord's work. Show each cloud and speak about the excuse, then place the cloud behind the cross and place contrasting words on suede strips on the board. Show when we are fully yielded to Christ, we want to live completely for Him. When you have finished your presentation, boil water to see the vapor vanish (James 4:14). Compare it to the time that was just spent watching this object lesson.

Have sheets of paper blocked off into segments of the 24-hour day. Have each student fill in how he or she would spend a typical day. Pass out another sheet to each student and have them fill in how they think they should spend it. (It may be revealing to you to do one in your lesson preparation time.) Discuss how to use time wisely.

Answers for ANSWER



Lesson 91

TEXT Philippians 3:7-15

SUPPLEMENTAL SCRIPTURES 2 Kings 18:5-7; Job 13:15; Psalm 37:37-40; 1 Corinthians 2:9; 2 Timothy 1:12

OBJECTIVE The students will be able to explain the importance of placing their entire selves at God's disposal, and allowing Him to direct their future.

KEY VERSE FOR ANSWER In all thy ways acknowledge him, and he shall direct thy paths. — Proverbs 3:6

KEY VERSE FOR SEARCH I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. — Romans 12:1

**ANSWER
TITLE:**

A Secure Future

**SEARCH
TITLE:**

Future

REFERENCE INFORMATION

God created the first man and woman. He let them know there would be a future. In Genesis 1:28 He told them to be fruitful and multiply. But He also showed them very soon that obedience was essential for their future good (Genesis 3:16-19). Through disobedience they were sent away from all the good things they had known, into a life of hard labor. In Genesis 4:7 the Lord told Cain that if he did well God would accept him, and if he did not do well sin was lying at the door, showing him that the future depended upon what he chose.

Saul of Tarsus was a young man who took advantage of the opportunities presented to him. He was raised a Pharisee and sat under the teaching of Gamaliel, an eminent doctor of the law in that day. Saul was given authority by the Jewish rulers to persecute and imprison

Christians, which he zealously did. When he was converted on the road to Damascus, his entire viewpoint was changed. The advantages that he had once thought very worthwhile, he now felt were worthless when compared to knowing Jesus. His determination was to forget the things of the past and to look forward to what lay ahead.

The Apostle Paul (as Saul was known as after his conversion) had given up everything of natural worth, because he had seen (through the revelation of the Holy Spirit) what things God had in store. "I will shew him how great things he must suffer for my name's sake" (Acts 9:16). Though he wasn't anxious to experience suffering (who is?), his one aim was not to look back but forward to the things God had in store for him—whether in this world or in the world to come.

YOUR OPENER

Future

TEXT: Philippians 3:7-15

SUPPLEMENTAL SCRIPTURES: 2 Kings 18:5-7; Job 13:15; Psalm 37:37-40; 1 Corinthians 2:9; 2 Timothy 1:12

KEY VERSE: I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. — Romans 12:1

RESPONSES

1. After your students have discussed this question they should conclude that the supreme sacrifice was made at Calvary, and since we were bought with such a great price, the reasonable thing to do is to glorify God in body and spirit, which are God's. To reinforce your answer, see 1 Corinthians 6:19,20.

2. As your students discuss their examples, you may want to remind them of the subjects that were covered: heart, tongue, feet, hands, will, ears, eyes, mind, relationships, family, money, and time—all of which can glorify God if fully consecrated to Him. When they consecrate their future to Him, they will be consecrating all of these.

3. As the students bring out examples, they should realize how important it is to live the consecrated life and to realize the true meaning of sacrifice.

Paul encouraged the Christians in Rome to present their bodies “a living sacrifice.” This metaphor referred to the bringing of sacrifices to the altar of God. The person making an offering selected the choicest of his flock, one without blemish, and brought it to the altar and presented it there as an atonement for his sins. We, too, are included in Paul's exhortation. When Jesus, the Lamb of God, died to take away the sin of the world, He made it possible for Christians to be living sacrifices to God. We are to give ourselves wholly to the Lord, just as the burnt offering was wholly given on the altar—no part held back for any other use. The whole man—body, mind, and soul—is to be given to God. When this has been done, we can live a holy life, one that is “wellpleasing” to God (Hebrews 13:21), and we can know that our future is in God's hands.

1. At the end of the key verse we read: “. . . which is your reasonable service.” After reading the introduction to this lesson, how could offering this type of complete sacrifice be considered “reasonable service”?

2. Review the lessons from this quarter, and give several ways we can glorify God in our body and spirit.

3. Excerpts from Adam Clarke's commentary on Philippians 3:13,14 give some clarification: “Whatever gifts, graces, or honors I may have received from Jesus Christ, I consider everything as incomplete till I have finished my course, have received this crown, and have had my body raised and fashioned after His glorious body. The sole business of my life is to forget those things which are behind and reach forth to those things which are before. In other words, my conduct is not regulated nor influenced by that of others. If others think they have time to loiter or trifle, I have none. Time is flying. Eternity is at hand and all is at stake.” Give an example from daily life (either hypothetical or real) that would give the impression that one is living by this Scripture.

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ADDITIONAL DISCUSSION NOTES

4. In verses 12 and 13 of our text, Paul says he had not yet “attained,” meaning he had not yet reached the goal. But a very good formula is given in verses 13 and 14 to help one in reaching the goal. What is it and what does it have to do with our future?

5. A traditional phrase in Christian churches is, “I will go where You want me to go, I will say what You want me to say, and I will do what You want me to do.” While these are noble words of actions which will affect your future, what might be some indication that you really meant what you said?

6. Many times we feel the excitement of a revival and determine in our minds that we are going to consecrate everything to God, including our future. But Satan is also aware of these good intentions, and after you tell the Lord that your life is totally submitted to Him, Satan will try to cause you to ease up and be less “radical” about all this. You see, Satan knows total commitment to Christ means NO commitment to him, so a war will take place. However, Jesus said, “In the world ye shall have tribulation: but be of good cheer; I have overcome the world” (John 16:33). How far-reaching might the results be if we turn back from a total commitment of our future to the Lord? See Psalm 106:15.

In concluding this lesson as well as this quarter, it is obvious that we must first decide where we will place Jesus in our lives. Jesus teaches that we should love Him more than anyone or anything—no other relationship can compare with our relationship with Him. We must be willing to say from the depths of our being that He will have preeminence over all others. We must be willing to say, “For to me to live is Christ, and to die is gain” (Philippians 1:21). This is the only proper response that we can give God for the great things He has done for us. There is no way to be holy other than by being instruments set apart by God to fulfill His purposes in our world. Holiness is not a “better than you” attitude, but a willingness to let God set you apart for His work. Will you let Him? We do not know what the future holds, but we can know the One who holds the future.

4. Your students should discover in these verses that one needs to forget the things that are behind and reach forth to those things that are before and then press toward the mark. In other words, one must put some effort into this Christian race if he is to gain the prize. This would mean that whether we make the goal or not will depend on how we plan for the future, what value we put on our relationship with Jesus Christ, and how much we let the cares of this life affect our services to God.

5. As the students discuss this question, they should conclude that while they may say they have consecrated their future to God, it is their day-to-day decisions which indicate the depth of their consecration.

6. Your students should see that spiritual leanness may occur. Trials and problems may come up that had not been foreseen. Others would undoubtedly be affected. Ultimately, even one’s salvation could be lost.

YOUR WRAP-UP

SUPPLEMENTAL QUESTIONS

Why did the Apostle Paul say that fame, the good will of people, and his early religious training were of no worth? (Philippians 3:7)

Why is it important to ask God to control our future?

How are the past, present, and future different?

Why should we be concerned about the future?

Discuss what is meant by presenting "your bodies a living sacrifice, holy, acceptable unto God."

What do you think verse 7 meant to Paul? "But what things were gain to me, those I counted loss for Christ."

In what ways has God directed your life so far?

Name some of the benefits we will receive if we let God direct our lives.

What are some of the things you do today that will affect your future?

How do you think Christ would live in our culture today? In what things do you think He would be involved?

What do you think are the most important things for your future?

How do you want your future to turn out?

What can you do to make sure your future is happy?

If you give God your heart, what does it have to do with your future?

Do you think Mrs. Hamilton and her children, in our ANSWER story, will have a happy future? Why?

THINGS TO DO

Bring a map to class and discuss a possible route you would take on a trip. Then explain that God has a plan all mapped out for your life.

Show your students a toy piano and tell them that if you take lessons and are faithful to practice, you will be a

future piano player. Lots of work goes into being a player, it doesn't just happen. Bring out the point that our lives, to be happy, must have a spiritual beginning. Through prayer, we can have a successful future.

Have each one in class tell what he thinks are the keys to a happy future. You might like to cut keys out of construction paper, and have your students write their replies. Place the keys on a board to display the students' ideas.

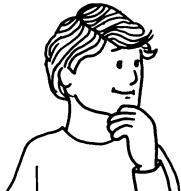
Bring a pair of binoculars to class and explain how far you can see through them, comparing it with how far God sees into the future.

Have someone in the class tell of a Bible story character that he thinks had a good future. If there's time, let everyone in the class think of one.

Answers for ANSWER

What Next?

Probably everyone has plans for the future. Find out what plan **you** should follow. Unscramble each word in the question mark. (These are words that **could** be in your future.) Write them in the boxes below. The best plan will be in the shaded boxes.



1. GORFIVESSEN

2. RICTOVY

3. NESSKIDN

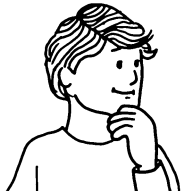
4. RAISPE

5. ERYARP

6. SSELBSGNI

7. VENHEA

8. ENDSFRI



1.	F	O	R	G	I	V	E	N	E	S	S		
2.	V	I	C	T	O	R	Y						
3.	K	I	N	D	N	E	S	S					
4.	P	R	A	I	S	E							
				5.	P	R	A	Y	E	R			
				6.	B	L	E	S	S	I	N	G	S
				7.	H	E	A	V	E	N			
				8.	F	R	I	E	N	D	S		

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Teacher's Name _____

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