

# **BIBLE DOCTRINE**

**by Christine Walton**

**supplementary worksheets by Michelle Griffith**

**Grades 1-2  
Year 2  
Quarter 4**



This quarter covers basic Christian doctrine. Each lesson focuses on a different fundamental belief as presented in several Scripture passages and includes a craft, activity, or worksheet to reinforce what is being taught. Some lessons also include a life application story to give further understanding of the focus of the study. Of course, God's Word must be central to each lesson, but feel free to adapt other parts to your individual situation. It goes without saying that prayer must be an integral part of Sunday School, both as the teacher and others pray for the individual students and class as a whole at home, and through prayer by the students in class itself. Even non-Christians (and almost certainly some in your class will not know Jesus Christ) are commanded to pray. At least a short time of prayer should be included in every lesson, even though this will not be indicated in the teacher's instructions. The following explains the elements included in each lesson:

### **Lesson Aim**

Main ideas taught in the Bible story that should be emphasized by the teacher.

### **Memory Verse**

Verse to be memorized by the student. It should be repeated several times during the lesson at different moments to help the child remember it (see Memory Games). This quarter the verses will be **Psalm 51:10-19**.

### **Lesson Background**

Background ideas are given to help the teacher in telling the story.

*Knowledge Objectives* - Facts the student should be familiar with by the end of class.

*Behavioral Objectives* - Character qualities, attitudes, and actions related to the Bible story that the child should be encouraged to practice. Only God can change the sinful child's heart, but we can present God's standards, so that the unbeliever may see his need of Christ and the Christian may grow in grace.

## **Lesson Procedure**

### **BIBLE STORY**

In most cases, the first and second grader should be able to understand the story when read straight from the Bible if a modern translation such as the New International Version is used. Because of this a Bible story, as such, is not usually given. It is recommended that, in most cases, the teacher first give an introduction. Then she should read expressively the passage from the Bible, making appropriate comments to aid understanding. Good readers, using the same version of the Bible as the teacher, may be encouraged to follow along in their Bibles. In most cases, however, the children's reading ability is such that this is a hindrance to understanding rather than a help, since it requires so much effort for them to figure out the words that they lose the continuity of the story. After the Scripture is read the teacher should paraphrase the story in her own words and ask factual and discussion-type questions to facilitate the students' understanding.

### **STORY**

A modern-day story reinforcing concepts taught in the Bible story.

### **SONGS**

Songs are suggested that may be sung sometime during the lesson or in an opening session if desired. It is not necessary to sing all the songs listed. Many hymns may be difficult for beginning readers, so it may be good to concentrate on two or three hymns and a few choruses per quarter. Hymns listed for several lessons would be good choices.

### **WORKSHEET**

Some lessons include worksheets to reinforce concepts taught.

### **CRAFT AND/OR ACTIVITY**

To reinforce lessons taught. Materials needed are underlined. The availability of pencils and crayons is assumed and the word "cut" will be underlined if scissors are needed.

## **Home Helps**

A paper to be sent home with lesson summary and suggested activities to reinforce the lesson at home.

**NOTE:** Any writing done by the teacher for activities or memory work should be neatly printed for easier reading by your beginning readers. Do not use all capitals or cursive writing.

**Grades 1-2**  
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**Additional Resources**

The following may be helpful supplements to the lessons in Year II, Quarter 4.

**Lesson 6 -**     *The Hungry Caterpillar*, Eric Carle, Scholastic Books, 1974.

*Terry and the Caterpillars*, Millicent Selsam, illus. Arnold Lobel, Harper and Row, 1962.



**Grades 1-2  
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**Songs**

<u>LESSONS</u>	<u>SONG</u>	<u>TRINITY HYMNAL</u>
1	The Law of the Lord is Perfect (Psalm 19:7-11)	
1	Thy Word Have I Hid (Psalm 119:11)	136
1	Thy Word is a Lamp (Psalm 119:105)	
1	The B-I-B-L-E	
1	Holy Bible, Book Divine	137
1	How Firm a Foundation	94
1	Father of Mercies	144
2,3,4	Father I Adore You	
2,3,4,9	Holy, Holy, Holy	100
2,3,4	Gloria Patri	735
2,3,4	Doxology	731
2,3,4	Come Thou Almighty King	101
2,3,4	All Glory Be to Thee	102
2	O God We Praise Thee	105
2	God the Lord is King	47
2,11	O Come My Soul	6
2	Praise My Soul the King	76
2	The Tender Love a Father	93
3,10	Jesus, Name Above All Names	
3	Jesus the Christ	
3,10	King of Kings and Lord of Lords	
3,10	Now Unto the King Eternal (I Timothy 1:17)	
3	He Is Lord	
3	I Am the Resurrection (John 11:25)	
3	For There is One God (I Timothy 2:5)	
3	Fairest Lord Jesus	170
3	Who is This?	239
4	Gracious Spirit, Dove Divine	333
5	Obey My Voice (Jeremiah 7:23)	
5	Man is Bad	
5	Trust and Obey	672
5,6	Come Ye Sinners	472
5,6	Jesus Sinners Doth Receive	473
5,6	Jesus What a Friend For Sinners	498
5	Yield Not To Temptation	582
6	Therefore Being Justified (Romans 5:1,5)	
6,12	Come Every Soul (Only Trust Him)	675
6,12	Not What My Hands Have Done	461
6,12	Nothing But the Blood	307
8	Heaven is a Wonderful Place	
8	The Sands of Time	546
8	There is a Land	550

8	No Night There	548
8	Who Are These	542
9	All Hail the Power	296
9	Angels From the Realms of Glory	218
9	Mighty God While Angels Bless Thee	8
9	O God We Praise Thee	105
10,11	I Thessalonians 5:17	
10,11	Seek Ye First	
10	Worthy is the Lamb (Revelation 5:12)	
10	Worthy, Worthy is the Lamb (Revelation 5:12)	
10	Thine O Lord is the Greatness (I Chronicles 29:11-13)	
10	Thy Lovingkindness (Psalm 63:3)	
10	Thank Him, Thank Him	
11	Come, My Soul	628
11	When the Weary	632
11	What a Friend	629
12	There is a Fountain	253
12	Deep and Wide	
13	Christ Our Passover (I Corinthians 5:7-8)	
13	'Twas on That Night	422
13	Bread of the World	425



**Grades 1-2**  
**Year 2**  
**Quarter 4**

**Bible Baseball**

**Singles (easy)**

What are the two major divisions of the Bible?

Name six books of the Bible.

Name one attribute of God.

Give one name for God.

Tell one way God is like a Father.

Name one attribute of Jesus that shows He is God.

Name one other way we refer to Jesus.

Jesus said, "I am the \_\_\_\_." (name one)

Name one miracle Jesus performed.

Give a name or symbol for the Holy Spirit.

Tell one thing the Holy Spirit does.

Who sins?

How did Jonah sin?

What does it mean to be born again?

Name two groups of leaders in your church.

Name one elder in your church.

Name one deacon in your church. (ask similar questions for a double, a triple, and a home run, but have the student name more elders and deacons. The answers will vary with the individual church and the number of elders and deacons you have.)

Where do Christians and where do non-Christians go when they die?

Name one group of spiritual beings.

Tell me one thing about a demon or Satan.

What animals could have hurt Daniel and why didn't they? (an angel shut the lions' mouths).

Name one place people in the Bible prayed.

Name one posture in which people in the Bible prayed.

Name one kind of prayer.

What should we do if we sin?

Whom did David want to marry?

Why are Christians baptized?

What did Jesus say the bread was in the Lord's Supper?

What did Jesus say the cup of wine was in the Lord's Supper?

**Doubles (average)**

Name three different sections of the Bible.

Name ten Old Testament and five New Testament books.

Name two attributes of God.

Give two names for God.

Tell two ways God is like a Father.

Name two attributes of Jesus that show us He is God.

Name two ways we refer to Jesus.

Jesus said, "I am the \_\_\_\_." (Name two)

Name two miracles Jesus performed.

Give a name and symbol or two symbols for the Holy Spirit.

Tell two things the Holy Spirit does.

What is the wages of sin?

To what city did God tell Jonah to preach? (Nineveh)

What was Jonah doing when a storm broke upon the ship he was in?

What did the sailors do to Jonah when they discovered he was guilty?

Who asked Jesus how to be born again? (Nicodemus)

Name one responsibility of elders.

Name one responsibility of deacons.

Your church elders question (see singles).

Your church deacons question (see singles).

Tell one thing about what heaven will be like.

Name the spiritual beings who rebelled against God. (demons)

Tell me two things about angels, demons, and/or Satan.

What law did a king pass that led to Daniel's arrest?

Name two places people in the Bible prayed.

Name two postures in which people in the Bible prayed.

Name two kinds of prayer.

Whom did David have killed? (Uriah)

Why are Christians baptized? (explain more fully than singles question)

Name one person the Bible says was baptized.

Who baptized Jesus?

In what form did the Holy Spirit descend on Jesus after His baptism? (a dove)

What Jewish feast did Jesus celebrate the day before he died? (Passover)

### **Triples (difficult)**

Name four different sections of the Bible.

Name all the books in the Old or New Testament (or allow the student to name most of the books in both).

Give one evidence that the Bible is God's Word.

Name three attributes of God.

Give three names for God.

Tell three ways God is like a Father.

Name three attributes of Jesus that show us He is God.

Name three other ways we refer to Jesus.

Jesus said, "I am the \_\_\_." (Name three)

Name three miracles Jesus performed.

Give a name and two symbols, or three symbols for the Holy Spirit.

Tell three things the Holy Spirit does.

Name another word for sin.

Of what country was Nineveh the capital? (Assyria)

Why did Jonah not want to preach to Nineveh?

From what city did Jonah set sail? (Joppa)

To what city was Jonah attempting to flee? (Tarshish)

What grew up over Jonah and what happened to it?

What did the sailors do to find out who caused the storm in the story of Jonah?

Name one thing that happens when a person is born again.

Name two responsibilities of elders.

Name two responsibilities of deacons.

Your church elders question (see singles).

Your church deacons question (see singles).

Tell two things about what heaven will be like.

Tell me four things about angels, demons, and/or Satan.

What king threw Daniel into the lions' den? (Darius)

Name three places people in the Bible prayed.

Name three postures in which people in the Bible prayed.

Name three kinds of prayer.

Who confronted David with his sins of adultery and murder? (Nathan)

In what river was Jesus baptized? (Jordan)

### **Home runs (super tough)**

Name six different sections of the Bible.

Name all the books in the Old and New Testaments.

Give two evidences that the Bible is God's Word.

Name five attributes of God.

Give four names for God and tell the meaning of one.

Tell five ways God is like a Father.

Name five attributes of Jesus that show us He is God.

Name four other ways we refer to Jesus.

Jesus said, "I am the \_\_\_." (Name five).

Name five miracles Jesus performed.

Give a name and three symbols for the Holy Spirit. (Comforter; oil, water, fire, dove)

Tell four things the Holy Spirit does.

Name two words for sin. (iniquity, transgression)

Name Jonah's home town or his father. (Gath-Hepher; Amittai)

How long was Jonah in the belly of the big fish? (3 days and 3 nights)

Name two things that happen when a person is born again.

Name three responsibilities of elders.

Name three responsibilities of deacons.

Your church elders question (see singles).

Your church deacons question (see singles).

To what does Paul compare a Christian's resurrection body? (I Corinthians 15)

What does the Greek word for angel mean? (messenger)

Tell me five things about angels, demons, or Satan.

Name four places people prayed in the Bible.

Name four postures in which people prayed in the Bible. (standing, kneeling, prostrate, with hands raised)

Name four kinds of prayer. (adoration, confession, thanksgiving, supplication)

Name David and Bathsheba's second son. (Solomon)

Name the commander of David's army. (Joab)

Name two people the Bible says were baptized.

# **GOD’S WORD**

**Jeremiah 36, Psalm 119:9-24, and other verses**

## **Lesson Aim**

To help students realize that the Bible is God’s Word.

## **Memory Verse**

**This quarter, Psalm 51:10-19; this week, Psalm 51:10** - “Create in me a pure heart, O God, and renew a steadfast spirit within me.”

## **Lesson Background**

This quarter’s lessons will cover Christian doctrine and use various verses rather than focusing on one section of Scripture. We will begin with a study of God’s Word, which is the foundation of our knowledge of who God is.

The Bible (A Greek word meaning “book” not found in the Bible), the Scriptures (“writings”), is God’s inerrant, infallible Word. “All Scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness. . .” (II Timothy 3:16). “Inspiration [being God-breathed] is a special act of the Holy Spirit by which He guided the writers of the books of the Scriptures, so that their words should convey the thought He wished conveyed . . . and should be kept free from errors of fact, of doctrine, or of judgment” (Allan MacRae). Inspiration implies inerrancy (no errors) because God would not lie. The whole Bible must be true without restriction or man becomes the judge of God’s Word rather than the Lord being the discernor of people’s hearts. The Bible never contradicts scientific or historical fact, but inerrancy does allow for non-scientific descriptions and figures of speech (e.g., the sun rising).

The Scriptures themselves claim to be a unique revelation of God. No other book could match the accomplishment of being written during a fifteen-hundred-year period by over forty men in three languages (Hebrew, Greek, and Aramaic) and yet having no scientific or historical errors, nor even internal inconsistencies. Fulfilled prophecy (including names mentioned before people were born, and over two hundred distinct prophecies concerning Jesus) also testifies to the fact that the Bible is God's Word, as does the witness of the Holy Spirit in a Christian's heart.

The Bible is a covenant between God and man, as its two major divisions (the Old and New Testaments) indicate. The Bible can be subdivided into sections - the Law (Genesis-Deuteronomy), History (Joshua-II Chronicles), Poetry (Job-Song of Solomon), Major Prophets (Isaiah-Daniel), Minor Prophets (Hosea-Malachi), the Gospels (Matthew-John), Acts, Paul's Epistles (Romans-Philemon), other letters (Hebrews-Jude), and Revelation. Hermeneutics, the study of how the Scriptures should be interpreted, involves such matters as grammatical context, the type of language used, historical and cultural context, and systematic theology. The major hermeneutical principle to be remembered is that "Scripture interprets Scripture," and that one teaching in the Bible will never contradict another.

The question of which books were included in Scripture has caused some to question the authority of the Bible. There is little argument regarding the Old Testament, for these writings have been accepted as canonical by the Jews for thousands of years. The New Testament books were included on the basis of such determinants as apostolicity, antiquity, and public lection. However, the true reason why such debated books as James, II Peter, and Jude were accepted as God's Word while the *Didache* and *The Shepherd* by Hermas were rejected is that God, in His sovereign design, superintended the collection of these writings to make them His Word. May we submit our lives to God's Word and its Author.

*Knowledge Objectives* - To know that the Bible is God's inerrant Word, how it differs from other books, some reasons for its unique claim to authority, and something about its structure.

*Behavioral Objectives* -By God's grace, to be obedient to His Word.

## Lesson Procedure

### ACTIVITY: What is the Bible?

1. Ask your students what the Bible is and how it differs from other books.
2. Ask your students for synonyms for "Bible" and write a list of these on a chalkboard or large piece of paper. Discuss the different connotations of these words. Read **Psalm 119:9-24**. Ask your children to raise their hands when they think they hear a word in the passage that refers to God's Word. Add these words to your chalkboard list if they were not already included. Explain any unfamiliar terms.
3. Discuss the Bible's uniqueness (this activity may be too difficult for some first and second graders). Before beginning the discussion, have each of your children write a description of the room they are in on a piece of paper. You may suggest they write about the size, color, furnishings, and people if they are unsure how to begin. Then have them read their descriptions aloud. The descriptions should vary greatly. Point out to your students that, although they could not agree on what their classroom looks like, the parts of God's Word agree with each other even though it was written over a period of more than fifteen hundred years. There are also no historical or scientific errors in it (contrast this with mistakes they make in their schoolwork), and it contains prophecy fulfilled hundreds of years after it was written (you may show your students examples of this, e.g., Psalm 22; Micah 5:2).

4. Explain the different sections of the Bible to your students and what each contains (Old and New Testament, Law, History, Poetry, etc.) Have your students look at the table of contents of their Bibles as an aid in this activity.

## **BIBLE STORY**

**Introduction** - The people of Israel and Judah had sinned. Over and over again they rebelled against the Lord and disobeyed His commandments. God punished Israel, the northern ten tribes, by having them taken captive by the Assyrians. Now He was going to punish Judah, the Southern Kingdom, but first He sent Jeremiah to warn the people of what was going to happen. However, the people refused to listen to God's Word.

Read (or tell in your own words) **Jeremiah 36** and discuss the people's attitude toward God's Word. The Scriptures brought conviction to one group of men (verse 16), but the leaders of the people refused to heed its directives and, in fact, tried to destroy it (verse 24). Ask your students what their reaction is to God's Word. Are they eager to hear and obey, or do they try to destroy it like King Jehoiakim or run away from it by being disruptive in Sunday School and not listening to the sermon or in family devotions?

## **STORY**

Read a story, such as the one below, in which people's lives are radically changed as they hear God's Word in their own language.

### **GOD'S POWERFUL WORD**

**adapted from an article by Carl Harrison**

***In Other Words*, October, 1981, published by Wycliffe Bible Translators**

[used with permission]

Carl Harrison and his wife Carole had come to translate the New Testament for the Guajajara Indians of Brazil. They began to look for a person to help them learn the Indians' difficult language, but everyone seemed too busy. "Everyone except Floriano. He was different."

"Floriano was lazy. Everyone agreed on that. While others were planting fields and providing for their families, Floriano lay in his hammock smoking marijuana. His father was angry with him, and rightly so - his wife and child were neglected. People could see that they were poorly clothed and fed. His reputation was none too good in the eyes of his neighbors."

"But with no one else around, Carl reluctantly made arrangements to get Floriano's help. Wanting to know how to read, Floriano agreed."

"Then an amazing thing began to happen - not all at once, but over a period of months. The Scripture he was helping translate began to affect his life. Little things started to change. He took baths more often and fixed up his house. He even planted flowers around it, a thing no Guajajara had ever done! And he began to work to provide for his family. God was at work transforming his life."

Then Carl Harrison had to go away for a year, but when he returned he discovered an amazing thing. Floriano was living in another village teaching people to read! The people had asked him there for that very purpose, giving his family food and a place to stay in exchange for lessons. But Floriano was not a trained teacher and had no beginning reading books. How could he do this? Floriano had the people look at the first verse of the book of Mark while he read it to them over and over until they had memorized it. Then he did the same for verse two and so on. He even sang a tune to the verses to help his students remember them. Some people learned to read in this unusual way, and many even came to know Jesus as they listened to God's Word. God used His Word in Floriano's life so that he was no longer lazy, but a "new creature in Christ."

Sometimes we forget what a blessing the Bible is because we have so many copies of it. Many people do not have the Scriptures in their language, or they live in a place where the government tries to stop people from reading the Bible. We should thank God for His Word and read it every day.

## SONGS

“The Law of the Lord is Perfect” (Psalm 19:7-11); “Thy Word Have I Hid” (Psalm 119:11; *Trinity Hymnal*, #136); “Thy Word is a Lamp” (Psalm 119:105); “The B-I-B-L-E”; “Holy Bible, Book Divine” (*Trinity Hymnal*, #137); “How Firm a Foundation” (*Trinity Hymnal*, #94); “Father of Mercies” (*Trinity Hymnal*, #144).

## Class Work

Have the students complete the worksheet, answering the questions in order to help them review and apply today’s lesson.

## Take Home Activity

**Bookmark** - Have your students make a bookmark for their Bibles. Encourage them to read a portion of God’s Word every day. Suggest appropriate passages for them to read, for example the book of Mark. Construct the bookmark as follows: Give each child a piece of heavy paper or poster board approximately 8 inches long by 1½ inches wide. Have your students print **Psalm 119:105**, “Your word is a lamp to my feet and a light for my path,” on their bookmarks and decorate them as desired using felt-tip pens. If possible, laminate the bookmarks or cover them with clear contact paper. Do not allow your children to do this project with crayons, since this will rub off on the Bible in which the bookmark is inserted or prevent proper adhesion of contact paper if this is used. Your students may fringe the ends of their bookmarks by cutting snips 1 inch long and 1/8 inch apart with scissors if they wish.



The people of Israel and Judah had sinned. Over and over again they had rebelled against the Lord and disobeyed His commandments. God punished Israel, the northern ten tribes, by having them taken captive by the Assyrians. Now He was going to punish Judah, the Southern Kingdom, but first He sent Jeremiah to warn the people about what was going to happen. However, the people refused to listen to God's Word. Answer the following questions from the story in Jeremiah 36.

1. How did the first group of people act when they heard God's Word?

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2. How did the leaders act when they heard God's Word?

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3. How do you act when you hear God's Word?

Do you ignore it?

Do you not listen to it when it is being read in church or at home?

Does your Bible get dusty during the week, then you open it only on Sundays?

Do you listen to God's Word?

Are you excited to hear what God wants to teach you?

Do you obey God's Word?

Now that you know how to read, you can read the Bible yourself! Ask your parents or an older brother or sister to help with words or ideas that you don't understand. Listen to the sermon in church and learn from it. If there are things that you don't understand, ask your parents to explain them to you!



### BIBLE PASSAGE - LESSON FOCUS

The Bible, God's inerrant Word - **Jeremiah 36; Psalm 119:9-24** and other verses.

### MEMORY VERSE

**This quarter, Psalm 51:10-19; this week, Psalm 51:10** - "Create in me a pure heart, O God, and renew a steadfast spirit within me."

### SUGGESTED PROJECTS

1. The Bible is the inspired, inerrant Word of God. Discuss its unique position, how it differs from other books, and how we should submit our lives to its authority.
2. As a family, memorize the names of the books of the Bible and the section of the Bible from which they come (Old Testament: Law, History, Poetry, Major Prophets, Minor Prophets; New Testament: Gospels, Acts, Pauline Epistles, General Epistles, Revelation).
3. Learn about how missionaries translate God's Word (write to Wycliffe Bible Translators, Huntington Beach, California 92647 for free literature). Pretend that your family speaks an unwritten language. Have your child pretend to be a missionary who is trying to communicate a certain sentence to your family, which they will try to understand. You should ignore the "missionary" if he tries to communicate in English. This should give your family some understanding of the difficulties faced by a Bible translator. Read a true story of how being able to read God's Word in their own language changed individuals in a particular culture. Pray for translators, support workers, and that God's Word will work mightily in the missionaries and those to whom they minister. If possible, pray specifically and regularly for a particular missionary and the group of people with whom he works.
4. Read a book together about bringing God's Word to places where its distribution is hindered or prohibited. Although these are dated, your children may enjoy *Ivan and the Secret in the Suitcase*; *Ivan and the Hidden Bibles* (Myrna Grant, Tyndale) *Alexi's Secret Mission*; *Tanya and the Border Guard* (Anita Deyneka; David C. Cook).
5. Sing songs such as: "The Law of the Lord is Perfect" (Psalm 19:7-11); "Thy Word Have I Hid" (Psalm 119:11; *Trinity Hymnal*, #136); "Thy Word is a Lamp" (Psalm 119:105); "The B-I-B-L-E"; "Holy Bible, Book Divine" (*Trinity Hymnal*, #137); "How Firm a Foundation" (*Trinity Hymnal*, #94); "Father of Mercies" (*Trinity Hymnal*, #144).

### SUGGESTED PARENTAL READING

**Scripture:** II Timothy 3:16; II Peter 1:20-21; Psalm 119; Psalm 19; Deuteronomy 4:2; Revelation 22:18-19; I Corinthians 14:32; Psalm 126:5-6; I Thessalonians 2:13; II Peter 3:1-2; Hebrews 4:12; Matthew 4-5.

**Books** about translating God's Word and the power of God's Word:

*Two Thousand Tongues to Go* (Ethel Wallis and Mary Bennett, Harper and Row, 1959)

*Peace Child* (Don Richardson, Gospel Light, 1974)

*Lords of the Earth* (Don Richardson, Gospel Light, 1977)

*God's Smuggler* (Brother Andrew with J. and E. Sherrill, Revell, 1967)

# **GOD THE FATHER**

## **Lesson Aim**

That your students will learn about God the Father.

## **Memory Verse**

**This quarter, Psalm 51:10-19; this week, Psalm 51:11** - “Do not cast me from your presence or take your Holy Spirit from me.”

## **Lesson Background**

“Today we will study God the Father.” What an outrageous statement! How can we possibly hope to learn about the immortal, omniscient, omnipotent, omnipresent Creator of the universe? We can because He has graciously revealed Himself to us through His Word. Now we come to the second problem - to do this in less than an hour! Obviously such an attempt is absurd, for such a study takes a lifetime, in fact, all eternity, but you can make a beginning in teaching your students who God is. Many of your first and second graders think they already understand who God is, but today’s discussion should help them realize how little they know and perhaps clear up some of their misconceptions.

God exists. This cannot be proved, although men have tried to do so over the years. Some define God as “the greater than which cannot be thought” (the ontological argument), some regard Him as the First Cause (the cosmological argument), some appeal to personal experience, while others maintain that something as complicated as the earth must have a designer God (the “watchmaker” or teleological argument). Such theories may be helpful, but in the final analysis, we must do what the Bible does - assume God’s existence, not try to prove it.

The Scriptures must be the source of our understanding of God. “God is a spirit, infinite, eternal, and unchangeable in His being, wisdom, power, justice, holiness, goodness, and truth” (*Westminster Shorter Catechism*, question 4). The Lord is a personal God who has revealed Himself to man through His Word by various names. To name something is to define and control it. No person can give names to God; rather He tells us who He is. God uses the name *Elohim*, a generic term for God that also can refer to false gods, primarily in His dealings with unbelievers and also in the account of Creation. The word, a Hebrew plural (which indicates three or more rather than the English two or more) used in reference to the true God with a singular verb, strongly infers the Trinity, a concept that will be discussed in further detail in Lesson 4 on the Holy Spirit. God uses the name *Yahweh* (or “Jehovah”; the pronunciation is uncertain because written Hebrew originally did not contain vowels), meaning “I am that I am” or “the self-existent one,” as His covenant name, used in the context of His redemptive relationship with His people. This name, perhaps the most significant of God’s names, can refer to the Father, Son, or Holy Spirit, and is usually translated “LORD” with all the letters capitalized. The name *Adonai*, also translated “Lord” (but using small letters), is God’s relational name. The term (Greek *kyrios*) indicates a relationship of absolute obedience and can be used of people such as masters and slaves or husbands and wives as well as God.

The Scriptures often use God’s names in a compound form, each of which indicates a different aspect of His character. The following are some examples:

<i>El Elyon</i>	The most high God	Genesis 14:19
<i>El Roi</i>	God who sees me	Genesis 16:13
<i>El Shaddai</i>	Almighty God	Genesis 17:1-8
<i>El Olam</i>	Everlasting God	Isaiah 40:28
<i>Jehovah Jireh</i>	The Lord will provide	Genesis 22:13-14
<i>Jehovah Nissi</i>	The Lord my Banner	Exodus 17:15
<i>Jehovah Shalom</i>	The Lord is Peace	Judges 6:24
<i>Jehovah Sabaoth</i>	The Lord of Hosts	I Samuel 1:3
<i>Jehovah Tsidkenu</i>	The Lord our Righteousness	Jeremiah 23:6
<i>Jehovah Raah</i>	The Lord my Shepherd	Psalms 23:1

We can also learn much about God’s nature from the symbols He has chosen to represent Himself, such as a Rock, Shepherd, and Fire.

God is not only a consuming fire, a holy King, and a righteous Judge, but a loving Father. Today’s lesson will concentrate on this aspect of God’s character. Pray that the Lord will teach you and your students more about who He is.

*Knowledge Objectives* - That your students will know that God is a loving Father to His children as well as a holy, righteous Judge; that He is an infinite, eternal, and personal God.

*Behavioral Objectives* - By God’s grace, to love, worship, and obey Him.

## Lesson Procedure

### BIBLE STORY

**“Who is God?” Discussion** - Ask your children, “Who is God?” and print their answers on a chalkboard or a large piece of paper or poster board (use felt-tipped marker). If your children give names or symbols for God, tell them that you will discuss these later. Briefly discuss the meaning of each attribute

they have given and add any major ones they have forgotten. You may introduce such words as “omniscient,” “omnipotent,” and “omnipresent” (explain that “omni” means “all”) at this time; although they may not remember the terms, they should become familiar with the concepts. Explore some of the implications of God’s attributes, such as that because He is omniscient, He knows what each person is doing (one cannot hide from God) and what will happen to him. Ask your children if everyone believes that God is like what you have discussed. How do we know that this is what God is like? He has shown us in His Word who He is. Read **I Corinthians 8:5-6**. Stop to pray and praise God for who He is, or do so after the discussion of His names and symbols below.

**“What’s in a Name?” Discussion** - Ask several children to tell you their names. They will laugh because you certainly should know their names by this time! Ask your students why they have names, who gave them their names and what this indicates (e.g., they belong to a particular family), and the meaning of their names (first and last). Use this to lead into a discussion of the Names of God as an expression of who God is (see background material).

**“God the Father” Discussion** - Ask your children what a father is like. Be sensitive to those children who do not have a father living with them or whose father is unloving, cruel, or abusive. Gently try to correct some of their misconceptions, showing what a father should be like - what, in fact, God the Father is like - but in no way disparaging their earthly parents, no matter how inadequate. Some areas that you may explore with your students are that a father works (how does an earthly parent provide for his children and how does God do so?), a father loves, comforts, helps with problems, and disciplines his children. Read **Hebrews 12:5-10** to your students and discuss. Again, you may wish to make a list of these things on a chalkboard or a large piece of paper. Also discuss the fact that a father shows his loving care and provides primarily for those in his own family (Dad usually doesn’t buy shoes for a neighbor child). The Lord is obligated to take care of His children, not those who do not know Him. Encourage your children to repent and place their trust in Christ.

## ACTIVITY

**My Daddy Book** - You may wish to make a book to read to your students or have your students make a book to give to the church nursery or younger brother or sister to reinforce the discussion above. To make the book, staple together or tie together several sheets of paper. Entitle the book “My Daddy” or “My Father,” and on each page print a different sentence describing what a father is or does, e.g., “My Daddy works,” “My Daddy gives me things,” “My Daddy disciplines me,” “My Daddy spends time with me,” “My Daddy protects me,” “My Daddy teaches me about God,” or “My Daddy loves me.” Draw and color appropriate pictures above the sentences or glue in appropriate pictures cut from old magazines.

## SONGS

“Father, I Adore You”; “Gloria Patri” (*Trinity Hymnal*, #735); “Doxology” (*Trinity Hymnal*, #731); “Holy, Holy, Holy” (*Trinity Hymnal*, #100); “Come Thou Almighty King” (*Trinity Hymnal*, #101); “All Glory Be To Thee” (*Trinity Hymnal*, #102); “O God We Praise Thee” (*Trinity Hymnal*, #105); “God the Lord is King” (*Trinity Hymnal*, #47); “O Come My Soul” (*Trinity Hymnal*, #6); “Praise My Soul the King” (*Trinity Hymnal*, #76); “The Tender Love a Father” (*Trinity Hymnal*, #93).

## Class Work

Have the students complete the worksheet. Make sure they understand what the “big words” on the worksheet mean, then have them list ways that we know God has these characteristics.

## Take Home Activity

**A Card and/or Gift for Father** - Have your students make a card and/or gift for their fathers (again, be sensitive to children with difficult home situations). Have the children give the card and/or present for Father's Day, if you wish. You may use the following suggestions:

**Belt/Tie Rack** - Have each of your students sand an approximately 1-foot-long piece of 1"x2" (or similar dimension) wood. They may paint, stain, or shellac the wood, if desired, but if you allow them to do this, have them protect their clothes and finish this project next week. Have your students use a ruler to draw a series of dots across the length of the wood, 1 inch apart. They should then hammer a nail into the wood at each dot, just far enough to hold the nail steady. The rack can be hung by nailing a soda can pop-top to each end of the back of the tie rack or by driving a nail to which a string can be attached into each end of the rack.

**Card** - Have your students fold a piece of paper in half, draw a picture on the front (e.g., a picture of their Dad or a smile face), and on the inside print, "God the Father gave me a father. I thank Him and I love you."



**Class Work**

**God the Father**

How do we know what God is like (I Corinthians 8:5-6)? List some of the ways we can know God has the characteristics listed below.

OMNISCIENT

OMNIPRESENT

OMNIPOTENT

There are many ways that God the Father is like our own fathers. Name some.



### BIBLE PASSAGE - LESSON FOCUS

God the Father.

### MEMORY

**This quarter, Psalm 51:10-19; today, Psalm 51:11** - “Do not cast me from your presence or take your Holy Spirit away from me.”

### SUGGESTED PROJECTS

1. Who is God? Using a concordance, subject index, and/or some of the verses under Suggested Parental Reading, learn more about the nature of God. Study the names of God. Study His attributes (e.g., omniscience, omnipresence, omnipotence). Study the symbols the Bible uses for God (e.g., Rock, Fire, Shepherd).
2. Discuss and meditate on one characteristic of God each day this week. Read Scriptures illustrating this characteristic. How does God being like this affect your daily living? Thank and praise the Lord for who He is.
3. God is a Father to His children. Are you as a parent modeling God to your children? Discuss the Fatherhood of God with your family and ask your children’s forgiveness for your sins against them (see Ephesians 6:1-4). Pray that you will be a good parent. A father is primarily responsible for those in his own family (Dad usually does not buy shoes for a neighbor child). The Lord is obligated to take care of His children, not those who do not know Him. If you do not know the Lord, repent of your sins and put your trust in Christ so that God may truly become your Father; encourage (but do not force) your children to do so also (see your child’s Sunday School teacher or a pastor of this church for further information).
4. Befriend a fatherless child or a child from a poor home situation. Include him in some of your family’s outings and activities and model the love of the Heavenly Father to him (James 1:27).
5. Sing songs such as: “Father, I Adore You”; “Gloria Patri” (*Trinity Hymnal*, #735); “Doxology” (*Trinity Hymnal*, #731); “Holy, Holy, Holy” (*Trinity Hymnal*, #100); “Come Thou Almighty King” (*Trinity Hymnal*, #101); “All Glory Be To Thee” (*Trinity Hymnal*, #102); “O God We Praise Thee” (*Trinity Hymnal*, #105); “God the Lord is King” (*Trinity Hymnal*, #47); “O Come My Soul” (*Trinity Hymnal*, #6); “Praise My Soul the King” (*Trinity Hymnal*, #76); “The Tender Love a Father” (*Trinity Hymnal*, #93).

## **SUGGESTED PARENTAL READING**

**Scripture:** Psalm 14:1; I Timothy 1:17; Psalm 68:5; Psalm 89:26; Matthew 28:19; Matthew 11:25-28; Mark 14:26; Romans 8:12-17; I Corinthians 8:5-6; II Corinthians 1:3; 6:15-18; Galatians 4:6; Ephesians 6:1-4; Hebrews 12:5-10; Philemon 3; James 1:17,27; James 3:9; **Names of God** - Genesis 14:19; 16:13; 17:1-8; Isaiah 40:28; Genesis 22:13-14; Exodus 17:15; Judges 6:24; I Samuel 1:3; Jeremiah 23:6; Psalm 23:1. Also use a concordance or subject index to find more verses about who God is.

# **GOD THE SON**

**John 1:1-18; Philippians 2:5-11**

## **Lesson Aim**

To help students learn about Jesus Christ, God's Son.

## **Memory Verse**

**This quarter, Psalm 51:10-19; this week, Psalm 51:12** - "Restore to me the joy of my salvation and grant me a willing spirit to sustain me."

## **Lesson Background**

Trying to learn about God the Son in an hour is just as ridiculous as attempting to study God the Father in as short a time. Yet some significant things can be learned from today's lesson. May your students come to know more of Jesus as God blesses His Word.

Jesus Christ is the Son of God. He has, as the Council of Chalcedon concluded, two natures, human and divine, unmixed, unchanged, undivided, and inseparable. Anything which is true of one of Christ's natures is true of Christ (but not necessarily of the other nature). As was prophesied, Jesus was born in Bethlehem (Micah 5:2) to a young virgin named Mary (Isaiah 7:14). The prophecies (also Psalm 110:1; Isaiah 9:6-7) and manner of Jesus' birth point to His deity. Christ's incarnation requires His pre-existence. He became what He was not, while continuing to be what He had been. His birth also indicates His humanity, as does His growth (Luke 2:52), appearance (Philippians 2:7-8; John 4:9; 20:15), needs (hunger - Matthew 4:2; thirst and fatigue - John 4:6-7; sleep - Matthew 8:24), grief (John 11:33-36), temptation (Hebrews 4:15), suffering (Matthew 27:26), and death (John 19:33-34). Because He is human and yet without sin (Hebrews 4:15; II Corinthians 5:21), Christ can be a substitutionary atonement for His people.

Jesus is God as well as man, as the Bible clearly proclaims (John 1:1; I John 4:9, 5:20; Hebrews 1:8). Jesus calls Himself the Son of God (John 3:16-18; 5:25; 10:34-38; 11:4; His Sonship is eternal and inherent, not temporal and bestowed, as in John 1:12-13) and the Son of Man (a Messianic title that emphasized His deity rather than His humanity - Luke 9:58; 19:10 cf. Daniel 7:13-14). Jesus refers to Himself as Lord (John 13:13; also Revelation 19:16), the same term used in the Old Testament for God (Jehovah). He knew He was God (Matthew 3:13-17; 4:1-11, “but I say unto you” verses in Matthew 5; Luke 2:41-52; 4:16-21). Christ accepted worship (Matthew 2:11; 14:33; Luke 24:52; John 5:23; 20:28; also Hebrews 1:6; Philippians 2:10; Acts 7:59), which would be blasphemy punishable by death if He were not, in truth, God.

Jesus has the attributes of God, including omnipotence (Matthew 28:18), omniscience (John 16:30; 21:17; 11:1-16), omnipresence (Matthew 28:20), immutability (Hebrews 13:8; 7:24), and eternity (John 1:1-2; 8:58). He is the Creator (Colossians 1:16; John 1:3; Hebrews 1:10), Sustainer (Colossians 1:17; Hebrews 1:3), and Redeemer (John 10:10, 28). Jesus Christ is self-existent (John 1:14), judges sin (John 5:22-23), forgives sin (Mark 2:1-12; Luke 7:44-50) and resurrects believers (John 6:31-40). Jesus is the Mediator (I Timothy 2:5), a Prophet (one who speaks God’s words to man - Deuteronomy 13:1-5; 18:19-22), Priest (one who speaks man’s words to God - Hebrews 4:14-8:6), and King. He is the only person who fulfills these three roles.

Much could be said about the Lord’s life, propitiatory sacrifice on the cross, resurrection, and ascension, but this is largely covered in other lessons, particularly those of Year I, Quarter 2. Therefore this lesson will concentrate more on the person than the work of Christ, although the latter is inseparable from the former. May the Lord Jesus reveal to you and your class even more clearly who He is.

*Knowledge Objectives* - That your students will know that Jesus Christ is God’s Son, fully man and fully God, who came to earth to die on a cross and be raised from the dead as a propitiatory sacrifice for His children.

*Behavioral Objectives* - By God’s grace, to love, worship, and obey Jesus Christ.

## **Lesson Procedure**

### **STORY**

#### **THE DOORSTEP SURPRISE**

Once upon a time there lived, in a little cottage in the woods, a man and his wife. They had no children and were very poor, but they rejoiced greatly in God for the blessings He had given them. One day, the wife discovered a basket in front of her door heaped with blankets. She pulled back one of the covers and there lay a tiny baby! “You poor thing!” she exclaimed in surprise.

The woman picked up the child and gently hugged him. As she did, she saw that a note was attached to the babe’s garments. It said, “Please take care of my son.” The woman quickly called her husband, who also marveled at the gift that had been lent to them. The couple asked their neighbors in the village if they knew to whom the baby might belong, but, since no one did, they decided to keep the child and raise him as their own.

The child grew, and the man and his wife loved him dearly. The boy was well-behaved and obedient, and he cared greatly for the poor couple. They taught the boy about God, and to honor the king. However, not everyone was kind to the child. Some of the village boys made fun of him and would not let him play in their games. People looked down on him because he had been abandoned on the couple’s doorstep.

Years passed. One day a messenger arrived with amazing news. He said that the king himself would soon be coming to the village. Everyone hurried to prepare for the great event. Houses were cleaned from top to bottom, clothes were washed and mended, and animals were groomed. All wondered why the great king would deign to come to their small village.

At last, the wondrous day arrived and the royal procession started down the street. Lo and behold, the regal company stopped at the old couple's house, and the king dismounted his horse. "I have come to take my son back to the palace," he said.

The man and his wife were astonished. "Oh, sire," said the man, bowing low, "do you mean that the child left on our doorstep so many years ago is your son?"

"Yes," answered the king. "Some day my son must rule the kingdom. I wanted him to grow up seeing what the world was like, good and evil, with kind folk and cruel. He could not do this well-sheltered in the castle. Thank you for taking care of him these many years. You will not go unrewarded. Now my son must return to the palace and learn his kingly duties."

The old couple bade goodbye to the boy, who turned, shyly but willingly, to his father. "Farewell," said the king, "and God be with you."

### Questions:

- What did the old couple find on their doorstep?
- What did they do about the situation?
- What surprising event occurred in the village years later?
- How is the boy in the story like Jesus? (He was rich and became poor; he lived with sinners; he was really a king.)
- How is he different? (Jesus is God, the Savior; He came to earth voluntarily.)

### ACTIVITY

**Who is Jesus?** Tell your students the following story: When Cameron Townsend, the founder of Wycliffe Bible Translators, first tried to share the Gospel with people in Mexico, he had an experience that was so discouraging that it's amazing that he didn't pack his bags and come home. Mr. Townsend was somewhat nervous about sharing his faith with a total stranger in a foreign language, but finally got up enough courage to ask a passerby if he knew Señor (which means "Lord" or "Mister") Jesus. "Sorry," the man replied politely, "I don't know him. I'm a stranger here myself." Imagine! The man thought Townsend was looking for a person who lived in the town (from *Two Thousand Tongues to Go*, Ethel E. Wallis and Mary A. Bennet, Harper and Row, 1959, page 6).

Discuss this story with your children and continue as follows: "Pretend we have a visitor here who has never heard of Jesus. This person is not stupid. It is just that no one has ever told him about Jesus." (If your children continue to find it incredible that a person could not know who Jesus is, you may wish to ask if any of them know who Lenin was, explaining that Russian children would not be able to fathom their ignorance of this; only use this example if you can keep your students from thinking that Lenin is some sort of counterpart of Jesus.) "Can you explain to our visitor who Jesus is?" Use a puppet for the visitor, if desired, or have an older child or adult play the part. Have the "visitor" act as if he knows nothing, misunderstanding or disagreeing with some of your children's statements, but not giving them too hard a time. List Jesus' identifying characteristics as given by your children on a chalkboard or large piece of paper.

## BIBLE STORY

Read **John 1:1-18** and **Philippians 2:5-11**. Have your children add new characteristics they discover here to the chalkboard list. A child may interrupt your reading by raising his hand when he discovers a new characteristic, if you wish. Ask your children what difference it makes to the world and to them that Jesus is the person described in these passages.

**The Name of Jesus** - Briefly, eliciting as much response as possible from the children themselves, explain various terms that refer to Jesus: “Jesus” (His name, meaning “Savior”), “Christ” (a title, not part of His name, which means “the anointed one” and refers to His Messiahship), “Lord” (“Adonai” or “Jehovah” - see last week’s lesson), and “Immanuel” (a name meaning “God with us”).

**Symbols for Jesus** - Jesus referred to Himself by many different symbolic images. Discuss with your children how the Lord is like these things. Jesus said I am:

the bread of life	John 6:35
the light of the world	John 8:12
the door	John 10:9
the good shepherd	John 10:11
the resurrection and the life	John 11:25
the way, the truth, and the life	John 14:6
the vine	John 15:5

## SONGS

“Father I Adore You”; “Jesus, Name Above All Names”; “Jesus the Christ”; “King of Kings and Lord of Lords”; “He is Lord”; “Now Unto the King Eternal” (I Timothy 1:17); “For There is One God” (I Timothy 2:5); “I am the Resurrection” (John 11:25); “Fairest Lord Jesus” (*Trinity Hymnal*, #170); “Who is This” (*Trinity Hymnal*, #239); other songs from the *Trinity Hymnal* - #154 through #328.

## Class Work

Have the students complete the worksheet, helping them to understand the basic meaning of Philippians 2:5-11.

## Take Home Activity

**Jesus’ Life Booklet** - Have your students construct a booklet by folding several pieces of paper in half, punching two holes by the fold, and tying the pages together with yarn, or by stapling several pieces of paper together. Have your children draw an appropriate cover and on each page draw and label different events in Jesus’ life, such as His pre-birth existence with the Father and the Holy Spirit (no picture; just write “before Jesus was born on earth, He lived with God in heaven”), His birth, His miracles, His teaching, His death, His resurrection, and His ascension. This can be done without actually drawing figures for Jesus, such as by drawing a manger for His birth, a leaping healed lame man, loaves and fish for the feeding of the five thousand, a cross, and an empty tomb.



**Philippians 2:5-11**

<sup>5</sup>Your attitude should be the same as that of Christ Jesus:

<sup>6</sup>Who, being in very nature God,  
did not consider equality with God something to be grasped,  
<sup>7</sup>but made himself nothing,  
taking the very nature of a servant,  
being made in human likeness.

<sup>8</sup>And being found in appearance as a man,  
he humbled himself  
and became obedient to death -  
even death on a cross!

<sup>9</sup>Therefore God exalted him to the highest place  
and gave him the name that is above every name,

<sup>10</sup>that at the name of Jesus every knee should bow,  
in heaven and on earth and under the earth,

<sup>11</sup>and every tongue confess that Jesus Christ is Lord,  
to the glory of God the Father.

1. Who is Jesus?

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2. What did He do?

---

3. How did He do it?

---

4. What was God's response?

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5. What should our response be?

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### BIBLE PASSAGE - LESSON FOCUS

God the Son - **John 1:1-18; Philippians 2:5-11.**

### MEMORY VERSE

**This quarter, Psalm 51:10-19; this week, Psalm 51:12** - “Restore to me the joy of your salvation and grant me a willing spirit to sustain me.”

### SUGGESTED PROJECTS

1. Read and discuss parts of the Gospels together as a family to learn more about who Jesus is. Role play two first-century people or two modern-day individuals (perhaps one who has never heard of Jesus) discussing who Jesus is. How does Jesus being who He is affect your life?
2. List major events in Jesus’ life in chronological order. Pretend to be an invisible creature watching what Jesus is doing or an ordinary person visiting the place shortly after Jesus has been there. Children really enjoy “getting into the action.” Pretending to rock baby Jesus, draw water from a well, lie by a pool waiting to be healed, or ride a storm-tossed boat or a donkey will help make the Bible stories real to your first or second grader. You may also pick one event and act out a play about it. This can be done without anyone actually playing the part of Jesus.
3. Have each family member write a prayer or poem about Jesus.
4. Have different members of your family write articles for an imaginary first-century newspaper about events in Jesus’ life, e.g., “Herod Fears Rival King,” “Man Born Blind Sees!” or “Mysterious Disappearance From Garden Tomb.”
5. Sing songs such as - “Father I Adore You”; “Jesus, Name Above All Names”; “Jesus the Christ”; “King of Kings and Lord of Lords”; “He is Lord”; “Now Unto the King Eternal” (I Timothy 1:17); “For There is One God” (I Timothy 2:5); “I am the Resurrection” (John 11:25); “Fairest Lord Jesus” (*Trinity Hymnal*, #170); “Who is This” (*Trinity Hymnal*, #239); other songs from the *Trinity Hymnal* - #154 through #328.

### SUGGESTED PARENTAL READING

**Scripture** - Philippians 2:5-11; John 1:1-18; 3:16-18; 10:34-38; Matthew; Mark; Luke; John; Hebrews 1-10; I John 5:20.



# **GOD THE HOLY SPIRIT**

**John 3:1-21; John 14:15-31; Romans 8**

## **Lesson Aim**

To teach students about the Holy Spirit.

## **Memory Verse**

**This quarter, Psalm 51:10-19; this week, Psalm 51:13** - “Then I will teach transgressors your ways, and sinners will turn back to you.”

## **Lesson Background**

The person and work of the Holy Spirit have long been a subject of controversy, and it is important that from the beginning your children receive solid instruction in this area. Some groups have denied the personality of the Holy Spirit, regarding Him as an amorphous, unthinking force. The Scriptures, however, clearly teach that the Holy Spirit is a “He,” not an “it.” He is called by personal names. The noun *pneuma*, meaning “spirit” or “breath,” is neuter and thus should be replaced by a neuter pronoun, but whenever reference is made to the Holy Spirit, a masculine (personal) pronoun is used (John 16:7-8, 13-15). The Bible uses the word “paraclete” (“counselor” or “advocate,” like a lawyer) to describe the Holy Spirit (John 14:16), a term also used to refer to Jesus Christ (I John 2:1). The Holy Spirit also exhibits such personal characteristics as intelligence (I Corinthians 2:10-11; Isaiah 11:2-3), will (I Corinthians 12:11), directed power (Romans 15:13; Zechariah 4:6) and *agape* love (Romans 5:5; 15:30). He acts personally in speaking (Acts 13:2; 16:6-7; John 16:13; Revelation 3:22), interceding (Romans 8:26), ordaining (Acts 20:28), guiding (John 16:13; Mark 13:11), teaching (John 14:26), and giving gifts (I Corinthians 12:7-11), and has personal reactions such as grief (Ephesians 4:30; Isaiah 63:10). Symbols for the Holy Spirit include oil (the anointing of prophets, priests, and kings; Zechariah 4:4), a dove (Matthew 3:13-17), and water (John 7:37-39).

The Holy Spirit is God. His Name (“God” - Acts 5:4; “Lord” - I Corinthians 3:17-18; “Jehovah” - Acts 28:25-27 cf. Isaiah 6:8-10; Hebrews 10:15-16 cf. Jeremiah 31:33), attributes (omnipotence - Luke 1:35; omniscience - I Corinthians 2:10-11; omnipresence - Psalm 139:7-10; eternity - Hebrews 9:14; holiness - Ephesians 4:30), and actions all attest to this. He creates (Genesis 1:1-2; Psalm 104:30; Job 33:4), regenerates and sanctifies (John 3:3-8; I Corinthians 6:11), and resurrects (Romans 8:11). The Holy Spirit is the Author of the Bible, inspiring each word. He convicts the world of sin, righteousness, and judgment (John 16:8-11), and His presence is a restraint to the evil in the world (II Thessalonians 2:7). The Holy Spirit called the church into being (I Corinthians 12:13), builds it (Ephesians 2:22), administers it (Acts 20:28; 13:2), and gives it gifts (I Corinthians 12; Ephesians 4:4-13; Romans 12:3-8).

During Old Testament times, the Holy Spirit came upon men to empower them for specific tasks. Some examples of this include: Moses (Numbers 11:16-17), the judges (Judges 3:10; 15:14), the kings (I Samuel 11:6; 16:13), the priests (II Chronicles 24:20), and the prophets (Zechariah 7:12; Ezekiel 2:2; I Peter 1:10-11). Since Pentecost, all believers are indwelt by the Holy Spirit (Romans 8:9; John 7:37-39). What an amazing thing! The holy, omnipotent God actually comes to live in a believer. In fact, the Holy Spirit is the One who regenerates a Christian in the first place (John 3:3-8; 1:12-13). Believers are sealed by the Holy Spirit (which signifies His ownership, their identification, security, and the finality of the covenant - Ephesians 1:13; II Corinthians 1:21-22; Ephesians 4:30), and He is a deposit (KJV - “earnest”) or down payment of their salvation (II Corinthians 1:22; 5:5; Ephesians 1:14). In biblical times, when a transaction was made, a deposit or portion of the actual thing to be paid (e.g., a coin, a clump of dirt, a pouch of grain) was given as a symbol of the whole. The Holy Spirit is a foretaste of what Christians will some day enjoy in fullness forever. All Christians bear fruit by the Holy Spirit (Galatians 5:22-23). A Christian is commanded to be filled with the Holy Spirit (Ephesians 5:18; Acts 2:4; 4:31), not once for all, but on a continual basis, and should be led by the Spirit (Romans 8:14). God has blessed us immeasurably by sending the Holy Spirit to us. May we submit our lives to Him.

*Knowledge Objectives* - To know that the Holy Spirit is God, the third member of the Trinity, that all Christians are indwelt by Him, and to know some of the works He does.

*Behavioral Objectives* - By God’s grace, to submit our lives to the control of the Holy Spirit.

## Lesson Procedure

**Introduction** - It will probably be necessary to begin with the Take Home Activity to allow sufficient baking time for the pretzels. Explain to your students that they made (or will make) pretzels today because a long time ago monks used pretzels to explain the concept of the Trinity. Ask if anyone knows what we mean by the Trinity. Show your children that, as a pretzel has three loops, but is one pretzel, the Father, the Son, and the Holy Spirit are three Persons, but one God. Advise them that illustrations such as a pretzel, a hard-boiled egg (the yolk, white, and shell - one egg), or water (water, ice, and steam - all water) are inadequate to explain the Trinity fully, but can help our understanding somewhat.

## BIBLE STORY

**Who is the Holy Spirit?** Ask your students what they know about the Holy Spirit and discuss, similarly to what was done in the last two lessons on God the Father and God the Son. Use some of the background material, but do not try to cram too many concepts or Scripture verses into one lesson. Concentrate on the fact that the Holy Spirit is God. Include the reading of **John 3:1-21**, **John 14:15-31** or **Romans 8** in the discussion above.

## SONGS

“Father I Adore You”; “Holy, Holy, Holy” (*Trinity Hymnal*, #100); “Gloria Patri” (*Trinity Hymnal*, #735); “Doxology” (*Trinity Hymnal*, #731); “Come Thou Almighty King” (*Trinity Hymnal*, #101); “All Glory Be To Thee” (*Trinity Hymnal*, #102); “Gracious Spirit, Dove Divine” (*Trinity Hymnal*, #333).

## Take Home Activity

**Pretzels** - At home before class, do the following: In a large bowl, dissolve 1 package of yeast and ½ teaspoon of sugar in 1¼ cups of warm (110° - 115°) water. Add 4½ cups of flour, mix, knead for 7-8 minutes, and let rise until double in bulk, about 1 hour.

In class, give each student a handful of dough and have him roll it into a long snake shape by placing the dough on the table and rolling it with both hands, gradually spreading out the fingers of each hand. Have them turn the “snakes” into pretzel shapes as follows. Hold each end of the “snake.” With a flip of the wrist, bring the right end of the “snake” ⅔ of the way down the “snake,” connecting it there by pushing the dough down slightly. This forms a sort of oval on the right with a “tail” sticking out to the left, which is still in one’s left hand. Repeat the flipping motion with the left hand, bringing the end of the dough in an oval that passes partway through the first oval formed. This forms the pretzel shape. Using a pastry brush, spread an egg wash ( 1 egg yolk and 1-2 tablespoons of water) over the pretzels. Sprinkle the pretzels with coarse salt (purchase this or save the leftover salt from hard commercial pretzels). Place the pretzels on a greased cookie sheet. Let them rise until almost double in bulk. Bake at 475° for 10 minutes.

**Worksheet** - Unless you have extra time, have your students do this at home.

**The Trinity** (Answer Sheet)

Color in the boxes next to the sentences which are true about the Father, Son, and Holy Spirit.

	FATHER	SON	SPIRIT
A down payment of salvation			X
Indwells believers			X
Can fill believers			X
His symbols are a dove and oil			X
Was not born on earth	X		X
Fed 5000 people with five loaves and two fish		X	
Has not created			
Never sinned; holy	X	X	X
Did not die on a cross	X		X
Did not wash the disciples' feet	X		X
Is God	X	X	X
Should not be worshiped			
Did not ascend into heaven	X		X
Was not baptized by John	X		X
Did not eat with Mary and Martha	X		X
Calmed a storm-tossed sea		X	
Taught parables by the Sea of Galilee		X	
Rose from the dead		X	



**The Trinity**

Color in the boxes next to the sentences which are true about the Father, Son, and Holy Spirit.

	FATHER	SON	SPIRIT
A down payment of salvation			
Indwells believers			
Can fill believers			
His symbols are a dove and oil			
Was not born on earth			
Fed 5000 people with five loaves and two fish			
Has not created			
Never sinned; holy			
Did not die on a cross			
Did not wash the disciples' feet			
Is God			
Should not be worshiped			
Did not ascend into heaven			
Was not baptized by John			
Did not eat with Mary and Martha			
Calmed a storm-tossed sea			
Taught parables by the Sea of Galilee			
Rose from the dead			



### BIBLE PASSAGE - LESSON FOCUS

God the Holy Spirit - **John 3:1-21; John 14:15-31; Romans 8.**

### MEMORY VERSE

**This quarter, Psalm 51:10-19; this week Psalm 51:13** - "Then I will teach transgressors your ways, and sinners will turn back to you."

### SUGGESTED PROJECTS

1. Help your child do the worksheet.
2. Discuss the Trinity. Give each person in your family three cards, on one of which is written "God the Father," another "God the Son," and another "God the Holy Spirit." Ask questions that are true of the Father, the Son, and/or the Holy Spirit and have your family members hold up the appropriate card(s) that answer the question.
3. Discuss the attributes, works, and symbols of the Holy Spirit.
4. Ask your child (perhaps when you are alone with him) if he thinks the Holy Spirit is living inside him (all Christians are indwelt by the Holy Spirit - Romans 8:9). Ask him why he does or does not think so. Be sensitive.
5. Sing songs such as: "Father I Adore You"; "Holy, Holy, Holy" (*Trinity Hymnal*, #100); "Gloria Patri" (*Trinity Hymnal*, #735); "Doxology" (*Trinity Hymnal*, #731); "Come Thou Almighty King" (*Trinity Hymnal*, #101); "All Glory Be To Thee" (*Trinity Hymnal*, #102); "Gracious Spirit, Dove Divine" (*Trinity Hymnal*, #333).

### SUGGESTED PARENTAL READING

**Scripture** - John 3:1-21; John 14:15-31; Romans 8; Luke 1:35; I Corinthians 2:10-11; Psalm 139:7-10; Hebrews 9:14; Genesis 1:1-2; Romans 15:13,19,30; Romans 5:5; John 16:8-11, 13; II Thessalonians 2:7; Ephesians 1:13-14; I Corinthians 12; Ephesians 4:7-11, 30; Romans 12:3-8; I Thessalonians 5:19.



# **SIN**

## **Jonah**

### **Lesson Aim**

That your students will understand the seriousness of sin.

### **Memory Verse**

**This quarter, Psalm 51:10-19; this week, Psalm 51:14** - “Save me from bloodguilt, O God, the God who saves me, and my tongue will sing of your righteousness.”

### **Lesson Background**

“For all have sinned and fall short of the glory of God” (Romans 3:23). This verse is perhaps among the most obvious and the least acknowledged statements in Scripture. Most people readily agree that evil is present in the world, but they refuse to accept any culpability, or they dilute their responsibility by rationalizations (e.g., “I live a better life than most people”; “It doesn’t matter what you do as long as you act in a loving way”; or “That biblical injunction certainly couldn’t apply to my situation”). Only by the working of the Holy Spirit can a person confess to the iniquity of his own heart. In today’s lesson, you will try to present to your children facts and concepts about sin that the Lord may use to bring conviction in their lives.

As with the other topics in this doctrine quarter, our study of hamartiology (the doctrine of sin) will, of necessity, be brief. “Sin is anything in the creature which does not express, or which is contrary to, the holy character of the Creator” (Buswell). What God is determines what is right, and this is revealed in His Word. God demands absolute obedience to His Law (Matthew 5:48). Of course, the only one to obey God’s Law perfectly is Jesus Christ (Hebrews 4:15). Sin involves actions and attitudes (Matthew 5:22), committing evil and omitting to do what is good (James 4:17; Leviticus 4:13-14).

A person sins because he is a sinner; he is not a sinner because he sins (Romans 14:23; Luke 6:45). Sin came into the world through Adam as he succumbed to the temptation of Satan (who had rebelled against God in heaven - see Isaiah 14:12-14; Ezekiel 28:12-19; I Timothy 3:6; Jude 6; II Peter 2:4). Acting as our federal head, Adam's original sin passed onto all people, bringing spiritual, psychological, social, and ecological division and resulting in death (Romans 6:23). See Year I, Quarter 1, Lesson 3 for further study of the Fall.

The Scriptures use several different words for sin. One, used in Romans 3:23, Psalm 32:1, and Psalm 51:2, means to "miss the mark" as an archer might while shooting at a target. The word translated "iniquity," as in Psalm 32:2 and 51:2, indicates a "twisted attitude." "Unrighteousness" (Romans 1:18; II Peter 2:15) is the negative of "righteousness," which has the root meaning of "straight." Other words for sin include: transgression (going beyond prescribed limits - Psalm 32:1; 51:1; I John 3:4), rebellion (turning against constituted authority - Isaiah 1:2), debt (failure to pay that which is owed - Matthew 6:12), ungodliness (failure to conform to the image of God - Romans 4:5; 5:6; II Peter 2:5,7), and disobedience (refusal to acknowledge a command - Ephesians 2:2; 5:6). This last type of sin, the one with which your students are probably quite familiar, caused great trouble for the main character in today's Bible story, the prophet Jonah.

Jonah, from Gath-hepher in Israel, prophesied during the reign of Jeroboam II. He had prophesied in Israel (II Kings 14:25), as did Amos and Hosea at about this time, when God told him to go to Nineveh, a chief city of the Assyrian Empire. This task would be somewhat akin to a citizen of the United States in the 1960s preaching God's judgment in Red Square in Moscow. Jonah had no intention of obeying such a seemingly ridiculous command. Although probably somewhat fearful for his own safety, Jonah's primary motivation in refusing to obey God's order was patriotism. The Assyrians' ruthlessness and barbaric methods of torture were legendary. Jonah had no desire to see God take pity on such fierce and longstanding enemies of Israel (indeed, the Assyrians did plunder Israel forty years later). Therefore, Jonah fled from the presence of the Lord. It is doubtful that Jonah actually thought he could completely escape from the jurisdiction of an omnipresent, omnipotent God. The term "presence" is often used to indicate a royal audience in which a commission for a task is given to an individual, and Jonah may have thought that if he ran far enough and long enough, the Lord would reconsider His charge. How often do we resist God's convicting Spirit, even if we do not flee from God physically?

Of course, all such disobedience is futile. One cannot run away from God successfully. The Lord in great mercy rescued Jonah from the sea and gave him another opportunity to preach to the Ninevites. He had prepared the people of Nineveh for Jonah's message. The Assyrian empire had declined under Ashur-dan III (773-754 B.C.), and the population had been decimated by a plague in 765 B.C. These were regarded as supernatural judgments, as was a solar eclipse in 763, which was seen as a portent of evil. The Ninevites did repent at Jonah's preaching and God mercifully withheld judgment from them for a time. We can be thankful that the Lord is full of compassion, not only for Jonah and the Ninevites, but toward all those who know the Savior.

*Knowledge Objectives* - That your students will know that "all have sinned and fall short of the glory of God" (Romans 3:23) by sins of omission and commission, attitude and action, that "the wages of sin is death" (Romans 6:23), but that if we who are Christians "confess our sins he is faithful and just and will forgive us our sins and purify us from all unrighteousness" (I John 1:9).

*Behavioral Objectives* - That your students will, by God's grace, confess their sins and turn to Christ.

## Lesson Procedure

**Introduction** - Ask your students a series of questions about which is the worse sin, for example: “Which is worse, saying you finished your homework when you did not or stealing a million dollars?” “Which is worse, calling your brother a name or killing someone?” Read **Matthew 5:21-26** and explain to your children that, in one sense, the first thing in each pair of sins they discussed is of lesser consequence than the second (I would rather have someone call me a name than kill me), but in another sense, they are equally serious and all deserve the judgment of God. Use this to lead into a discussion of sin in general, using material from the background section as needed. Discuss the following questions, having your students read the accompanying Scripture verses, if desired.

What is sin?

Who sins? (Romans 3:23)

What is the punishment for sin? (Romans 6:23)

Who convicts people of sin? (John 16:5-11)

Who paid the price for sin? (Romans 5:6)

What should we do about sin? (I John 1:5-2:2)

You may also wish to discuss the various words the Scriptures use for sin.

## BIBLE STORY

Read **Jonah**, or read **Jonah 1** and tell the rest of the story in your own words. Discuss Jonah and his disobedience to God. Ask your students if they ever disobey anyone. Why should they obey their parents?

## STORY

### DANGEROUS DISOBEDIENCE

(A true story)

“You be good now,” Susan’s mother told the little girl and her brother David, fixing their pillows. “You’ve had fun playing, but now it’s time for bed. I’ll be right in the next room watching the film if you need me, but I want you to sleep.” Turning out the light, Susan’s mom left the room.

David and Susan started giggling. They had enjoyed visiting the school where their daddy taught, and now were having the adventure of “camping out” on the floor in his classroom. However, Susan did not want to go to sleep just yet. She got up and, dragging a chair over to the light switch, climbed up and turned it on.

“Go to sleep,” said David, but Susan didn’t listen.

“I want to keep playing ‘Hide the Stuffed Animal’ like we were before,” thought Susan. Now where was a good hiding place? The empty classroom did not offer too many hiding places. “Aha!” thought Susan. “How about that big box over there?”

She walked toward the overhead projector to investigate. Opening a small door, she placed a toy monkey inside and switched on the machine. A light went on and then a burning monkey dropped out of the machine onto the carpet.

“Fire! fire!” yelled David.

The children’s mother, hearing the cry, ran into the room and stamped out the fire. “But for the grace of God. . .” she said. “You might have been badly hurt,” she told the children. “I hope you’ve learned how important it is to obey your parents.”

## SONGS

“Obey My Voice” (Jeremiah 7:23); “Man is Bad”; “Trust and Obey” (*Trinity Hymnal*, #672); “Come Ye Sinners” (*Trinity Hymnal*, #472); “Jesus Sinners Doth Receive” (*Trinity Hymnal*, #473); “Jesus What a Friend for Sinners” (*Trinity Hymnal*, #498); “Yield Not to Temptation” (*Trinity Hymnal*, #582).

## Class Work

Have the students complete the worksheet, answering the questions by using the indicated verses. If the students are unable to find or read the verses themselves, you might want to read them aloud to the class while they answer the questions.

## Take Home Activity

**Big Fish Puppet** - Have your students make a “big fish that swallowed Jonah” puppet from an old sock. The fish’s mouth is the underside of the sock from heel to toe. Have your children cut out and sew or glue on felt eyes. They should then cut an oval of cardboard slightly smaller than the fish’s mouth to fit inside the puppet to strengthen the puppet and make it easier to move its mouth. Your students may also construct a cloth or paper Jonah figure as described in Year I, Quarter 1, Lesson 4.



1. What is sin?

Sin is anything in you that does not show or is against the holy character of God.

2. Who sins? (Romans 3:23)

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3. What is the punishment for sin? (Romans 6:23)

---

4. Who convicts people of sin? (John 16:5-8)

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5. Who paid the price for sin? (Romans 5:6)

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6. What should we do about sin? (I John 1:9-10)

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## BIBLE PASSAGE - LESSON FOCUS

Sin - **Jonah**.

## MEMORY VERSE

**This quarter, Psalm 51:10-19; this week, Psalm 51:14** - “Save me from bloodguilt, O God, the God who saves me, and my tongue will sing of your righteousness.”

## SUGGESTED PROJECTS

1. Discuss with your family what sin is. Read some of the Scriptures listed under Suggested Parental Reading to help you in your discussion. Ask who paid the price for Christians' sins. Thank Him for doing this.
2. Read I John 1:5-2:2 and discuss the importance of confessing our sins to God; encourage your family to do so.
3. Read Matthew 5:17-48, particularly verses 21-26, and discuss the fact that one can sin by attitude as well as action.
4. Discuss the different words the Scriptures use for sin including: “to miss the mark,” as an archer shooting at a target (Romans 3:23; Psalm 32:1; Psalm 51:2); “iniquity” - a twisted attitude (Psalm 32:2; 51:2); “unrighteousness” (Romans 1:18; II Peter 2:15); “transgression” (Psalm 32:1; 51:1; I John 3:4); “rebellion” (Isaiah 1:2); “debt” (Matthew 6:12); “ungodliness” (Romans 4:5; 5:6; II Peter 2:5,7); and “disobedience” (Ephesians 2:2; 5:6).
5. Dramatize the story of Jonah.
6. Sing songs such as: “Obey My Voice” (Jeremiah 7:23); “Man is Bad”; “Trust and Obey” (*Trinity Hymnal*, #672); “Come Ye Sinners” (*Trinity Hymnal*, #472); “Jesus Sinners Doth Receive” (*Trinity Hymnal*, #473); “Jesus What a Friend for Sinners” (*Trinity Hymnal*, #498); “Yield Not to Temptation” (*Trinity Hymnal*, #582).

## SUGGESTED PARENTAL READING

**Scripture** - Jonah; Matthew 12:38-42; Genesis 3; Romans 1; Romans 3:23; 6:23; Psalm 32; Psalm 51; Matthew 5; John 16:5-11; I John 1:5-2:2; Hebrews 1:14-16; Isaiah 1:2; Matthew 6:12; Ephesians 2:1-5; 5:3-6; Romans 4:5-8; 5:6-8.



# **SALVATION**

**John 3; II Corinthians 5:17**

## **Lesson Aim**

That your students will know the meaning and necessity of being born again.

## **Memory Verse**

**This quarter, Psalm 51:10-19; this week, review Psalm 51:10-14.**

## **Lesson Background**

Salvation has three aspects, past, present (a Christian's sanctification, union with Christ, and perseverance), and future (a believer's glorification). The past aspect of a Christian's salvation includes his election (Colossians 3:12; Ephesians 1:4), predestination (Romans 8:29-30) and foreknowledge by God (I Peter 1:2), calling (both the universal call of the gospel to all men - Matthew 22:14 - and God's effectual call to salvation - I Corinthians 1:23-26; Romans 11:29), regeneration, repentance, faith, justification, and adoption. We will examine these latter elements of salvation in some detail, particularly regeneration.

When a Pharisee named Nicodemus stated that Jesus was a teacher who had come from God, "in reply Jesus declared, 'I tell you the truth, no one can see the kingdom of God unless he is born again'" (John 3:3). Logically, Nicodemus asked, "How can a man be born when he is old? Surely he cannot enter a second time into his mother's womb to be born!" (John 3:4). Jesus went on to explain that He was speaking of a spiritual birth and comparing it to natural birth (verse 5, "born of water," i.e., the amniotic fluid released at birth). The Lord also emphasized the necessity of this spiritual rebirth (John 3:7).

What else, then, do the Scriptures teach about this crucial matter of regeneration? Besides the third chapter of John, several verses describe coming to know Christ as a rebirth (Titus 3:5; I Peter 1:23), for like

physical birth for a new human being, it is passive (John 1:13; 3:8), mysterious, and a radical change. Paul describes it thusly: “Therefore if anyone is in Christ, he is a new creation; the old has gone, the new has come!”(II Corinthians 5:17; see also Galatians 6:15).

When God regenerates a sinner, transforming him into a new creature, the person then repents, that is, he turns from sin (II Corinthians 7:10-11; I Thessalonians 1:9) to God (Ephesians 2:8-10; II Timothy 2:25, Acts 5:30-31; see also Year II, Quarter 3, Lesson 1). God commands repentance (Acts 2:37-38; 20:21) and repentance must be accompanied by faith (Hebrews 11:6; Romans 10:17). Of course, faith is only as good as the object in which it is placed (Acts 16:31; I Corinthians 15:3-4).

God regenerates a sinner, who then repents and places his faith in the Lord, whereupon the Lord justifies him. Justification means “to declare righteous,” not “to make righteous” (which would cause a person to doubt his eternal security when sin was found in his life - I John 1:8-10). God forgives a Christian’s sins and imputes Christ’s righteousness to him (Romans 3:24-26; 5:1, 9; 8:33; Galatians 2:16). God adopts Christians into His family as co-heirs with Christ (Ephesians 1:4-5; Romans 8:14-17, 23). This is a change in our positional relationship to God, while the new birth is a change in our person.

Praise God for all He has done for those He has mercifully saved. “For he has rescued us from the dominion of darkness and brought us into the kingdom of the son he loves, in whom we have redemption, the forgiveness of sins” (Colossians 1:13-14).

*Knowledge Objectives* - To know that God, by the sovereign work of His Spirit, saves sinners, causing them to be born again, and that, as they turn to Him in repentance and faith, He justifies them and adopts them into His family.

*Behavioral Objectives* - That, by God’s grace, your students will turn to Him in repentance and faith.

## **Lesson Procedure**

### **STORY**

Read to your students a story about, or, if books are unavailable, tell in your own words, how a caterpillar transforms itself into a butterfly. Use this as an illustration of the sort of radical change that takes place when a person is born again. Explain clearly that the Scriptures do not use a butterfly as a symbol of rebirth, but that it nonetheless can serve as a reminder and illustration to us of the fact that a Christian is a new creation. You may wish to read *The Hungry Caterpillar* (Eric Carle, World or Scholastic Book Service, 1974) or *Terry and the Caterpillar* (Millicent Selsam/Arnold Lobel, Harper and Row, 1962). The former whimsical book is especially good for younger children, while the latter is longer and approaches the subject from a more scientific viewpoint.

### **BIBLE STORY**

Read **John 3** (also II Corinthians 5:17) and discuss what it means to be born again with your children. Most of your children probably know how physical birth occurs, but be sensitive in case any think that babies arrive by stork. Talk about how different it is for a baby to come from the dark womb into the light outside world. You may also wish to discuss the meaning and importance of repentance, faith, justification, and adoption. Focus on the personal applications of this lesson, asking your children as a class or perhaps individually whether or not they have been born again. You may have each child write or tell you whether or not he thinks he knows God and why, and if he does not know God or is not sure, whether he

would like to know God. Do not force anyone to do this. Tell your students that if they do not want to do this they can write down or tell you something they have learned in Sunday School this year. Certainly do not push anyone into “accepting Christ,” for regeneration is the work of the Holy Spirit. Young children generally want to please their teachers, and many will say they are saved to win approval without any real understanding of what is involved. Beware of unquestioningly accepting your students’ evaluation of their spiritual lives, but remember, too, that God does save children, and some of your students may genuinely know Him.

## SONGS

“Therefore being justified” (Romans 1:1,5); “Come Every Soul” (“Only Trust Him”; *Trinity Hymnal*, #675); “Come Ye Sinners” (*Trinity Hymnal*, #472); “Jesus Sinners Doth Receive” (*Trinity Hymnal*, #473); “Not What My Hands Have Done” (*Trinity Hymnal*, #461); “Jesus What a Friend for Sinners” (*Trinity Hymnal*, #498); “Nothing But the Blood” (*Trinity Hymnal*, #307).

## Class Work

Have the students completed the worksheet, explaining to them again the central aspects of the Gospel. Allowing them to explain it in their own words will help you to know how well they understand the basic truths of the lesson.

## Take Home Activity

**Butterfly** - Have your students make and decorate a felt butterfly as a reminder that people need to be born again. Bring in pictures of butterflies for examples. Your students should draw and cut out a butterfly shape from felt (or some other non-raveling material) and decorate it by gluing on small pieces of felt or sequins. Have them make the oval body, round head, and antennae from a color felt that contrasts with the wings. Sew or glue a safety pin to the back of a small butterfly for a decorative pin. To make a bookmark, sew or glue a butterfly to a strip of cloth or attach a bobby pin to it (feed the bobby pin in and out of two small slits cut in the butterfly or sew or glue it to the butterfly). Use a large butterfly as a wall hanging.





Last week, we learned that everyone sins and that the punishment for sin is death. We learned that Jesus died to satisfy God's anger against sin. We also learned that it was God who sent Jesus to the earth to die so that people might be rescued from the punishment of death.

1. What is salvation?

Salvation is being rescued from the punishment that sin deserves (death) and being given what is not deserved (eternal life in heaven with God).

2. It is the death of Jesus that allows people to be rescued from the punishment of sin. Why did God send Jesus to earth to die for sinners? (John 3:16)

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3. What must happen to a person in order for him or her to go to heaven? (John 3:3)

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(Being born again means being changed into a new person, like a caterpillar turning into a butterfly. You go from wearing those dirty clothes that we talked about to being clothed in Christ's righteousness. Your heart is changed so that you now love God. The moment that this happens is called *conversion*.)

4. What do John 3:16 and I John 1:9 tell us about what we must do to have eternal life?

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### BIBLE PASSAGE - LESSON FOCUS

Salvation - **John 3; II Corinthians 5:17.**

### MEMORY VERSE

**This quarter, Psalm 51:10-19; this week, review Psalm 51:10-14.**

### SUGGESTED PROJECTS

1. Read John 3, II Corinthians 5:17, and perhaps other Scripture from the Suggested Parental Reading to your family and discuss what it means to be born again. If you are unsure about this yourself, speak with a pastor of this church or your child's Sunday School teacher about how you can become a new creature in Christ, be forgiven of your sins, and have fellowship with God forever. The books listed under Suggested Parental Reading may also be helpful to you. If you do know God, never force or manipulate someone into becoming a Christian. The Holy Spirit must lead people to Christ if they will be redeemed.
2. Pray that God will save those in your family who do not know Him.
3. Pray for other people you know who do not know God.
4. Read about how God has saved different people.
5. The metamorphosis of a butterfly can serve as an illustration of the radical change that occurs when a person is born again. Read about how a caterpillar changes into a butterfly (many good children's books are available). In the spring, keep a caterpillar in a jar and watch what occurs. Be sure to provide air, water, and the type of leaves from the tree on or near which you find the insect.
6. Sing songs such as: "Therefore being justified" (Romans 1:1,5); "Come Every Soul" ("Only Trust Him"; *Trinity Hymnal*, #675); "Come Ye Sinners" (*Trinity Hymnal*, #472); "Jesus Sinners Doth Receive" (*Trinity Hymnal*, #473); "Not What My Hands Have Done" (*Trinity Hymnal*, #461); "Jesus What a Friend for Sinners" (*Trinity Hymnal*, #498); "Nothing But the Blood" (*Trinity Hymnal*, #307).

### SUGGESTED PARENTAL READING

**Scripture** - John 3; Titus 3:5; II Corinthians 5:17; John 1:12-13; I Peter 1:23; James 1:18; Ephesians 1:3-10; 2:1-10; Romans 5:1-11; 8; 10:17; Galatians 2:16; I Corinthians 1:23-26; 7:10-11; 15:3-4; I Thessalonians 1:9; II Timothy 2:25; Acts 2:37-38; 5:30-31; 16:31; 20:24; Luke 24:46-47; Hebrews 11:1,6.

**Books** - For further information on what it means to be a Christian read:

*Mere Christianity* (C.S. Lewis, Macmillan, 1952).

*Basic Christianity* (John R.W. Stott, IVP, London, 1958, Eerdmans, 1979).

*Knowing God* (J.I. Packer, Intersity Press, 1973).

# **ELDERS AND DEACONS**

**I Timothy 3:1-13; Acts 6:1-8**

## **Lesson Aim**

That your students will understand the role elders and deacons play in the church.

## **Memory Verse**

**This quarter, Psalm 51:10-19; this week, Psalm 51:15** - “O Lord, open my lips, and my mouth will declare your praise.”

## **Lesson Background**

The Scriptures teach that all Christians are priests (having no mediator but Christ) with specific gifts and responsibilities; they are all part of one body, children of God (I Corinthians 12). Nonetheless, God realized that His people would need leadership and therefore appointed elders for a teaching (I Timothy 3:2) and ruling (Acts 17:28) ministry in the church and deacons to take care of its physical needs. Churches have had many structures of leadership throughout the centuries, some hierarchical, some democratic, and the Lord has worked through these, but the twofold elder/deacon system clearly accords with Scripture and hence should be the one to which we adhere.

The Bible uses the terms *elder* and *overseer* (traditionally “bishop”) interchangeably and says that these men are to pastor the flock of God (Acts 20:17,28; I Peter 5:1-4). The Scriptures speak of a plurality of elders (pastors), which is contrary to the practice of most churches today whereby one pastor, perhaps with the help of an assistant, runs the church, occasionally consulting with his board of elders, who are considered by him and his congregation far inferior to the pastor in authority, responsibility, prestige, and training. This is not to say that all the church’s elders (pastors) need to serve in a full-time capacity with no outside secular employment, but they should be fully qualified men called by God to this office and giving their ministry to

the church an extremely high priority. Elders should not be elected by the congregation on the basis of popularity, social position, business experience, availability, or because of a need to fill a recently-vacated position. Elders need to work and pray together to rule the church well.

The office of deacon arose out of a controversy in the early church over the fair distribution of food to the widows of two rival groups of believers. The apostles, not wanting to neglect the ministry of the Word and prayer, told the Christians to “choose seven men from among you who are known to be full of the Spirit and wisdom” (Acts 6:3) to take responsibility for this work. This proposal “pleased the whole group” (Acts 6:5) and apparently worked out well.

God has set forth strict qualifications for both elders and deacons. “Now the overseer [elder] must be above reproach, the husband of but one wife; temperate, self-controlled, respectable, hospitable, able to teach, not given to drunkenness, not violent but gentle, not quarrelsome, not a lover of money” (I Timothy 3:2-3). Timothy continues with further requirements for elders and then lists very similar ones for deacons (see I Timothy 3:1-13). Most of these characteristics are ones to which all Christians should aspire. May we practice these things. May God give us wisdom in choosing elders and deacons, and may we pray for them and submit ourselves to their rule.

*Knowledge Objectives* - To know that God gave the church elders to rule and teach and deacons to look after its physical needs, that God has strict qualifications for who should fill these offices, and to know the names of at least some of the elders and deacons in your church.

*Behavioral Objectives* - To pray for and obey the elders and deacons in your church.

## Lesson Procedure

### STORY

#### THE TEAM CAPTAIN

“Hey, Derrick, who you gonna vote for for captain of our basketball team?” Joey asked.

“I’m not sure,” Derrick replied. “Ray’s my best friend, but Jimmy scores most of our points.”

“I’m voting for Steve,” said Joey.

“Steve!” exclaimed Derrick, “why, he hardly ever makes a basket.”

“He’s not that bad a shooter and he handles the ball really well,” Joey explained. “He’s always ready to pass the ball off to another player; he’s not a hog. Besides, the captain’s got to be responsible. He’s got to make sure all the players know about the games and decide what plays we’re going to use.”

“You know,” said Derrick. “You’re right. Steve’s sort of quiet, but if there’s a job to be done, he’ll do it. I think I’m going to vote for Steve, too.”

#### Questions:

- What was the leader of the basketball team called?
- What was the basketball team captain’s job?
- What sort of person did Derrick and Joey decide would make a good captain?
- What are the leaders in a church called? We will see in today’s Bible story what sort of people they should be and what jobs they do.

## **BIBLE STORY**

Read **I Timothy 3:1-7** and discuss briefly.

## **STORY**

### **THE TEAM CAPTAIN, continued**

“Steve,” Derrick called. “Your basketball shooting’s really improved.”

“Thanks,” said Steve. “My Dad’s been helping me.”

“My Dad doesn’t have time to help me,” said Derrick. “What does your Dad do?”

“He’s a pastor,” Steve answered.

“Well, no wonder,” Derrick exclaimed. “Pastors don’t do anything. I mean, no offense, but all they’ve got to do is stand up behind that pulpit and speak on Sunday mornings.”

“Boy, have you got it wrong!” said Steve. “That’s only a part of what pastors do, at least if they’re doing their job. They pray and visit people and help people with problems, go to meetings, and make decisions about all kinds of things. And it usually takes him at least two afternoons to prepare for his Sunday morning sermon, besides having to work on one or two other messages he gives during the week. People call him in the middle of the night or during dinner or when we’re playing a game and want him to come over to see them right away. My Dad gets real tired because he cares so much about the people in our church and other people, too. He sure is busy, but he always takes time to play with my brother and me.”

“Wow,” said Derrick, “I thought pastors just sat around with their feet up all day or played golf or something. I won’t say pastors do nothing ever again.”

Do your pastors “do nothing?” Let’s see what sorts of things they do, but first let’s see what pastors did when they got too busy in the early church.

## **BIBLE STORY**

Read **Acts 6:1-8** and **I Timothy 3:8-13** and discuss the different responsibilities of elders and deacons. On a chalkboard or large piece of paper print the names of the elders and deacons in your church. Have each child pray for one of these men now in class and at home throughout the week. If different elders and deacons have different responsibilities (e.g., Joe Smith teaches the youth group and Tom Brown takes care of the building needs), mention this to show the variety of ministries done, but do not expect your children to remember these.

## **VISIT**

If possible, have an elder or deacon come to your class and discuss his responsibilities with your children. Have him tell them how they can make his job easier (e.g., by praying, listening to the sermon, helping keep the church clean).

## **Take Home Activity**

**Worksheet** - Have your students draw a line from the word “elders” or “deacons” to the responsibilities with which they are involved.

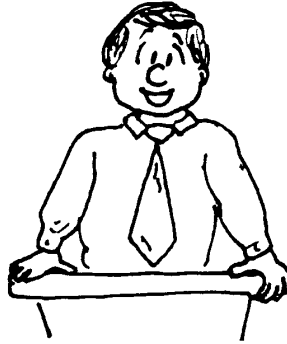




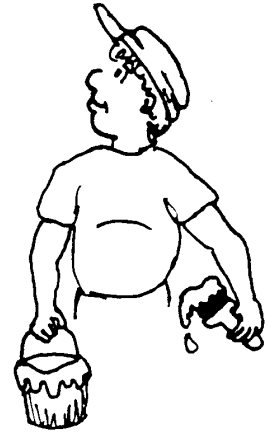
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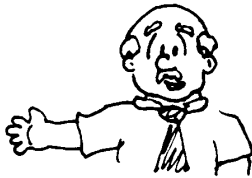
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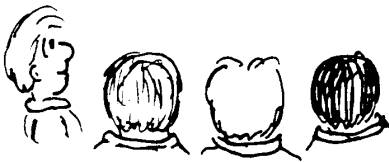
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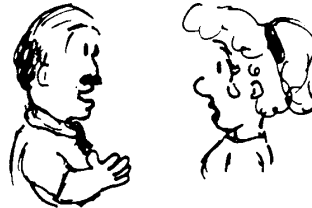
ELDERS AND  
DEACONS



RULING



PRAYING



COUNSELING



HELPING THE NEEDY



VISITING THE SICK



### BIBLE PASSAGE - LESSON FOCUS

Elders and Deacons - **I Timothy 3:1-13; Acts 6:1-8.**

### MEMORY VERSE

**This quarter, Psalm 51:10-19; this week, Psalm 51:15** - "O Lord, open my lips, and my mouth will declare your praise."

### SUGGESTED PROJECTS

1. Pray with your family for the elders (pastors) and deacons of your church. Thank God for them. Do this regularly.
2. Invite an elder and/or deacon and his family to dinner. Ask him about his church responsibilities and what you can do to minister to him and his family.
3. Think of a way in which you and your family could encourage/help an elder or deacon and his family and put your plan into action.
4. If you have a question or disagreement about something in the church or if you have a problem, speak to an elder or deacon about it.

### SUGGESTED PARENTAL READING

**Scripture** - I Timothy 3:1-13; Acts 6:1-8; Titus 1:5-9; Acts 20:17,28; I Peter 5:1-4.



# **HEAVEN**

**John 14:1-6; I Corinthians 15**

## **Lesson Aim**

To teach students that those who know Christ will live joyfully forever with God in heaven, but unbelievers will be in everlasting torment in hell.

## **Memory Verse**

**This quarter, Psalm 51:10-19; this week, Psalm 51:16** - “You do not delight in sacrifice, or I would bring it; you do not take pleasure in burnt offerings.”

## **Lesson Background**

Death, the separation of the soul from the body, is an enemy (I Corinthians 15:26). For unbelievers, death brings only the misery of hell. For the Christian, however, death opens the way to something far better than life on earth - living with God in heaven (Philippians 1:23).

Several words in the Bible are translated “hell.” The Hebrew word *sheol* means “grave” or “the place of departed spirits.” Both good and evil people are said to go to *sheol*. The New Testament word *hades*, on the other hand, is always used in a negative sense except when translating the word *sheol* in Old Testament quotations. Jesus used a third word, *gehenna*, to picture the place where sinners go when they die (Mark 9:42,48). *Gehenna* is a Greek transliteration of the Hebrew for the Valley of Hinnom. The Valley of Hinnom was a refuse dump outside Jerusalem where fires burned continually, consuming garbage and even the bodies of criminals. In Old Testament times, the Valley of Hinnom was the site of numerous horrible immoral rituals (II Chronicles 28:3; 33:6). One more word is translated “hell” in the Bible, *tartaros*, the prison of some fallen angels (II Peter 2:4).

In the Scriptures, heaven can refer to the earth's atmosphere (Genesis 1:20), what we would call "outer space" (Genesis 1:14-19), or the abode of God (I Corinthians 12:2-4; Mark 16:19; I Peter 3:27; Ephesians 6:9). Some day God will create a new heaven (Revelation 21-22). Synonymous terms for where Christians go when they die are "Abraham's side" (Luke 16:22-26) and "paradise" (Luke 23:42-43; II Corinthians 12:2-4). When Christians die, they immediately go to be with God (II Corinthians 5:8). Some day they will be resurrected and receive new bodies (I Corinthians 15:35-44, 51-57; Luke 24:36-43). According to these verses, this body will be tangible, recognizable, with physical functions, but not subject to the laws of nature as it is now.

In I Corinthians 15, Paul, defending the doctrine of the resurrection of the dead, wrote: "If only for this life we have hope in Christ, we are to be pitied more than all men. But Christ has indeed been raised from the dead, the first fruits of those who have fallen asleep" (I Corinthians 15:19-20). He goes on to describe the new, imperishable body with which God will clothe His children, concluding that when God brings this about, the following statement will come true: "Death has been swallowed up in victory. Where, O death, is your victory? Where, O death, is your sting? The sting of death is sin, and the power of sin is the law. But thanks be to God! He gives us the victory through our Lord Jesus Christ" (I Corinthians 15:54-57). Amen. Praise the Lord.

*Knowledge Objectives* - To know that all sinners deserve to go to hell, but that God brings those who have been redeemed by Jesus Christ to live with God in heaven, and that some day Christians will be clothed with new resurrection bodies.

*Behavioral Objectives* - To recognize the reality of heaven and hell; that a non-Christian child will realize the importance of turning to God and that a Christian child will be comforted by knowing about the home that awaits him.

## **Lesson Procedure**

### **STORY**

Use this story as a basis for discussing the reality of heaven and hell with your students. Do not frighten your children unduly. Stress the joys of heaven and knowing God. Too many children are lulled into assuming they are Christians. Don't push for instant decisions or squelch a true work of God. Correct popular misconceptions of heaven (e.g., angels floating around on clouds playing harps) and hell (e.g., the devil with horns and a long tail wearing a red suit and carrying a pitchfork). Explain that we do not know a lot about what heaven will be like, but it will be a place of joy and worship (and this won't be boring) where Christians will be with those they love and, most importantly, with God Himself. Deal sensitively with such issues as whether or not their pets will be in heaven (not as far as we know) if they come up.

### **A NEW HOME**

Jesse Green was dying. Of course, everybody dies sometime, but Jesse was six years old and it did not look like he would live to be seven. Jesse had been sick for a long time and was becoming worse instead of better.

"Mom, what's it like to die?" he asked one day.

"I don't know, Jess," replied his mother. "I just know Jesus loves His children very much and will take care of them in life or in death. I don't know why God has not made you well again, but we must trust Him, for He knows what is best."

“Oh, Mom, I do love Jesus so much and I want to go to heaven and be with Him, but I get scared sometimes, too.”

“I know, honey, I know. I feel that way, too. I’m going to miss you. I love you so much. But we will see each other again some day in heaven. I am so thankful that you are a Christian and know Jesus. When you die, right away you will be with Jesus and He will take care of you; some day you will get a new body, too.”

“It’ll sure be nice to have a new body that doesn’t hurt like this one does. What’s heaven like?”

“I don’t know that either. I just know that there are only good things there and people who love Jesus, and, best of all, God Himself. You will be very, very happy there. I once heard a story that you might like.”

“Once there was a small boy whose parents had died, so he was going to live with relatives. They sent a servant in a carriage to bring him to their house. The boy felt alone and afraid. Neither he nor the servant said much to each other, and with each mile the boy felt more cold and frightened. Finally, they reached the house. Cheery lights blazed through the windows and a blast of warm air greeted them as they pulled open the door. The boy’s relatives hugged him, spoke gently to him, and had hot food brought. The boy’s fear was forgotten. He was home.”

[Jesse’s mother’s story from *Improving Your Serve* by Charles Swindoll].

“I like that story, Mom,” said Jesse. “Was the relative’s home like heaven and the boy’s trip like dying?”

“Yes, son,” said his mother.

“Mom, will you keep telling my friends about Jesus so they will love Him, too?”

“Yes, Jesse, I will.”

Weeks later, Jesse took a trip to his home in heaven to live with a Father who loves him very, very much.

### Questions:

- What did Jesse want to talk to his mom about?
- What did Jesse’s mother tell him about dying and heaven?
- What happened at the end of the story?
- Before he died, Jesse asked his mother if she would do something; what was it?

Jesse is a made-up character, but the ideas talked about in this story are true. Boys and girls do sometimes die before they grow up. Think about whether you would go to heaven if you were to die now. Only if a person turns from sin to God (repents) and makes God the “boss” in his life will he go to heaven.

### BIBLE STORY

Read **John 14:1-6** and point out that Jesus promised to make a home for His children. You may also read **I Corinthians 15:35-44, 51-57** (the whole passage is appropriate, but a bit difficult for first and second graders) and discuss the resurrection body that believers will have some day, and that, even now, when they die, Christians go to be with God (II Corinthians 5:8).

### SONGS

“Heaven is a Wonderful Place”; “The Sands of Time” (*Trinity Hymnal*, #546); “There is a Land” (*Trinity Hymnal*, #550); “No Night There” (*Trinity Hymnal*, #548); “Who Are These” (*Trinity Hymnal*, #542).

## **Take Home Activity**

**Planting Seeds** - Have each of your students plant a seed as an illustration of what Paul wrote about in I Corinthians 15. Use a quick-growing seed; peas or beans work well. Ask your children what should eventually happen to the buried seed. Compare this, as Paul did, to the change that will occur in a Christian when he dies. Have your students take their planted seeds home, keep them in a warm place, water them, and report back to you on their progress.



## BIBLE PASSAGE - LESSON FOCUS

Heaven - **John 14:1-6; I Corinthians 15.**

## MEMORY VERSE

**This quarter, Psalm 51:10-19; this week, Psalm 51:16** - “You do not delight in sacrifice, or I would bring it; you do not take pleasure in burnt offerings.”

## SUGGESTED PROJECTS

1. Read John 14:1-6 and discuss. Jesus promised to prepare a home for His children. What sort of place will this home be? Who will live there?
2. If this was not done in class, plant a seed as an illustration of what Paul speaks of in I Corinthians 15. Read and discuss this passage as a family.
3. The Bible talks about hell as well as heaven. We all are sinners and deserve to go to hell. Only those who have been redeemed by Jesus Christ will go to heaven. If you are not sure you will go to heaven, or are basing your assumption on anything other than Christ’s death on the cross (e.g., your good works, church attendance, or baptism), speak to your child’s Sunday School teacher or a pastor of this church. Also see the books listed under Suggested Parental Reading.
4. Sing songs such as: “Heaven is a Wonderful Place”; “The Sands of Time” (*Trinity Hymnal*, #546); “There is a Land” (*Trinity Hymnal*, #550); “No Night There” (*Trinity Hymnal*, #548); “Who Are These” (*Trinity Hymnal*, #542).

## SUGGESTED PARENTAL READING

**Scripture** - John 14:1-6; I Corinthians 15; II Corinthians 5:1-10; Daniel 12:2; Revelation 20:11-22:21; Luke 16:19-31; 24:36-53; Matthew 7:21-23; I Thessalonians 4:13-18; Isaiah 26:19; Mark 9:42-48; Psalm 16:9-11; I Corinthians 2:9.

**Books** - If you are not sure what it means to be a Christian, read:

*Mere Christianity* (C.S. Lewis, Macmillan, 1952).

*Basic Christianity* (John R.W. Stott, IVP, London, 1958, Eerdmans, 1979).

*Knowing God* (J.I. Packer, Intervarsity Press, 1973).



# ANGELS

## Daniel 6

### Lesson Aim

To help students know about the presence of angels and demons in the world.

### Memory Verse

**This quarter, Psalm 51:10-19; this week, Psalm 51:17** - “The sacrifices of God are a broken spirit; a broken and contrite heart, O God, you will not despise.”

### Lesson Background

Angels are spiritual beings (Hebrews 1:14) who are servants of God or who have rebelled against Him. This was a once-and-for-all-time choice; angels cannot be redeemed by Christ as people can, but are confirmed in righteousness or unrighteousness. The Greek word for angel means “messenger” and can refer to natural or supernatural beings, although we will confine our discussion to the latter use of the word. There are many angels (Hebrews 12:22; Matthew 26:53), all of whom were created by God (Colossians 1:16). They are personal, immortal (Luke 20:35-36), asexual (Matthew 22:30) beings. Angels who serve the Lord worship God (Hebrews 1:6; Isaiah 6:23), bring revelation (Hebrews 2:2), instruct believers (Acts 8:26; 27:23-25), protect believers (Acts 5:17-20), and will take part in the Second Coming of Christ (Matthew 25:31; 13:30,39).

The idea of guardian angels arose out of Jesus’ statement in Matthew 18:10 that “their [little ones’] angels in heaven always see the face of my Father in heaven.” Although it is unclear whether or not each person has an actual guardian angel, we do know that helping believers is one of the responsibilities of angels (Hebrews 1:14).

However, some spiritual beings have rebelled against God and want to harm people. Demons, or fallen angels, have most of the same characteristics as good angels, but they refused to submit to God and so He threw them out of heaven even before men first walked the earth. The leader of this revolt was a beautiful angel named Lucifer, whom we now know as the devil or Satan (Isaiah 14:12-15; Revelation 12:9-12). Satan tempts men to sin (Genesis 3; Matthew 4:1-11; II Timothy 2:25-26), fights God's work (Matthew 13:19; II Corinthians 4:4), accuses believers (Job 1; Revelation 12:10), and pollutes the church (Matthew 13:38-39; Acts 5:3). Likewise demons, his servants, deceive the world, possess men (Luke 4:31-37; 9:37-43), and can cause disease and madness (Mark 5:1-20). Like good angels, Satan and his demons, although powerful, are not omnipotent, omniscient, or omnipresent. Satan is God's creature, not His counterpart.

The Bible uses the word *angel* in one other way, and that is to refer to Christ Himself. This occurs in the Old Testament when the phrase "the angel of the Lord" (not "*an* angel of the Lord," which refers to ordinary angels) is used to describe a theophany, a pre-incarnational appearance of Christ, such as to Manoah and his wife in Judges 13 (notice the angel demands worship, a blasphemous act were this not the Lord). Most biblical accounts speak of ordinary angels, however, including today's Bible story, about Daniel and the lions' den.

Darius the Mede (probably one of the officials of Cyrus the Persian), at the instigation of men who were jealous of Daniel, issued an edict that anyone in the next thirty days who prayed to any god or man other than Darius would be thrown into a den of lions (Daniel 6:7). When he realized the consequences of his order (it had probably seemed harmless to him and he was flattered by this seeming show of loyalty), Darius thought of rescinding it, but could not because of the immutability of the law of the Medes and Persians. Daniel knew that one should obey the laws of the land except when they conflict with God's laws (Acts 4:19). Therefore he continued to pray by an open window three times a day, as was his habit (an example to us who pray so little; Daniel, as a powerful leader in the kingdom, was certainly a busy man). Daniel did not deny his God by hiding or praying secretly and God rewarded his faithfulness. In this way, God's name was honored (Daniel 6:26-27), whereas had he sinned, the plotters would probably have found another way to entrap him. Note that Daniel's integrity was such that "the administrators and the satraps tried to find grounds for charges against Daniel, but they were unable to do so" (Daniel 6:4), and that Daniel's enemies assumed he would continue to pray and obey God. [Some information on Daniel from *Daniel*, a Tyndale Bible Commentary by Joyce Baldwin, 1978, pages 126-129.]

May we serve God as wholeheartedly as Daniel and thank God for His faithfulness to us and for the help of angels. Pray that God will strengthen you and protect you in the fight against Satan and the demons.

*Knowledge Objectives* - To know that angels are "ministering spirits sent to serve those who will inherit salvation" (Hebrews 1:14), but that there are also demons, fallen angels, led by Satan, the devil; to know some of the characteristics of angels and demons as listed in the background material; and to know the basic facts of Daniel, namely that King Darius, at the urging of Daniel's enemies, passed an irrevocable edict that anyone who worshiped someone besides the king during the next thirty days would be thrown into the lions' den, that Daniel continued to pray three times a day by an open window, that he was arrested, thrown into the lions' den, but found the next morning by an anxious king to be unharmed because God had sent His angel to shut the lions' mouths, and that Darius then issued a decree that all people in his kingdom must fear and reverence the God of Daniel.

*Behavioral Objectives* - By God's grace, to be faithful to the Lord, as was Daniel; to thank Him for the provision of angels, and to stand firm against the wiles of the devil.

## Lesson Procedure

**Introduction** - Ask your children what they think they would do if someone passed a law forbidding prayer to God for thirty days. Would they continue to pray? Would they pray, but not let anyone know they were doing so? Explain that this was the dilemma faced by a man in today's Bible story.

### BIBLE STORY

Read **Daniel 6** to your class and discuss, pointing out aspects of the story mentioned in the background material. If any of the children object that they know that story, tell them to listen and see if they can learn any facts of which they were unaware. Ask your children who God used to rescue Daniel. Use this to introduce the discussion below.

**Discussion of angels** - Discuss who angels are and the work they do, using some of the material in the background section. Ask your children to think of other biblical examples where angels helped God's people (e.g., Elijah at Dothan; Peter in prison). Also discuss Satan and demons. Read **Mark 5:1-14** as an example of what demons do.

### DRAMA

Have your children dramatize Daniel 6.

### SONGS

"All Hail the Power" (*Trinity Hymnal*, #296); "Angels from the Realms of Glory" (*Trinity Hymnal*, #218); "Holy, Holy, Holy" (*Trinity Hymnal*, #100); "Mighty God While Angels Bless Thee" (*Trinity Hymnal*, #8); "O God We Praise Thee" (*Trinity Hymnal*, #105).

## Take Home Activity

**Game** - You may play a true and false game instead of or before doing the worksheet below. Have your children stand in the middle of the room. Call one side of the room the true side and the other the false. Read the questions on the worksheet below and/or make up additional ones of your own. If the answer is true, the children should go to the true side of the room and if it is false, to the false side. Children seem to enjoy this game greatly, but it has the danger of having them become more interested in dashing back and forth across the room than listening to the questions, and then following the crowd rather than thinking for themselves.

**Worksheet** - Have your children write T or F on the lines next to the true and false statements. You may wish to do this together as a class and read the questions out loud.



## Class Work

## Angels

Write T (true) or F (false).

- \_\_\_ 1. The word “angel” means “messenger.”
- \_\_\_ 2. Demons obey God.
- \_\_\_ 3. King Darius passed a foolish law.
- \_\_\_ 4. Daniel was thrown into a den of wolves.
- \_\_\_ 5. Demons can live inside a person.
- \_\_\_ 6. Angels are all-knowing and all-powerful.
- \_\_\_ 7. God made Satan.
- \_\_\_ 8. Jesus died to save angels.
- \_\_\_ 9. Angels are spirits who serve Christians.
- \_\_\_ 10. Daniel was the only one in the Bible ever helped by angels.
- \_\_\_ 11. Daniel prayed three times a day.
- \_\_\_ 12. Jesus cast demons out of people.
- \_\_\_ 13. It’s okay to do what Satan wants because God will forgive us.
- \_\_\_ 14. A law said people must pray only to King Darius for 30 days.
- \_\_\_ 15. Daniel usually prayed by an open door.
- \_\_\_ 16. God’s angel came and closed the lions’ mouths for Daniel.
- \_\_\_ 17. Daniel’s enemies could not find anything he did wrong.
- \_\_\_ 18. Darius passed a law that everyone in his kingdom had to fear God.
- \_\_\_ 19. King Darius was glad Daniel was thrown into a lions’ den.
- \_\_\_ 20. God is stronger than Satan.
- \_\_\_ 21. Satan was never in heaven.
- \_\_\_ 22. Daniel was faithful to God and we should be too.





## BIBLE PASSAGE - LESSON FOCUS

Angels - **Daniel 6.**

## MEMORY VERSE

**This quarter, Psalm 51:10-19; this week, Psalm 51:17** - “The sacrifices of God are a broken spirit; a broken and contrite heart, O God, you will not despise.”

## SUGGESTED PROJECTS

1. Learn more about angels. Read and discuss some of the Scripture passages listed in the Suggested Parental Reading. Use a concordance or a Bible subject index to find out other references.
2. Have your family dramatize Daniel 6.
3. Read other Bible stories in which angels play a part. Discuss and/or dramatize these.
4. Demons are real and nothing with which to fool around. Shun any involvement with occult practices including ouija boards, horoscopes, and even superstitions, and warn your children of this. Do not practice sin in general. “Submit yourselves, then, to God. Resist the devil, and he will flee from you” (James 4:7).
5. Read other stories about Daniel and his friends found in Daniel 1-5.
6. Sing songs such as: “All Hail the Power” (*Trinity Hymnal*, #296); “Angels from the Realms of Glory” (*Trinity Hymnal*, #218); “Holy, Holy, Holy” (*Trinity Hymnal*, #100); “Mighty God While Angels Bless Thee” (*Trinity Hymnal*, #8); “O God We Praise Thee” (*Trinity Hymnal*, #105).

## SUGGESTED PARENTAL READING

**Scripture** - Daniel 6; Colossians 1:16; Hebrews 1:1-2:4; 12:22; Matthew 26:53; 22:30; Luke 20:35-36; Isaiah 6:1-4; Acts 5:17-20; 8:26; 27:23-25; Matthew 13:24-30, 36-43; Revelation 12:9-12; Isaiah 14:12-15; Matthew 4:1-11; II Corinthians 4:4; Job 1; Mark 5:1-20; Luke 4:31-37; 9:37-43.

**Books** - Christian fiction that takes the idea of angels and demons seriously, though imaginatively:

*Out of the Silent Planet* (C.S. Lewis, Macmillan, 1965.)  
*The Screwtape Letters* (C.S. Lewis, Macmillan, 1970.)  
*This Present Darkness* (Frank Peretti, Crossway, 1986.)  
*Piercing the Darkness* (Frank Peretti, Crossway, 1989.)



# **PRAYER - ADORATION AND THANKSGIVING**

**Luke 11:1-4; I Chronicles 29:10-13**

## **Lesson Aim**

To help students realize the importance of prayer, particularly the aspects of adoration and thanksgiving.

## **Memory Verse**

**This quarter, Psalm 51:10-19; this week, Psalm 51:18** - “In your good pleasure make Zion prosper; build up the walls of Jerusalem.”

## **Lesson Background**

Prayer is probably the most important and most neglected area of Christian life, and adoration and thanksgiving perhaps the most disregarded aspects of prayer. There are four major types of prayer summarized by the acronym “ACTS”: adoration, confession, thanksgiving, and supplication. Today’s lesson will focus on prayer in general and adoration and thanksgiving in particular.

God commands us to pray (I Thessalonians 5:17; Colossians 4:2; I Samuel 12:23). Prayer should be offered in the Spirit (Romans 8:15-17, 26-27), through the Son (Hebrews 10:19-22) and to God. The Lord has promised to listen to His children’s prayers (I Peter 3:12; Romans 8:13-17) and, although He may mercifully grant the requests of unbelievers, God is only obligated to hear their petition for salvation (Romans 10:13). This does not excuse a non-Christian from his responsibility to pray, however, particularly in the area of thanksgiving.

Any time or place seems to be acceptable for prayer. Jesus often prayed in the morning or throughout the night, and Daniel and others prayed at regular intervals throughout the day (Psalm 55:17; Daniel 6:10). The Bible shows prayer to be a constant, regular activity of those who love God. Men have offered prayers from such diverse places as a garden, a prison, a cross, and the belly of a fish. Likewise, the Bible presents various postures for prayer - standing, kneeling, lying prostrate, and with hands raised (Psalm 95:6; I Timothy 2:8).

Prayer is a crucial yet difficult activity. Like many of us, the disciples apparently felt their inadequacies in this area, and one of them asked Jesus to teach them to pray. Christ responded with a model prayer that we refer to as the Lord's Prayer (Luke 11:1-4; Matthew 6:9-13). It incorporates the different types of prayer mentioned above except specific thanksgiving, (supplication - "Your kingdom come . . . daily bread"; confession - "forgive us our sins") beginning with adoration ("hallowed be thy name"). "To hallow" means "to set apart as holy," separate from sin. Adoration is worshiping God for who He is (i.e., attributing "worth" to God, acknowledging to God that He deserves blessing, honor, and the like). The Bible records some beautiful prayers full of adoration, such as those in I Chronicles 29:10-19; II Chronicles 6; Revelation 4:6-11; 5:8-14; 7:12, and many of the Psalms.

Thanksgiving, closely related to adoration, concentrates on what God has done (e.g., Psalm 8:1-4; 105; I John 4:10). We should give thanks to God in everything (I Thessalonians 5:16-18). In Romans, Paul points out that ingratitude is at the heart of man's rebellion against God and deserves God's wrath. The Lord is a great God who has given us much for which to be thankful. May you help your children better understand this today, and may we all bow before the Lord in worship, saying like the creatures in Revelation (Revelation 7:12), "Amen! Praise and glory and wisdom and thanks and honor and power and strength be to our God forever and ever. Amen!"

*Knowledge Objectives* - To know that God commands us to pray, that we should adore and give thanks to Him, and that Jesus gave us a model prayer to teach us how to pray.

*Behavioral Objectives* - To adore and give thanks to God.

## **Lesson Procedure**

### **PRAYER DISCUSSION**

Ask your students what prayer is and discuss this. Tell them that God commands us to pray (I Thessalonians 5:17). Ask your students if they ever find it difficult to pray. Explain that its importance may be precisely the reason we find it such a struggle. Also explain that if they are not Christians, they cannot expect to enjoy spending time in the presence of God and that God need not answer their prayers except for salvation. Point out, however, that even unbelievers have a responsibility to seek God and thank Him for what He has given them. Continue your discussion by asking your children if it matters where and at what time they pray. Ask them to think of different times and places people prayed in the Bible. Ask your students if there is a special posture in which they should pray. Help them list different postures for prayer and discuss briefly what each indicates about an inner attitude that should be present.

### **BIBLE STORY**

Tell your students that one of Jesus' disciples wanted Him to teach them how to pray, so He gave them a model prayer that we call the Lord's Prayer. Read **Luke 11:1-4**. Help your children see the different kinds of things prayed for and how our prayers can echo these concerns.

## **PRAYER DISCUSSION**

Explain the different types of prayer represented by the acronym “ACTS.” Explain that this week we will concentrate on adoration and thanksgiving, which are often neglected in our prayers. Discuss these aspects of prayer. Read **I Chronicles 29:10-13** as an example of adoration.

## **PRAYER**

Spend time in adoring and giving thanks to God. It might be good at first to list attributes of God and things for which your children are thankful. Perhaps you could go around the room and have each child say something like, “You are a powerful God; thank You for taking care of us on vacation,” or, “You are a merciful God; thank You for healing my baby sister.” Adore God for who He is and thank Him for what He has done. Spend sufficient time in prayer, even if you must eliminate other activities in this lesson.

## **SONGS**

Worship the Lord with such songs as: “In Everything Give Thanks” (I Thessalonians 5:17); “Seek Ye First”; “Worthy is the Lamb” (Revelation 5:12); “Worthy, Worthy is the Lamb” (Revelation 5:12); “Thine O Lord is the Greatness” (I Chronicles 29:11-13); “King of Kings and Lord of Lords”; “Now Unto the King Eternal” (I Timothy 1:17); “Thy Lovingkindness” (Psalm 63:3); “Thank Him, Thank Him.”

## **STORY**

Tell the story of the first American Thanksgiving. Perhaps you can find a children’s book to read about this. Emphasize how thankful the Pilgrims were for God’s provision, and that we too should thank God for all He gives us.

## **DRAMA**

Have your students dramatize the story of the first Thanksgiving. If your children are doing the Take Home Activity, have them do that first and wear their pilgrim hats in the play. Other children can make simple Indian headdresses to wear. For each “Indian,” cut a long strip of  $\frac{3}{4}$ -inch-wide construction paper (or join several short ones), staple or tape a construction paper or real feather in the middle of the strip, and staple or tape the ends of the strip together, first measuring for correct head size. Have your children make the “feathers” by cutting out a long oval from construction paper and fringing the edges (cutting tiny snips all the way around the “feather”).

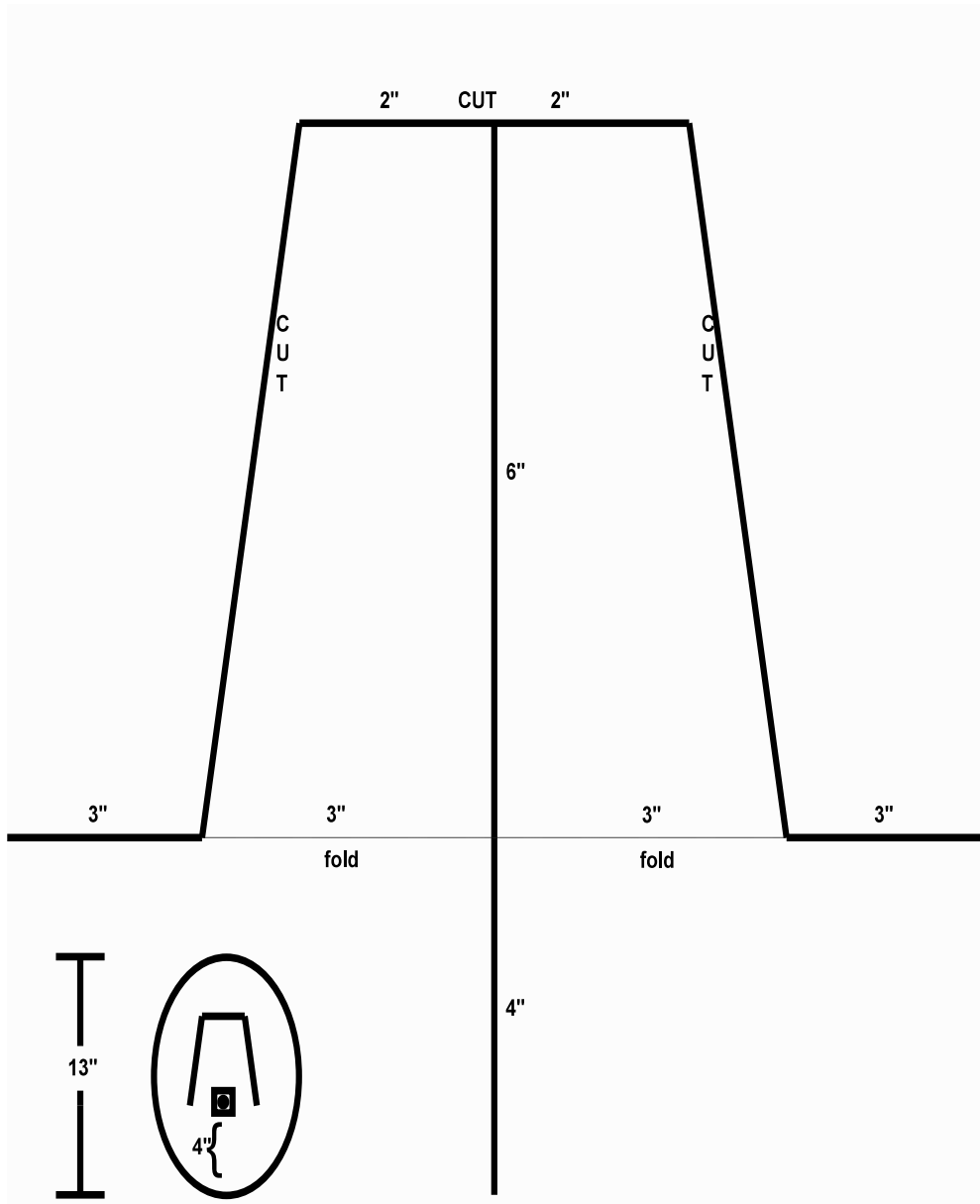
## Take Home Activity

**Pilgrim Hats** - Have your children make pilgrim hats to use in the drama above and to take home to remind them to give thanks to God as the Pilgrims did. Younger children will especially enjoy the finished product, but may have some difficulty in constructing the hats. Make samples at home and demonstrate each step of the construction, especially with the girl's hat.

**Boy's Hat** - Have your children draw a 12-inch by 13-inch oval on a 12-inch by 18-inch piece of black construction paper. Four inches from the bottom of this oval draw a trapezoid (see pattern). Have them cut out the oval shape and cut out three sides of the trapezoid as shown on the pattern, and fold on the fold lines. To make a buckle, have your students cut a 2-inch square from yellow construction paper. In the center of this square they should draw another square 1 centimeter ( $\frac{3}{16}$ ths inch) smaller than the original square and then cut out this smaller square. Finally they should glue the buckle to the front of the hat (the bottom of the trapezoid).

**Girl's Hat** - Have your students place a piece of white construction paper (12x18 inches) on top of a piece of black construction paper (12x18 inches) and then cut 4-inch cuts as shown on the pattern. Have them fold strip A under the papers so the black papers touch and lay a long string in the fold formed so the string sticks out several inches on both sides. They should then gently fold up strips B, C, and D and glue them to each other at point X (the black of strips B and C are glued to the white of strip D). Have your students gently fold up strips E and F and glue this to the other side of strip D (the white of strip E and F to the black of strip D).

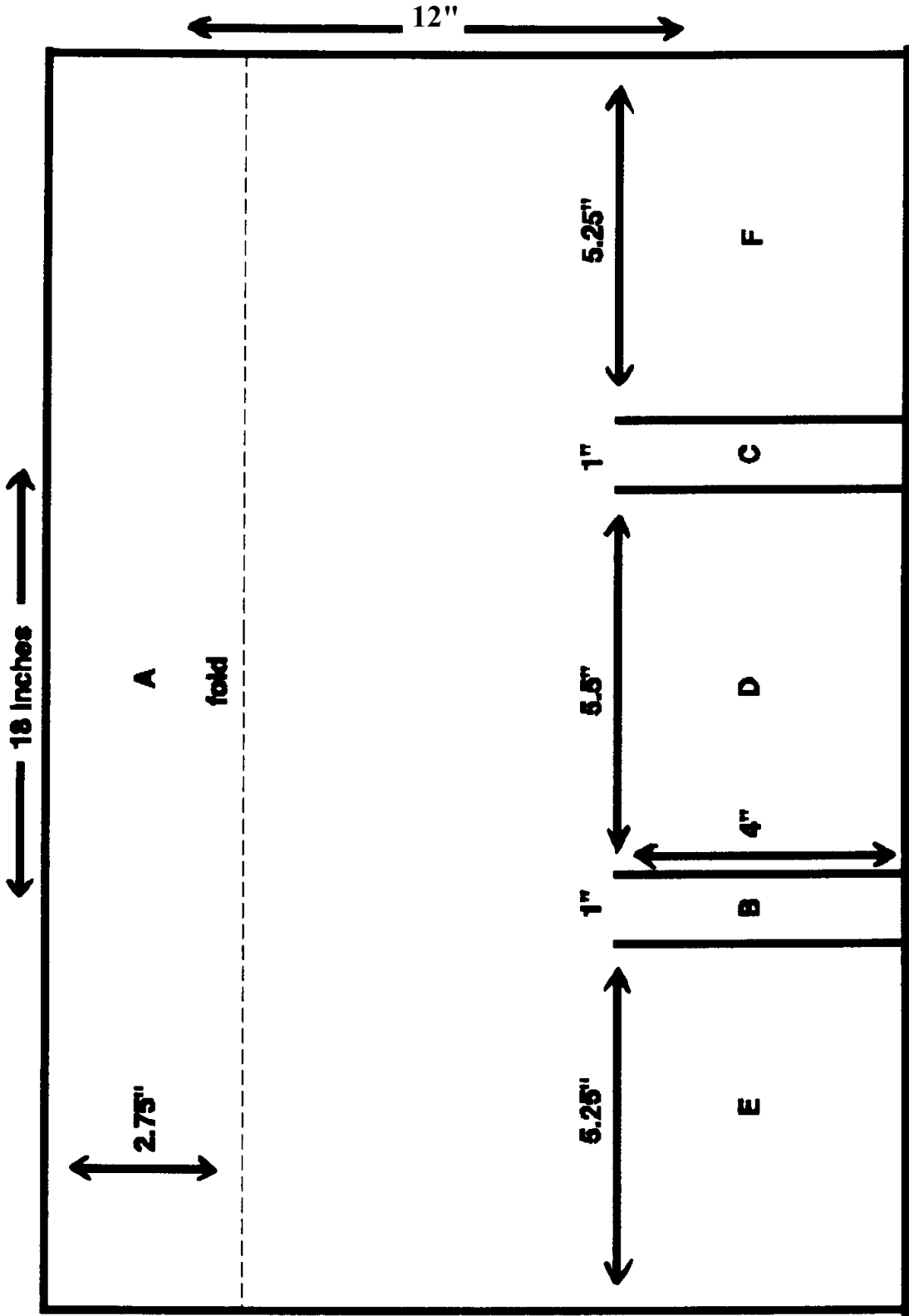
# PILGRIM HAT - BOYS







PILGRIM HAT - GIRLS





### BIBLE PASSAGE - LESSON FOCUS

Prayer (adoration and thanksgiving) - **Luke 11:1-4; I Chronicles 29:10-13.**

### MEMORY VERSE

**This quarter, Psalm 51:10-19; this week, Psalm 51:18** - "In your good pleasure make Zion prosper; build up the walls of Jerusalem."

### SUGGESTED PROJECTS

1. Adore and give thanks to God. Read passages such as I Chronicles 29:10-19; Revelation 4:6-11; 5:8-14; 7:12 with your family and talk together about how great God is. List His attributes for which you can praise Him, and things that He has done for which you are thankful. Praise and thank Him for these things.
2. Worship the Lord (not just ask Him for things and read His Word, important as this is) daily this week alone, with your family, and also sometimes with other believers.
3. Help your children memorize the Lord's Prayer (Matthew 7:9-13). Emphasize that this is a model prayer, not a magic formula or something to be vainly repeated to the neglect of other prayer.
4. Sing and worship the Lord with such songs as: "In Everything Give Thanks" (I Thessalonians 5:17); "Seek Ye First"; "Worthy is the Lamb" (Revelation 5:12); "Worthy, Worthy is the Lamb" (Revelation 5:12); "Thine O Lord is the Greatness" (I Chronicles 29:11-13); "King of Kings and Lord of Lords"; "Now Unto the King Eternal" (I Timothy 1:17); "Thy Lovingkindness" (Psalm 63:3); "Thank Him, Thank Him."

### SUGGESTED PARENTAL READING

**Scripture** - Matthew 6:5-15; Luke 1:1-4; I Chronicles 29:10-19; I Thessalonians 5:17-18; Colossians 4:2; Romans 8:15-17, 26-27; 12:2; Hebrews 10:19-22; Psalm 55:17; Daniel 6:10; Ephesians 6:18-19; I Timothy 2:8; Psalm 8:1-4; II Chronicles 6:12-42; Revelation 4:6-11; 5:8-14; 7:12.



# **PRAYER - CONFESSION AND SUPPLICATION**

## **II Samuel 11-12**

### **Lesson Aim**

To help students realize the importance of prayer, including confession and supplication.

### **Memory Verse**

**This quarter, Psalm 51:10-19; this week, Psalm 51:19** - “Then there will be righteous sacrifices, whole burnt offerings to delight you; then bulls will be offered on your altar.”

### **Lesson Background**

How wonderful that the infinite eternal God not only is willing, but desires to have His creatures communicate with Him in prayer. Last week we discussed adoration and thanksgiving. Today we will concentrate on confession and supplication.

David was a man who knew the importance of confession. For about a year after his adultery with Bathsheba and his murder of her husband Uriah, David refused to acknowledge his sin. He wrote in Psalm 32 (although this did not necessarily refer to this incident), “When I kept silent, my bones wasted away through my groaning all day long. For day and night your hand was heavy upon me; my strength was sapped as in the heat of summer. (Selah.) Then I acknowledged my sin to you and did not cover up my iniquity. I said, ‘I will confess my transgressions to the Lord’ - and you forgave the guilt of my sin” (Psalm 32:4-5). Then Nathan confronted David with his sin by telling him a parable of a man with many sheep who stole from a poor man his cherished ewe lamb. David, hardened by sin, did not recognize the parallels with his own life until Nathan explicitly pointed this out, whereupon David finally admitted his sin. God forgave David (I John 1:9), although because of David’s sin, his son died (II Samuel 12:14). God will forgive all His people’s sins if we confess them, forsake them, and turn to Him.

David prayed that his child would live, but he died. God even refused Jesus' request in the garden of Gethsemane (Luke 22:39-44). In the same way, God will only answer "yes" to our requests if they are in His will, but we would not want Him to do otherwise. Yet we should not regard God as stingy or cruel. The Lord wants what is best for us. "If you, then, though you are evil, know how to give good gifts to your children, how much more will your Father in heaven give good gifts to those who ask him!" (Matthew 7:11; see also Matthew 7:7-12; John 14:12-15). God wants us to ask Him for things (Philippians 4:6; Ephesians 6:18), but we must pray in faith (James 1:5-7). We must be persistent in prayer, as was the widow in Luke 18 (verses 1-8; see also Luke 11:5-10).

Of course, if we continue in sin God will not grant our requests (Psalm 66:18; Isaiah 59:1-2). Sometimes God delays His answers to our requests because the situation is not right or we are not ready to receive the answer, or in order to lead us to depend on Him. God wants us to pray for others (intercession, as Paul did - Philippians 1:9-11; Ephesians 1:15-19; 3:14-21) as well as for ourselves.

We have a loving heavenly Father who delights to answer the requests of His children. "Let us then approach the throne of grace with confidence, so that we may receive mercy and find grace to help us in our time of need" (Hebrews 4:16). May our students learn this also, and may we together thank and worship our wonderful Lord.

*Knowledge Objectives* - To know that God answers His children's prayers according to His will for our good and His glory; that we should be persistent in prayer, as was the widow in Jesus' parable; and that we should confess our sins to God; to know the basic facts of David's sin and confession found in II Samuel 11-12.

*Behavioral Objectives* - By God's grace, to confess sin to God, and for Christians to turn expectantly and persistently to Him as a heavenly Father who delights to grant His children's requests.

## Lesson Procedure

### DISCUSSION

Ask your students, "If you asked your father for something to eat, would he give you a stone or a snake?" Tell them, "Of course he wouldn't; fathers want to give their children good things" (at least they should). Explain to your students that if they know God, they have a heavenly Father who delights to give them good things. Read **Matthew 7:7-11** and discuss briefly.

Ask your students, if there were two children who wanted a new bike, who would be the more likely to get it, the child who mentioned to his father at dinner one evening, "You know, Dad, I'd like a new bike," or the one who at every opportunity respectfully asked his father for a new bicycle and told him why he needed it. Tell your students that we should be persistent in prayer, too. Read **Luke 18:1-8** and discuss. Tell your students that we should pray for other people as well as ourselves. This is called intercession.

Ask your children if God always answers "yes" to a Christian's requests. Ask them why He might answer "no" or "wait." Tell them that one reason God may answer "no" is because the person praying has sinned. Have two of your students read Psalm 66:18 and Isaiah 59:1-2. Ask your students what they should do if they sin. Have a student read **I John 1:7-10**. Tell your class that David knew what it was like to sin. Read **Psalm 32**. Tell your students that one time David committed a terrible sin and did not confess it for about a whole year.

## BIBLE STORY

**II Samuel 11-12** - Because of the length of this passage and the nature of the subject matter, it would be best to tell the story in your own words or as below. Discuss the story and mention that, although God forgave David, He still punished him. Then read **Psalm 51**, which David prayed when Nathan confronted him with his sin.

### DAVID'S SIN

(from II Samuel 11-12)

One spring evening when David had sent his army to fight the Ammonites, he got up from his bed and walked around the roof of the palace (remember roofs were flat and were used as porches). From the roof, he saw a very beautiful woman. He had her brought to the palace. Later David decided he wanted to marry the woman, whose name was Bathsheba, but Bathsheba already had a husband named Uriah, who was a soldier in the army. Then David had a wicked idea. If Uriah were dead, he would be free to marry Bathsheba. David wrote a letter to Joab, the commander of the army, which said, "Put Uriah in the front line where the fighting is fiercest. Then withdraw from him so he will be struck down and die." Joab did what David told him and Uriah died in battle. David wasn't sorry for what he had done. When a messenger came to report on how the war was going and the fact that Uriah was dead . . . [at this point read **II Samuel 11:25-12:14**, possibly omitting verses 11-12, saying instead "Nathan pronounced further judgments against David." Then read **II Samuel 12:15-25** or finish the story as follows:] The Lord did strike David and Bathsheba's son so he became ill. David fasted and prayed many days and nights, but on the seventh day the child died. David then worshiped the Lord, for he knew that everything He does is good. David comforted Bathsheba and she eventually gave birth to another son, whom they named Solomon. Solomon grew up to be king after his father David.

## PRAYER

Review the four types of prayer discussed this week and last week, summarized by the acronym "ACTS" (adoration, confession, thanksgiving, and supplication). Spend some time in prayer. Open with adoration and thanksgiving. Tell your children that they should confess their sins to God but need not necessarily do so aloud in your class. Write down several of your children's requests and have your class pray persistently for these; pray for them during the next few weeks in class.

## SONGS

"In Everything Give Thanks" (I Thessalonians 5:17); "Seek Ye First"; "Come My Soul" (*Trinity Hymnal*, #628); "When the Weary" (*Trinity Hymnal*, #632); "What a Friend" (*Trinity Hymnal*, #629).

## Take Home Activity

**Prayer Booklet** - Have your children staple together 5 or more pieces of paper. On the cover of the booklet, have them print “God hears the prayers of His people.” They may decorate the cover, if desired. On the top of the first page, have your children print “adoration.” Under this they should print “praise God for who He is . . . all-powerful, all-knowing, loving, good, holy (and other of God’s attributes you desire to list).” On page 2, have your students print the word “confession,” under which they should print I John 1:9 and perhaps draw a picture of a sin they are sorry for. On page 3, your children should print the word “thanksgiving” and draw pictures or cut out and glue on magazine pictures of things for which they are thankful. On the top of page 4 they should print “supplication” and write down or draw pictures of requests they wish to make to God. They can use this (and write on any additional pages) as a regular prayer list to write down requests for themselves and other people, pray for them regularly, and make a note when God answers their prayers.



### BIBLE PASSAGE - LESSON FOCUS

Prayer (confession and supplication) - **II Samuel 11-12** and other Scripture, including Matthew 7:7-11, Luke 18:1-8, I John 1:7-10, Psalm 32, and Psalm 51.

### MEMORY VERSE

**This quarter, Psalm 51:10-19; this week, Psalm 51:19** - “Then there will be righteous sacrifices, whole burnt offerings to delight you; then bulls will be offered on your altar.”

### SUGGESTED PROJECTS

1. Pray with and for your family daily and teach them to have regular personal prayer times.
2. Confess your sins to God and, if you have offended anyone, confess that sin to him also. Encourage your family members to do likewise.
3. Make a personal prayer list and one to use as a family. You may wish to write people’s names and their needs on index cards and pray for a number of these each day. Perhaps you would prefer to group things and people to pray for by category (e.g., family, church, school, missions) and pray for one or more categories each day. Seek not just for personal needs, but God’s glory and His kingdom (Matthew 6:25-34). Do pray; your prayers make a difference in this world and eternity.
4. Read prayers in the Bible (and pray them yourself as you read), such as those found in the Psalms. Read Scriptures about prayer such as those found in the Suggested Parental Reading. Read about great pray-ers in the Bible and in church history and what was accomplished through their prayers.
5. Many hymns are actually prayers. Sing songs such as: “In Everything Give Thanks” (I Thessalonians 5:17); “Seek Ye First”; “Come My Soul” (*Trinity Hymnal*, #628); “When the Weary” (*Trinity Hymnal*, #632); “What a Friend” (*Trinity Hymnal*, #629).

### SUGGESTED PARENTAL READING

**Scripture** - Matthew 6:15-7:12; Luke 11:1-13; II Samuel 11-12; Psalm 51; 32; I John 1:1-2:1; Psalm 66:16-20; Luke 18:10-14; James 1:5-7; 5:13-18; John 14:12-15; Philippians 4:6; Ephesians 6:18-19; 1:15-19; 3:14-21; Hebrews 4:16; Psalm 66:18; Isaiah 59:1-2; Philippians 1:9-11; I Thessalonians 5:17-18; Colossians 4:2-4; I Samuel 12:23; Romans 8:15-17, 26-27; 12:12; Hebrews 10:19-22.

**Books** - Read a book about prayer (be sure its teaching is in accord with Scripture) or a biography of an effective pray-er, such as *The Life of David Brainerd* (Baker Book House, 1978) or *Rees Howells, Intecessor* (Norman Grubb, Christian Literature Crusade, 1980; contains some questionable theology, but powerful praying).



# **BAPTISM**

**Matthew 3:13-17**

## **Lesson Aim**

That your students will learn that believers should be baptized to show their identification with Christ.

## **Memory Verse**

Review this quarter's verses, **Psalm 51:10-19**.

## **Lesson Background**

Christian baptism symbolizes a believer's union with Christ in His death, burial, and resurrection (Romans 6:1-5; Colossians 2:11-13). Like John's baptism, it indicates repentance and cleansing from sin (Acts 19:4; Matthew 3:11), but it goes beyond this. Jesus commanded His disciples to baptize (Matthew 28:18-20), and in the early church, it was assumed that a person would be baptized upon conversion (Acts 2:38; 8:36-38; 16:30-33). Jesus Himself was baptized, but this was not because He needed to be forgiven from sin, but "to fulfill all righteousness," inaugurating His public ministry as prophet, priest, and king, and probably as an example to believers.

The New Testament and early church history give no indication that people other than believers participated in Christian baptism (other than Acts 16:30-33, which would be an argument from silence). The practice of baptizing infants arose by regarding baptism as analogous to circumcision in the Old Testament. Both practices do serve as a means of identification with the people of God, but there the similarity stops. Infant baptism also implies a belief in baptismal regeneration, although this would be denied by many of its proponents. Of course (despite misinterpretations of I Peter 3:20-22), people are not saved by baptism, but

by the finished work of Jesus Christ (Ephesians 2:8-9; I Corinthians 1:17; also the thief on the cross, for example, was not baptized).

Immersion was clearly the mode of baptism practiced in the New Testament and the early church (Acts 8:38; John 3:23; Matthew 3:6). Although the word *baptizo*, basically meaning “to dip,” can be used in other senses than “to immerse completely” (Mark 7:24; Luke 11:38), immersion is the only practice consistent with baptism being a symbol of Christ’s death, burial, and resurrection.

We should strongly support the scriptural practice of baptism, but should not let such matters as this separate us from brethren who know and love the Lord Jesus Christ but differ in their teaching on these matters. Teach your students that being baptized is an important way of obeying Christ and pray that they will one day obey God in this matter, but, more significantly, that they will experience the salvation of which baptism is a symbol.

*Knowledge Objectives* - To know that believers, and only believers, should be baptized by immersion to show their identification with Christ in His death, burial, and resurrection, and to know the story of Jesus’ baptism as found in Matthew 3:13-17.

*Behavioral Objectives* - That your students will understand the significance of baptism and that, by God’s grace, unbelievers will desire to know Him and Christian students will have a desire to be baptized.

## **Lesson Procedure**

**Introduction** - Discuss different ceremonies with which your children might be familiar, such as graduations or weddings. Talk briefly about what is involved in these ceremonies and why these things are done. Explain that Jesus was once involved in a sort of ceremony that He wants all Christians to imitate Him in doing. This is the subject of today’s Bible story.

### **BIBLE STORY**

Read **Matthew 3:13-17** and discuss briefly. Explain that Jesus wants Christians to be baptized, too, but that this baptism is a bit different, for we, unlike Jesus, are sinners, and baptism symbolizes our forgiveness and cleansing from sin and our identification with Christ in His death, burial, and resurrection.

### **DISCUSSION**

Discuss baptism using some of the background material and emphasizing that baptism is a way for those who know Christ to obey Him and publicly identify with Him. You may wish to include the story of the Ethiopian eunuch’s baptism (the story itself was studied earlier, Year I, Quarter 4, Lesson 9) found in Acts 8:36-38 (summarize the surrounding verses).

### **STORY**

#### **A BRAVE BAPTISM**

Shandi was frightened. Today was the day he was to be baptized and he wasn’t at all sure he wanted to go through with it. Of course he loved the Lord Jesus very much and must obey Him, but the thought of what baptism meant made him hesitate. Shandi’s father, Daniel, was the only other Christian in the village.

Ever since his father had been baptized, there had been trouble. Daniel had difficulty in selling his crops, people often laughed and threw things at him, and once, someone had even set fire to their home. Now most people left Shandi alone, but if they were to find out that he too was a Christian, there was no telling what might happen.

“Shandi,” a voice called out, “it is time to go to the river.”

“Yes, Father,” answered the boy, “I’m coming.” “Oh Lord Jesus, please help me to be brave,” Shandi prayed.

At the baptism, somehow Shandi’s fear didn’t seem to mean so much, even though several people stood on the river bank mocking. Shandi was filled with joy, and obedience to Jesus Christ was all that mattered. Afterward, glancing at the hostile faces around him, Shandi felt a bit of fear return, but he was glad - oh, so glad! - that he had proclaimed his faith in baptism.

While he was thinking these things, a boy approached Shandi, a boy who had been one of the worst at teasing Shandi in the past. “That was a pretty brave thing you did,” commented the boy.

“I just did what God wanted and He helped me, so you don’t have to laugh.”

“I’m not laughing. I mean, I really do think it was a brave thing to do. You’re different from the other boys, Shandi. When I mocked you and threw stuff at you, you didn’t get angry and try to hit me back. I thought you were just scared, but now I don’t think you were. Is it your God that makes you different? Tell me about this Jesus God of yours.”

“Oh, yes!” exclaimed Shandi, eyes bright, “I’d be glad to.” And so Shandi told his new friend about Jesus, praying that God would bring another child to Himself.

### Questions:

- Why was Shandi frightened?
- Why did Shandi want to be baptized?
- What happened as a result of his obedience?
- What is baptism?
- Who should be baptized?
- Why should Christians be baptized?

### SONGS

“There is a Fountain” (*Trinity Hymnal*, #253); “Nothing but the Blood” (*Trinity Hymnal*, #307); “Come Every Soul” (“Only Trust Him,” *Trinity Hymnal*, #675); “Not What My Hands Have Done” (*Trinity Hymnal*, #461); “Deep and Wide.” **Note:** The hymns listed in the index of the *Trinity Hymnal* under “baptism” refer to the practice of infant baptism.

### Take Home Activity

**Clean Heart/Dirty Heart Figure** - Have your children draw and cut out a person. Have them draw a heart on the figure’s chest and cover this with clear contact paper. They may color the figure, if desired. They can color the heart black with washable felt-tip pen or crayon to represent sin and wash it clean by rubbing it with a damp cloth or paper towel to represent the forgiveness that comes when a person believes in Christ. Remind your students that this is a picture of salvation (the organ that pumps blood does not really become black), as is baptism. Review with your students what they learned today about baptism.



## BIBLE PASSAGE - LESSON FOCUS

Baptism - **Matthew 3:13-17.**

## MEMORY VERSE

Review this quarter's memory verses, **Psalm 51:10-19.**

## SUGGESTED PROJECTS

1. Read appropriate Scripture (see Suggested Parental Reading) and discuss the meaning of baptism with your family. All believers (but only believers) should be baptized as a symbol of their identification with Christ. Children should be allowed to be baptized only when their lives have shown clear testimony for Christ, they understand the meaning of baptism, and they have persistently expressed a desire to be baptized.
2. Baptism symbolizes a believer's identification with Christ in His death, burial, and resurrection, and also the fact that he has been cleansed from sin. If you have not been forgiven and cleansed from your sin by Jesus Christ, speak to your child's Sunday School teacher or a pastor of this church about how you can come to know God. Baptism will not bring you into a right relationship with God. Only salvation through Christ will do this.
3. If possible, attend a baptism. Discuss why certain things are included in the service.
4. Read *The Voyage of the Dawn Treader* (part of the Narnia series by C.S. Lewis, Macmillan, 1951), particularly chapter 7.
5. Sing songs such as: "There is a Fountain" (*Trinity Hymnal*, #253); "Nothing but the Blood" (*Trinity Hymnal*, #307); "Come Every Soul" ("Only Trust Him," *Trinity Hymnal*, #675); "Not What My Hands Have Done" (*Trinity Hymnal*, #461); "Deep and Wide." **Note:** The hymns listed in the index of the *Trinity Hymnal* under "baptism" refer to the practice of infant baptism.

## SUGGESTED PARENTAL READING

**Scripture** - Matthew 3:13-17; Romans 6:1-5; Colossians 2:11-13; Acts 2:38; 8:36-38; 16:29-33; 19:4; I Corinthians 10:2.





# **COMMUNION**

**Luke 22:7-23; I Corinthians 11:17-34**

## **Lesson Aim**

To know that Jesus told Christians to remember Him by celebrating the Lord's Supper.

## **Memory Verse**

Review this quarter's memory verses, **Psalm 51:10-19**.

## **Lesson Background**

"The Lord Jesus, on the night he was betrayed, took bread, and when he had given thanks, he broke it and said, 'This is my body, which is broken for you; do this in remembrance of me.' In the same way, after supper he took the cup saying, 'This cup is the new covenant in my blood; do this, whenever you drink it, in remembrance of me.' For whenever you eat this bread and drink this cup, you proclaim the Lord's death until he comes" (I Corinthians 11:23-26). This Lord's Supper is celebrated, as Jesus commanded, by Christians all over the world.

Its first celebration was not, of course, part of a church service, but the Jewish Passover. Christ is the fulfillment of the Passover (I Corinthians 5:7-8). He is the sacrificial Paschal Lamb without blemish whose blood protects those who trust in Him from death. He is the Bread of Life (John 6:30-35).

The Lord's Supper has both vertical and horizontal significance, as Christians worship the Lord and have fellowship with other believers (hence the name Communion). In the Lord's Supper, we remember the Lord's death, place our faith in Him and what He has done, and demonstrate our oneness with the brethren. If anyone knows a Christian has something against him (or he has something against a believer), he must first try to be reconciled with that brother before participating in the Lord's Supper (Matthew 5:21-26).

The Lord's Supper should be a demonstration of Christian unity and love, but even in biblical times it became an occasion for sin (I Corinthians 11:17-34; Jude 12). Throughout church history, division, strife and hatred arose from different views of its significance. Roman Catholics, teaching what is called transubstantiation, hold that the bread and wine actually become the body and blood of Christ. The elements are seen to have benefit independent of the spiritual condition of the recipient. This teaching is patently false. The apostles would not have believed that the bread literally became Jesus' body (after all, He was right there in the room with them when He said, "This is my body") any more than they believed He was a literal vine or shepherd (John 15:5; 10:9). The word "is" must be understood in context, as when one points to a portrait or a statue and remarks, "That is so and so."

Similarly to Roman Catholics, Lutherans believe that Christ's body is actually locally present, but "in and with" the elements rather than replacing them. The great majority of Protestants regard the Lord's Supper symbolically, either the Zwinglian view of a strictly memorial service or the "spiritual presence" view of Calvin ["I conclude that Christ's body is really (as the common expression is), that is truly given to us in the Supper to be wholesome food for our souls . . . that a life-giving virtue from Christ's flesh is poured into us by the Spirit." John Calvin, commentary on I Corinthians, pages 1672-1673]. A few arguments have even arisen as to what actual elements should be used (leavened or unleavened bread; grape juice or wine). Although Christ partook of unleavened bread and wine (though wine of a far lower alcoholic content than what is common today), our heart attitude and desire to please Christ are more important than exactly duplicating the elements used in first-century Palestine.

As with the doctrine of baptism, we can remain firm in our beliefs about the Lord's Supper, yet show love and have fellowship with brethren (those who have *truly* been born again by faith in Christ) who disagree with our views. Only those who have been redeemed by Christ should be allowed to partake of the Lord's Supper. Unbelievers, particularly young children, should not be allowed to participate, or else we will surely incur the Lord's wrath (I Corinthians 11:27-32). (What a travesty is made of the Lord's Supper, for example, when an entire class of preschoolers is forced to take Communion.) The passage in I Corinthians should not be used, however, to discourage those who truly know the Lord and are in right fellowship with Him and their brethren from participating. The Lord's Supper should be a sober, yet joyous, remembrance of the Lord Jesus Christ and what He has done for us. Let us praise God and pray that one day our children will be able to enjoy this privilege.

*Knowledge Objectives* - To know that on the night in which he was betrayed, during a Passover Supper, Jesus gave thanks and gave His disciples bread to eat, which He called His body, and wine to drink, which He called His blood, and told them to do this in remembrance of Him.

*Behavioral Objectives* - That your students will show respect and listen during the Lord's Supper and only participate if they truly have become new creatures in Christ.

## Lesson Procedure

**Introduction** - Ask your students if they know what Passover is. Explain and, if desired, read **Exodus 12:1-15**. Explain the meaning of the sacrificial lamb to the Israelites and how Jesus is the fulfillment of this. Tell your students that unleavened bread was used because haste was necessary in leaving Egypt (also explain what leaven is if they do not know). Leaven is also sometimes used as a symbol of sin. If your students do not know what a symbol is, discuss common ones such as a flag. Tell your students that Jesus celebrated the Passover shortly before His death.

## **BIBLE STORY**

Read **Luke 22:7-23** and **I Corinthians 11:17-34**, explaining how Jesus gave a new meaning to the original Passover supper, changing it to the Lord's Supper, which Christians should celebrate regularly. Explain how originally Communion was part of an *agape* feast and discuss Paul's admonitions that only true Christians who are right with God should partake of the bread and wine. Answer any questions your children may have about the Lord's Supper and emphasize how in celebrating the Lord's Supper we remember what Jesus Christ has done for His people in His death and resurrection.

## **SONGS**

"Christ Our Passover" (I Corinthians 5:7-8); "Twas on That Night" (*Trinity Hymnal*, #422); "Bread of the World" (*Trinity Hymnal*, #425).

## **Take Home Activity**

**Lord's Supper Picture** - Have your students paint a picture of a communion cup and a loaf of bread. They may print, "Do this in remembrance of Me" on the painting if desired.

**Bible Baseball** - This is a good lesson in which to include Bible Baseball.



### BIBLE PASSAGE - LESSON FOCUS

Communion - **Luke 22:7-23; I Corinthians 11:17-34.**

### MEMORY VERSE

Review this quarter's memory verses, **Psalm 51:10-19.**

### SUGGESTED PROJECTS

1. Read and discuss some of the Scripture passages about the Lord's Supper listed in the Suggested Parental Reading.
2. Learn about the Passover supper and how it prefigured Christ.
3. Discuss the meaning of the bread and wine (or juice) used in the Lord's Supper. Why does Jesus refer to Himself as the Bread of Life (John 6:30-35)?
4. Attend the Lord's Supper with your child. Remember, only those who have been born again (truly know Christ) and are trying to please Him should partake of the bread and wine (or juice).
5. Sing songs such as: "Christ Our Passover" (I Corinthians 5:7-8); "Twas on That Night" (*Trinity Hymnal*, #422); "Bread of the World" (*Trinity Hymnal*, #425).

### SUGGESTED PARENTAL READING

**Scripture** - I Corinthians 11:17-34; Luke 22:7-23; Matthew 26:17-30; Mark 14:12-26; John 13; I Corinthians 10:14-22; 5:7-8; John 6:30-35; Matthew 5:21-26; Exodus 12; Jude 12.