

Standard of Attainment

Unit One

The Holy Bible

God

Jesus Christ (2 parts)

The Holy Spirit (2 parts)

Why The Bible Is So Important

1. Write the following Scripture references (not the entire scripture) on squares of paper.

John 15:11 “These things I have spoken to you, that My joy may remain in you, and that your joy may be full.”

John 16:1 “These things I have spoken to you, that you should not be made to stumble.”

Isaiah 40:8 “The grass withers, the flower fades, but the word of our God stands forever.”

John 20:31 “But these are written that you may believe that Jesus is the Christ, the Son of God, and that believing you may have life in His name.”

Psalms 119:11 “Your word have I hidden in my heart, that I might not sin against You.”

Psalms 119:105 “Your word is a lamp to my feet and a light to my path.”

2 Peter 1:20, 21 “Knowing this first, that no prophecy of Scripture is of any private interpretation, for prophecy never came by the will of man, but holy men of God spoke as they were moved by the Holy Spirit.”

2 Timothy 3:16, 17 “All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work.”

2. Break into groups of four or five. Provide one Bible study sheet per group, and pencils. Mix the Scripture references in a paper sack or shoe box. Have the students look up the Scriptures and then match them with the appropriate question. There can be more than one Scripture answer for some of the questions.

What is the one main teaching of the Bible? [John 20:31]

Who wrote the Bible? Why is it called the Holy Bible? [2 Peter 1:20, 21; 2 Timothy 3:16, 17]

Since the Bible is so old, is it becoming out-of-date? [Isaiah 40:8]

Why should you study (not just read) the Bible? [Psa. 119:11; 2 Tim. 3:16, 17; John 15:11]

How does God show us the direction He wants us to go? Please explain briefly.
[John 16:1; Psalm 119:105]

Optional discussion question:

Some countries are still opposed to having Bibles brought into the country to hand out to the people. Also some schools don't allow teachers or students to recite from or use their Bibles in the classroom. What do you think is the reason for this? If needed refer to: Hebrews 3:12-14; Hebrews 4:2; Titus 1:15; Rom. 1:21-25; I Cor. 2:9-14.

Why the Bible Is So Important

Your instructor should have provided scripture references for you to look up. Match the scripture verse answer to the appropriate question below.

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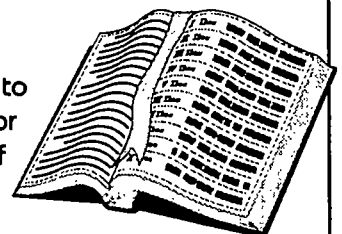
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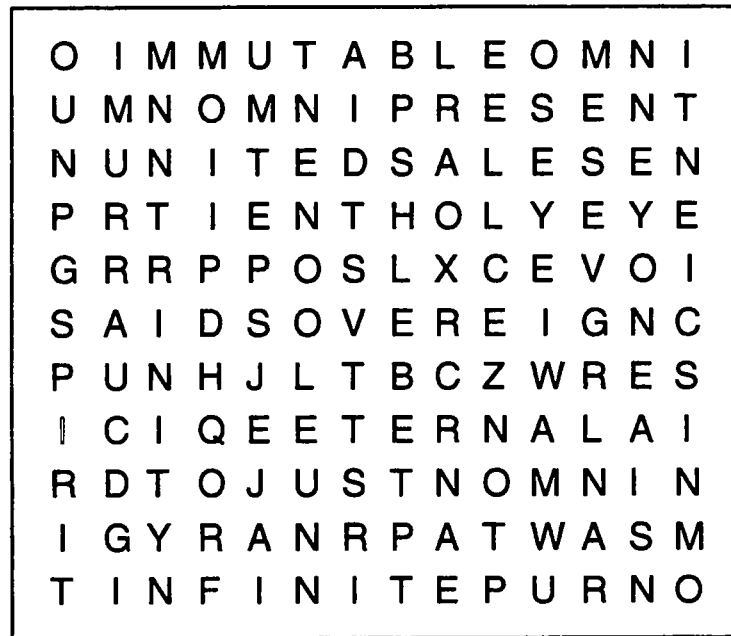
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WHAT IS GOD REALLY LIKE?



Using the word list below, complete the word search. Then match the word with its meaning. Is God worth the personal sacrifice in serving Him?

SPIRIT

INFINITE

OMNIPOTENT

OMNIPRESENT

OMNISCIENT

ETERNAL

SOVEREIGN

IMMUTABLE

HOLY

JUST

TRUE

TRINITY

Not counterfeit; genuine.

Always has been, always will be.

Three persons making up the one God.

Unlimited; no boundaries.

Knowing everything.

A personal being without a body.

Honest and impartial; absolutely fair in judgment.

Present everywhere at the same time.

Reigning in total control.

All-powerful; capable of doing the impossible.

Without sin; perfect.

Unchanging; completely dependable.

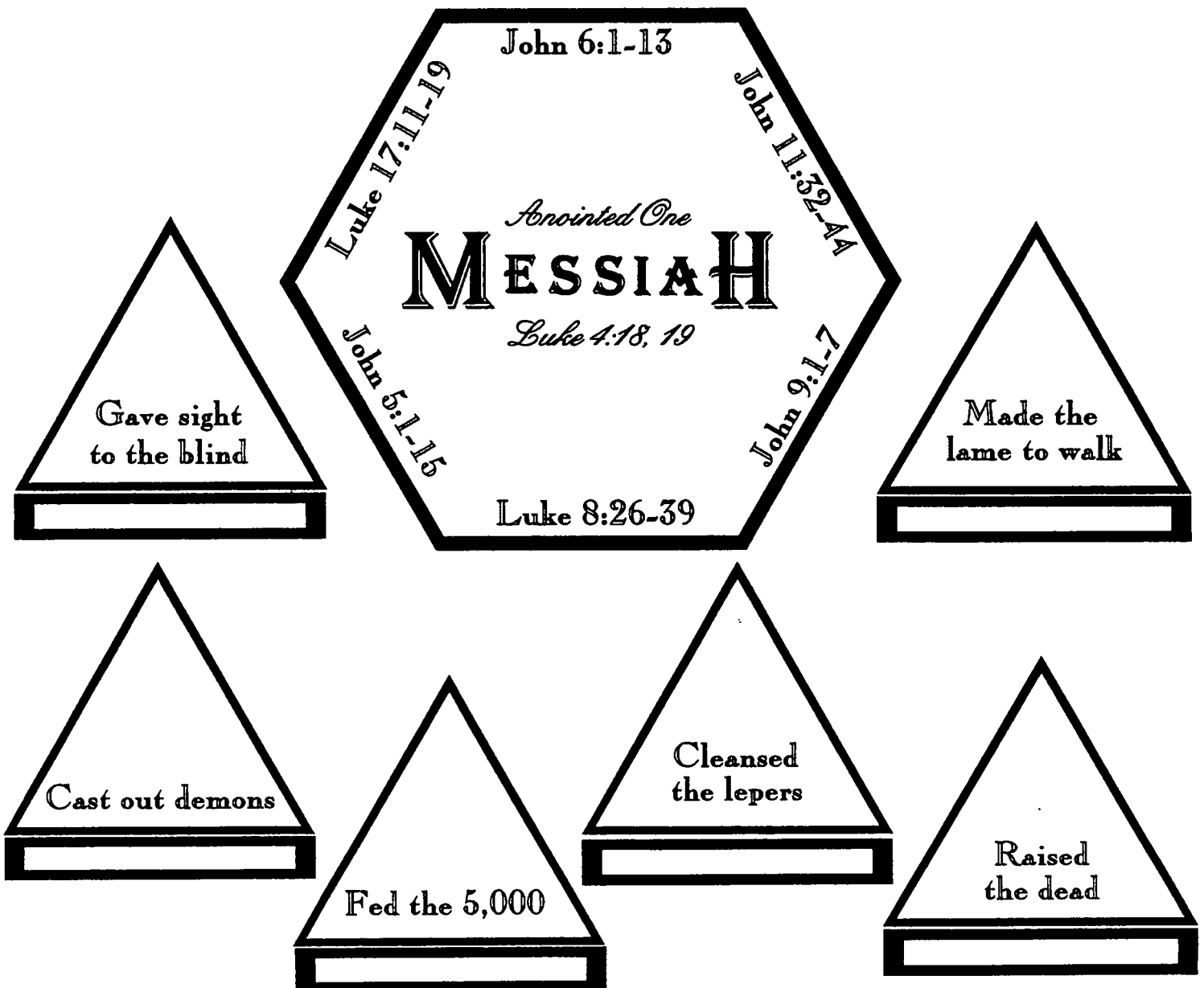
ANointed TO SERVE

The Lord Jesus proved that He was the Son of God by the life He lived (serving God) and the miracles He performed (serving people).

In other words, Jesus was a MINISTER, which means a SERVANT.

If you are a servant of God, then you will be a servant to others.

1. Provide scissors, scotch tape (or paste), Bibles, and copies of this page for everyone.
2. Each student is to cut out the triangles (with their tabs still connected to them) and the hexagon.
3. The students are to look up the Scripture references and match each one with the appropriate triangle. Tape, or paste, the tabs to the underside of the hexagon.
4. When completed, each student will have a Star of David, the Jewish symbol of the Messiah.



Celebration Charades

Form teams to play charades. Assign players to act out situations from the following list. Give each team a minute to guess the situation; if the player's team doesn't guess correctly, move on to the next team and next situation.

1. Your favorite team just won the Super Bowl.
2. You just scored the winning basket for your team.
3. You just won \$25,000 in a sweepstakes.
4. You just found treasure at the bottom of the sea.
5. You just won an Academy Award.

If teams can't guess some of the situations, let players grab other kids to help them. For example, one person could tear open an envelope and present the Oscar while the other throws kisses to the audience and pretends to thank everybody.

What did all the situations have in common?

How did the people show excitement in the situations?

What are some other things that people celebrate?

What are some different ways in which people celebrate?

Now we are going to look at a victory that we didn't achieve - but that we can all celebrate and benefit from.

Ask volunteers to act out Matthew 28, using their Bibles as scripts. Have them choose from the following roles and verses:

Mary Magdalene - verses 1, 8-10

Other Mary - 1, 8-10

Angel of the Lord - 2, 3, 5-7

Guard (more than one, if possible) - 4, 11, 15

Jesus - 9, 10, 18-20

Chief priest (more than one, if possible) - 12-14

Disciples - 16, 17

Encourage dramatic but realistic actions and emotions. (If your group is too small to act out all parts, let kids select the parts they want; read the rest yourself.)

What reaction did each character have to the Resurrection?

Which character reacted most like you would have reacted to the Resurrection?

Which character would you most like to meet, and what would you ask?

Why is the Resurrection important?

What Difference Does the Resurrection Make for you Today?

Ask the kids what difference the Resurrection could make to someone who...

• **is afraid of death.** (You don't have to fear death because you know God has made a wonderful place for you.)

• **has trouble breaking a bad habit.** (Because He has already defeated sin and Satan by His resurrection, Christ can help you defeat temptation.)

• **has a friend who's depressed.** (Believing God's promises and power will give you hope for the future.)

• **feels that life is pointless.** (Our purpose as Christians is to know Christ and make Him known!)

Fruit of the Spirit

guessing game

DIRECTIONS:

1. Photocopy the fruit page and cut out individual fruit OR provide grapes, cherries, or strawberries.
2. As a class, read Matthew 8:15-20; John 15:1-17 and Galatians 5:22,23.
3. Cut out the questions on the following sheet and turn upside down in a pile, mixing them up. You might want to add your own questions.
4. Play the game by taking turns drawing the questions and answering. For each correct answer give the group a certain number of pieces of fruit (for example 5 grapes for a correct answer).
5. At the end of the session, one group should have more fruit than the rest. Explain that the fruit of the Spirit isn't for the individual, they are characteristics that should be shown forth or shared with others. So have everyone share their fruit.

How does a branch bear fruit?

(John 15:4)

How can we bear fruit?

(John 15:4)

How has Jesus loved us?

(John 15:9)

Why has Jesus called us
His friends?

(John 15:14, 15)

Of whose Joy are we to be full?

(John 15:11)

How do we remain in the love
of Christ?

(John 15:10)

If Jesus is the Vine, who is
the Gardener?

(John 15:1)

If Jesus is the Vine, who are
the branches?

(John 15:5)

How do we show ourselves to
be Christ's disciples?

(John 15:8)

Which fruit of the Spirit is
willing to wait or to work?

(Galatians 5:22)

Which fruit of the Spirit shows
compassion for others?

(Galatians 5:22)

Which fruit of the Spirit
displays God's holiness?

(Galatians 5:22)

What is Christ's command?

(John 15:12,17)

Who said, "I am the Vine?"

(John 15:1)

For what purpose has Jesus chosen us?

(John 15:16)

What does the Gardener do to every unfruitful branch?

(John 15:2)

How do we recognize false prophets?

(Matthew 7:15-20)

When can we receive whatever we ask from God?

(John 15:7, 16)

Which fruit of the Spirit shows affection for others?

(Galatians 5:22)

Which fruit of the Spirit is exuberant about life?

(Galatians 5:22)

Which fruit of the Spirit shows trust in God?

(Galatians 5:22)

Which fruit of the Spirit shows loyalty, commitment?

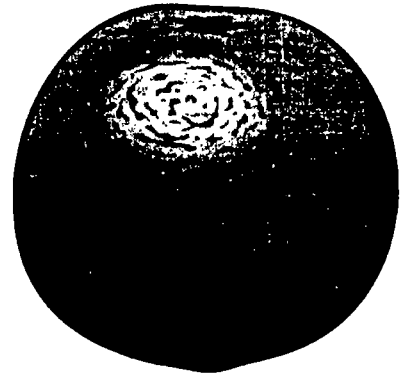
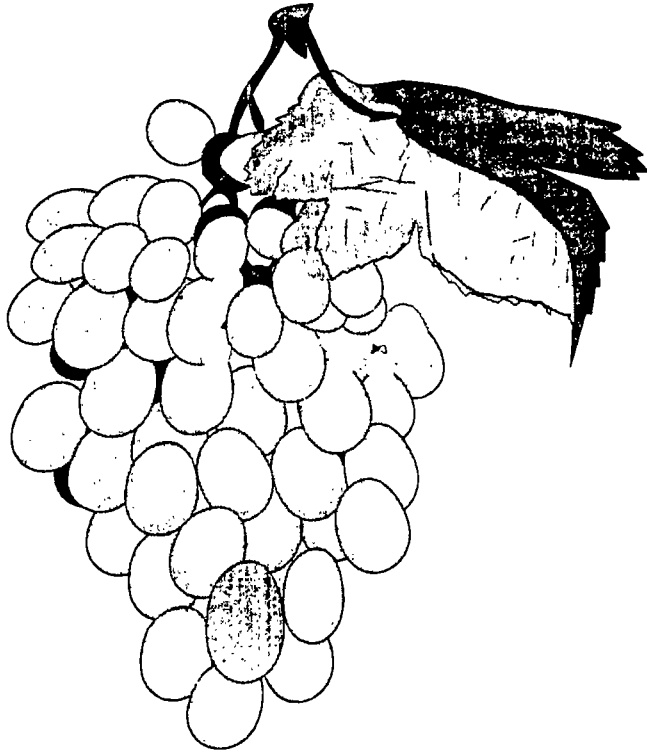
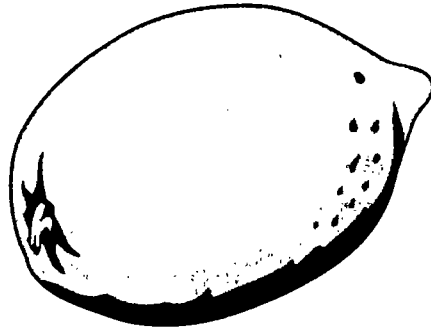
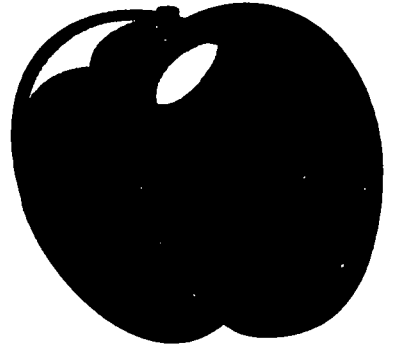
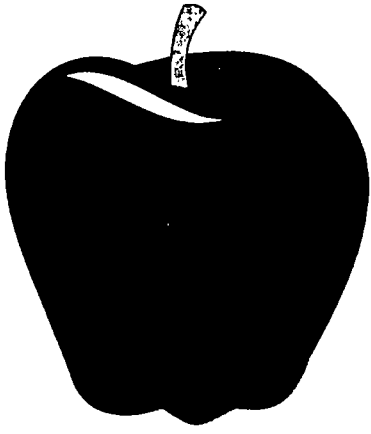
(Galatians 5:22)

Which fruit of the Spirit never demands its own way?

(Galatians 5:23)

Which fruit of the Spirit directs our energies wisely?

(Galatians 5:23)



Gifts of the Spirit

Object lesson:

Have ready pictures of a luxury car, a sports car, an economy car, and an R.V. Talk about the differences in each vehicle then share that even though they are all different, their purpose is the same -- getting from one place to another. The spiritual gifts are like that...they are all different, but regardless of the gift that has been given you, the purpose is just as important to help the church as a group get to the next place.

Feed one another:

Have ready several butter or plastic knives, peanut butter, jelly, bread, and drinks (optional). Divide the class into teams of 4 or 5 if you use the drinks. Give one person the knives, another the peanut butter, another student the jelly, and another 2 bread slices (cut in half if necessary for the number in your class). Then tell them to make a peanut butter and jelly sandwich meal **WITHOUT** helping each other. They each have an important ingredient or tool, but cannot accomplish the job without everyone else.

Now have them work together to make enough sandwiches for their group. Discuss how this relates to the spiritual gifts in the church.

Discussion:

We may all have the ability to minister in a different gift, but if we act like "lone rangers," the work that God has for the church won't get done. Each one of you will minister in a different gift at different times in your life, but others people will minister in other gifts. The ministry of the gifts is a joint effort to make the church stronger, not to make one person more important than anyone else.

Scripture reference - memorization:

I Corinthians 12:4-7 (NKJV) "There are diversities of gifts, but the same Spirit. There are differences of ministries, but the same Lord. And there are diversities of activities, but it is the same God who works all in all. But the manifestation (outward working) of the Spirit is given to each one for the profit of ALL."

Get Out of TIGHT Spots

Have three kids each write about a "tight spot" (locked in a jail cell; underwater with a nearly-empty air tank, etc.) on a slip of paper. Put these in one pile. Then have three other kids each write down an object (onion, can opener, etc.) on another slip. Put these in a second pile.

Draw a slip from the first pile and one from the second pile. Let the group figure out how that object might be used to get out of that tight spot. Do this for all three spots and objects. Solutions can be crazy or logical. (Examples: cut the onion and stick it under a prison guard's nose, making him cry uncontrollably, and take his keys; open a passing submarine with the can opener and breathe its air.)

DISCUSS: *How can people get out of the "tight spot" of being separated from God?*

Point out that no amount of imagination can get us out of this one. If we're to escape the penalty of sin, the rescue will have to come from God.

Optional Extra:

Water Watch. Set a jar of clear water in front of the group. Ask kids what they can see floating in it (nothing). Then ask them to draw the kind of amoeba, bacteria, dirt, and other things they'd probably see if they looked at the water under a microscope. Or, if you have a microscope, actually examine the water. Discuss how some things (like sin) can be invisible - but deadly.

“I Believe It”

Reach into your pocket or purse and bring out your closed fist. ***“I have a dollar bill*** [or some other object] ***in my hand. Do you believe me?***

You may have the object in your hand or not; either way, some students will believe you and some won't. Let each student answer, “I believe it” or “I don't believe it.” Then open your hand to show who believed correctly and who didn't.

The way we just used the word “believe” is the way people usually use it. When people say, “I believe it,” what do they mean? (“I agree that a certain thing is true.” For example: “I believe the world is round instead of flat”; “I believe the photographs of the astronauts on the moon were faked.” It's a matter of yes or no.)

“Believe” is a very important word. Have a student read John 3:16. ***The word “believes” is at the heart of that verse. It says that believing in God's Son leads us to eternal life, so obviously believing is pretty important. That's why we're going to play a game called “I Believe It.”***

Here's how this game works. We sit in a circle. One person says he or she can do something: For example: “I can stand on my head.” The person to the right says either, “I believe it” or, “I don't believe it.”

If the second person says, “I don't believe it,” the first person has to do what he or she claimed the ability to do. If the first person can't do it, he or she has to eat a spoonful of these cold peas [or whatever unpopular food you brought]. ***But if he or she can do it, the second person has to eat the peas.***

If the second person says, “I believe it,” then the second person has to do that thing. If unable to do it, he or she has to eat the spoonful of peas. If the second person can do it, the first person eats the peas.

Play the game all the way around the circle. Then discuss: ***How did you feel when it was your turn?***

How did the word “believe” take on a new meaning beyond whether you believed I had a dollar in my hand? (The matter of the dollar in the hand was just mental agreement on whether a statement was true or false. In the “I Believe It” game, belief called for action. You took a risk. You committed yourself to doing something and taking the consequences. If you believed wrongly, you suffered for it. If you believed rightly, you avoided eating the peas.)

In the Bible, “believe” and “belief” are much closer to this game than to our closed-fist game.

Test Your Trust

Believing in Jesus comes down to this question: If you died right now and met God, and He asked, “Why should I let you into heaven?” what would you say? How you answer that question shows who or what you're trusting and depending on for eternal life.

Opening activity: Memory Game

Place several items on a tray and cover with a cloth or small towel. Allow students about 20 - 30 seconds to memorize the items. (Allow more time for more items). Cover the tray again and give them 45 seconds to one minute to write down as many of the items they remember.

Suggested items:

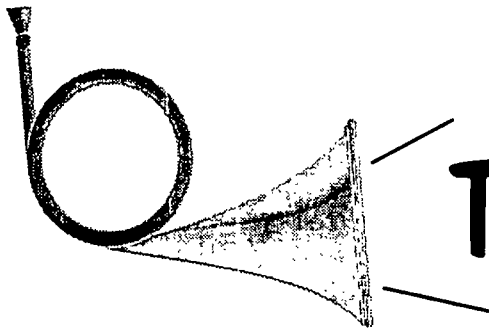
eye glasses
bandaid
first aid cream
thermometer
spoon
Q-tips

needle & thread
scissors
cotton ball
2 aspirin or vitamins
tongue depressor
eye dropper

After the game is done talk about what these items have in common. They are all used when someone is sick. They are used to help the person get well. Then introduce the lesson.

Closing activity: Bible Football

Write the vocabulary words and questions from the lesson on separate sheets of paper. Divide the class into 2 or more teams. Set up a mock football field on a chalkboard or table. Make a football for each team. Start each team on the 20 yard line. Take turns asking a question of each team. If they answer the question correctly, move them 10 yards to the opposite goal. If they can't answer the question, give the next team a chance. The first team to score a touchdown wins. (If there are a lot of students in your class, it may be necessary to add more questions or scripture references for a team to make the goal.)



The Coming King!

The next two lessons cover a lot of information! Especially this one. One option would be to teach this lesson for two weeks and make this teaching about the Second Coming a three week session. Or you may highlight one or two of the points to cover the information in less time..

Some activity options:

What's Going On:

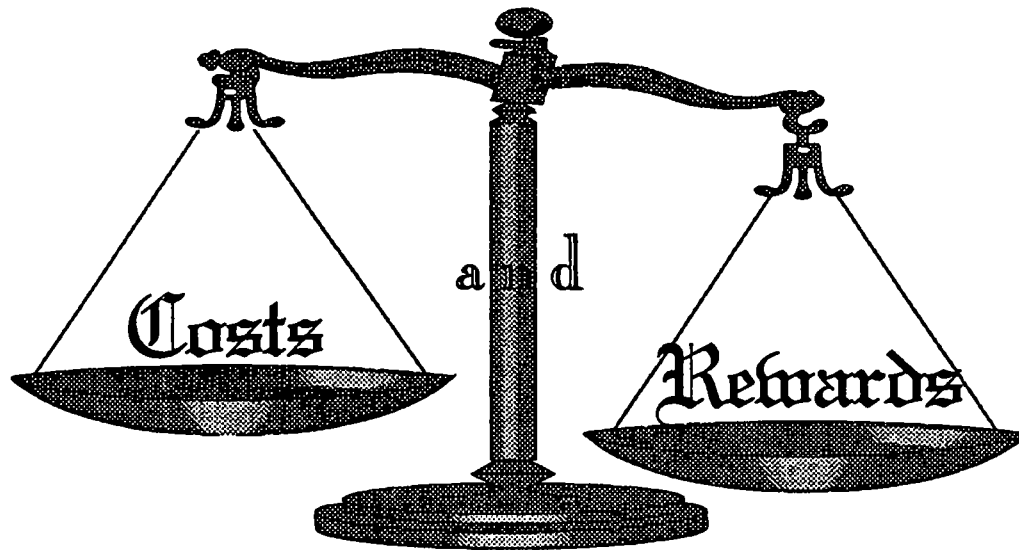
On separate sheets of paper list the events on page 52 of the Instructor's Guide. Provide a few issues of current newspapers. Break into groups and have the students find articles relating to the events you have listed. If you only have a few students, choose a couple of the events and have them work together. Some discussion questions: "*Why do they think these events are happening?*" "*Why doesn't the world understand what's going on?*"

Prime Time News:

Break the class into two or more groups. Make sure you have stronger, mature students interacting with younger Christians. Let them choose a title for their prime time news show and names for the news anchors that will be reporting the news. Let them have fun with this.

As a group they need to write a T.V. news story based on one or more of the events regarding the Second Coming in this lesson. However, they must write it based on how the current media might view it or even cover it up. Allow enough time to do a decent story, but also allow time for discussion. Have the students compare the scriptural version with how the media might report it. Discuss why the general public might believe the news story. Do they think someone watching might realize the truth? Why? Why do they think these events are necessary to announce the Lord's return?

Comparing the



Opening Activity: What's worth the wait?

Ask the class how long they think each of the following rewards is worth waiting for?

1. A \$1,000.00 shopping spree at the mall.
2. Being made right or righteous.
3. A sports car.
4. A vacation anywhere you want with anyone you want.
5. Eternal life.
6. A 54" color television with built in VCR and remote control.
7. Being at peace forever.

Encourage kids to be honest about the difficulty of waiting for certain rewards. What do some people do to try to get these rewards sooner? Are there shortcuts or "cheats" that can be done to get rewards from God any sooner? Are the rewards of being an obedient Christian worth the price we pay? Did Christ think we were worth the price He paid?

Closing Activity: Describe your crown.

After discussion of the lesson, have the students design a mural describing the crowns mentioned in the lesson. They can draw various crowns and then write descriptive words or draw pictures depicting eternal life, righteousness, glory, and rejoicing as these things pertain to their heavenly lives.

What's At The End Of The Road?

Two separate lessons have been combined because of the related theme. This seems like a "downer" lesson, but it is scriptural truth and needs to be taught. Society is not teaching children the consequences of sin. People are being taught that there are justifiable excuses to being disobedient (i.e. abuse or dysfunction in the family). Kids don't seem to understand the reality of death. Violent video games are popular sellers. They depict death, but the character comes back when a new game starts. T.V. will show characters being killed but that actor will be alive in another show. The purpose of this lesson is to show the reality of death as a result of sin, but to also show the way of hope and peace in Christ Jesus!

You can either make this a two-week lesson or use the version we have developed. You know your students and the best way to approach this subject. The Holy Spirit will guide you into how to teach the truth!

*** If you use our plan, make sure you check a local newspaper or news magazine and highlight articles about the sin in our society, especially in how it relates to the reference in Romans 1.**

Opening activity: Name that Disease!

Have the students help you set up a T.V. game show atmosphere. Appoint an emcee, someone to hum the theme music, some contestants, and a buzzer or bell. Have cards with the following descriptions of diseases on them and ask for the name of the disease.

1. Fungus causing itching, scaling, burning feet. (*Athlete's foot*)
2. Infection of the liver that causes yellowing of the skin. (*Hepatitis*)
3. Painful, swollen joints that make it difficult to move. (*Arthritis*)
4. Swelling of the glands right below the ears that makes it painful to eat. (*Mumps or tonsillitis*)
5. Watery, pinkish-tinted eyes. (*Pink eye*)
6. Large, red, itchy bumps on the skin that cause scars if scratched. (*Chicken pox*)
7. A life of disharmony, no hope of heaven, separation from God. (*Sin*)

Discussion: Have a good reader read Romans 1:24-32. (King James might be difficult to understand, so provide another translation.)

Sin doesn't sound pleasant, look pleasant or feel pleasant when you look at it from the side of God's Word. Look at the articles in this newspaper - the world is disobedient to God's Word. Just because the world says it's O.K. to do certain things do we listen to a world that doesn't believe the truth, or do we listen to what God is saying to us? Read Romans 1:32, II Thessalonians 1:9, John 3:36 and Revelation 20:15. Sin never lets us see very far down the road! The result of sin is spiritual death and hell. There will be a price to pay. Why do you think that has to be? (Some guidelines: People living in sin cause others to sin...Is obedience to God really that hard?) Do you think these people would be living their lives this way if they believed God's promises?

Now let's look at these sins again, from a different perspective - (hold up the newspaper again) is there any sin here that the death and resurrection of Jesus Christ doesn't cover? Not one! All we have to do is ask for forgiveness and live according to the principles and promises in God's Word. There is a great reward for living according to God's Word. Read II Peter 3:9; John 3:16,17; Isaiah 1:18,19.

How can we help other people avoid the final judgement of spiritual death and hell? (Prayer, living a loving, Christian life, witnessing.)

Closing:

Allow time for a salvation invitation and for the students to pray for unsaved loved ones or friends.



Describe a *Heavenly Day*

A lot of people wonder what goes on in heaven. What will it be like? What do God and the angels do all day? Before Jesus left He said He was going to prepare a place for us. What's taking so long?

Form several teams. Have each team create a short skit to show what might (or might not) be happening in heaven right now. Give kids a few minutes to discuss and practice what they will do. Then ask them to perform for the group. If possible, lend a hat to the person in each skit who is playing God. This will help identify this person.

Some skits may be funny. Others may be real attempts to depict some heavenly concerns and activities. Show appreciation for everyone's efforts.

After the skits, have kids summarize the ideas they just saw and some common ideas that other people have about heaven. Use some of these for reference:

Some imagine people in heaven floating on clouds and playing harps. Some see God as a judge with a line of people waiting for His verdict on their eternal home. Some see God as an old man with a long, white beard and think He's dozing on a throne. Others think of God as a general directing an army of angels at war with demons. Some see a party. Some see a prayer meeting.

People have different views of heaven because the Bible doesn't say a lot about what it's like. Maybe it will be a big surprise! Fortunately, we don't have to wonder what God is like, because the Bible has a lot to say about that. We need to know so we don't misunderstand who God is and what He has to do with us.

Christian Life - Part I

Teacher introduction:

This lesson discusses areas of the Christian life which include: listening to the Good Shepherd (Christ), dealing with the mistakes we make in our lives and witnessing to others.

Some of the terminology in this lesson is dated so we are suggesting alternatives. The term "nickname" is not appropriate. It would be better to use the words "disciple" and "Christian" these words were used to describe how the people acted since they had discovered Christ.

Since a lot of people don't seem to understand what it means to live a Christian life, have the students complete a job description on what they think the Christian life should be. We have attached an activity sheet to be reproduced.

As a class or as groups have the students read Matthew 28:18-20, this will help them complete the job description.

Christian's Job Description

Duties to be performed:

Educational background:

Position of authority:

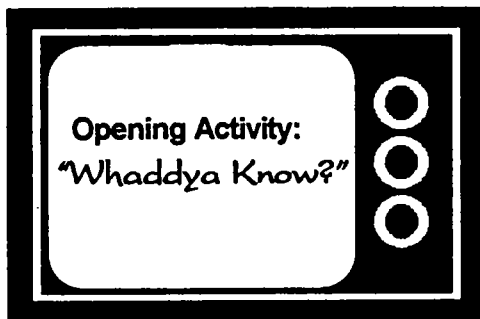
People you are to serve:

Person you will answer to:

Boss's responsibility:

Wages/rewards for this job:

The Christian Life - Part 2



Hand out pencils and a few sheets of paper to each student. Ask them to write down the words to three commercial jingles or television show themes.

Without the use of Bibles, have them now write out three scripture verses they have memorized. However, they cannot use John 3:16 or short verses such as "Jesus wept."

After they have finished, ask them which was harder, to remember the music themes or the scripture verses, and why do they think one subject came to mind easier than the other. (exposure, what they spend the most time watching, how often they read the Bible, etc.)

DISCUSS THE LESSON

Closing Activity: *Memorize Psalm 119:9-11*

Break the class into groups. Have them memorize Psalm 119:9-11 (or another scripture of your choice). Before they leave, ask how knowing this verse will help them in their daily activities. (i.e. relationship with parents, school, peers, decision making)

"How can a young man cleanse his way? By taking heed according to Your word. With my whole heart I have sought You, Oh, let me not wander from Your commandments? Your word I have hidden in my heart, that I might not sin against You."
Psalm 119:9-11 (NKJV)

Water Baptism and Holy Communion

Teacher Introduction:

The word *sacrament* is defined in Webster's Dictionary as: "A formal Christian rite to have been instituted by Jesus." Both of these sacraments were and are a public act. Jesus not only commanded these rites, He modeled them.

Opening Activity: Bible Drill

Provide enough Bibles or New Testaments for each student. Break them up into two teams. Call out one of the following Bible verses (not in order) and have them look it up. The first person to find the verse stands up to read aloud. If you wish, you can explain a little about the verse after it is read. All the verses will pertain to water baptism or communion.

Matthew 3:13-17

Matthew 28:19

Acts 8:36-38

Acts 2:38

Romans 6:3-5

I Corinthians 11:26

Mark 14:22-24

Jesus was baptized.

Jesus commanded His disciples to baptize others.

Phillip baptizes the eunuch in water.

Peter instructs the people as Christ commanded.

What baptism represents.

Communion is remembering what Christ did for us.

Christ led the disciples in the first communion

(Lord's Supper).

Closing Activity: Communion

Ask a spiritual leader in the church to lead communion for the students. Someone respected, who can explain it clearly to the children. Provide grape juice and a flat bread, Matzo or crackers. Not french bread.

Observations: Raised bread was not used during the Lord's Supper because it was during the time of Passover. Yeast was a foreign substance and yeast bread spoiled faster. Also, if you hold up a large unbroken piece of cracker or Matzo they are pierced (the little holes) and striped (the perforated marks). Rabbis will acknowledge this, but do not know why. The making of Matzo is about 800 years old.

Option: Try to find a recipe for unleavened bread and make it ahead of time. Copy the recipe and share with the class.

Stewardship

If you have plenty of movable chairs and space in your meeting place, form two teams and put each team in charge of exactly half the chairs. Each team's challenge will be to rearrange the chairs as you instruct. Read an instruction from the following list and give teams 30 seconds to come up with the best arrangement they can. All chairs must be used in each arrangement. Then read the next instruction and repeat the process. (If you don't have a lot of movable chairs, invite students to rearrange your meeting place in any way they like.) Judge the results yourself and name a winner.

- ♦ *Rearrange these chairs to form...*
 - a. *The bridge of a starship*
 - b. *A school bus*
 - c. *The living room of your oldest team member*

♦ *You've shown a lot of creativity and energy in arranging this furniture. You've literally been good stewards of the things we have here. What do you think of when you hear the word, "stewardship"? (Usually it's tied into the church offering.)*

Point out that a "steward" in the Bible is literally a "house arranger." The steward, usually a slave, managed the household or estate. Joseph was a steward. He was a slave, but he was in charge of all of Potiphar's household in Egypt.

♦ *What were some things you had to watch out for when you were a steward of this furniture? (Not to break or scratch it; to follow instructions, etc.)*

Have kids - and yourself - trade possessions to hold for the rest of the meeting. Each person hands a wallet, purse, shoe, or other possession to someone else. The more the possession means to the giver, the better. This will keep everyone conscious of "taking care of things that don't belong to you."

♦ *A steward doesn't own the possessions, but manages them. Besides the things we just handed over, what are some things you are stewards of? Encourage the kids to name specific things: various material possessions, physical attributes like strength and health, mental powers abilities, etc.*

Read Deuteronomy 10:14.

♦ *Who really owns everything we "own"? (God.)*

Have the students read Luke 12:42-46 in small groups. Each group should come up with a contemporary version of that story and act it out for the others. For example, a fast-food manager might put a kid in charge of the restaurant for an hour, only to return and find the employees having a food fight.

♦ *How did the good manager, or steward, show responsibility? (He did his job as expected even when the master wasn't looking, and was doing his job when the master came back.)*

♦ *Do you think most people care whether God is watching the way they use the money and possessions He's entrusted to them? Why or why not? (We usually think of God as being "away" since we can't see Him.)*

- ♦ *If Jesus returned today, what grade do you think He would give most people on their stewardship of money and possessions? Of time? Of abilities?*
- ♦ *What are some ways to be good stewards of God's money? (Spend it wisely; don't waste it; spend it for things He is pleased with instead of things that defy Him; give it generously to people who need it; be in the habit of asking Him how to use it.)*
- ♦ *How can we be good stewards of our abilities? (Use them to help other people rather than build our egos; get the training we need in order to use an ability well; practice and perform as well as possible; use the ability for the Lord and not only for people.)*

Have kids give back the possessions they've been keeping during the meeting. Then discuss:

- ♦ *How have you felt about someone else holding what you own?*
- ♦ *Would you trust that person to keep that thing for a while longer? How long?*
- ♦ *How do your feelings compare with the way God might feel about seeing us take charge of what He owns?*

If it's necessary to put furniture back as you found it, allow time to do that before the session ends.

Hands-on Stewardship. Arrange for your group to become stewards of a room or a responsibility in your church for a certain length of time. Kids could clean part of the church building, hand out bulletins, work in the nursery, etc. Make sure it's a necessary job which will be missed if kids don't do it. Recognize the contribution publicly if possible.

IS CHURCH FOR ME?

Introduction (For the teacher):

The church was first started because groups of believers needed to come together to worship God and support each other. In fact, the history of the church has always had Christians living in a country or area that doesn't serve God and they find each other and start home groups or Bible studies.

After reviewing the lesson, break the class into groups or teams. Choose one or two of the attached options you think would best help your students understand that the church is the people of Christ coming together to worship the Lord and that its ministry is to help each other and the community around them.

After they have finished with the projects, have a time of discussion with them. Bring out the main points of the lesson.

HOW DID THEY COME TO THEIR CONCLUSIONS?

WHAT SEEMS TO BE THEIR UNDERSTANDING OF THE CHURCH, IS IT A BUILDING, OR PEOPLE?

WHAT IS THE PURPOSE OF THE CHURCH?

IS KEEPING A CHURCH TOGETHER HARDER THAN IT SEEMS? WHY?

WHO SHOULD ACTUALLY HEAD THE CHURCH? (CHRIST).

DO THEY HAVE A NEW APPRECIATION FOR THE CHURCH LEADERSHIP?

DO THEY UNDERSTAND WHAT THEIR ROLE IS AS PART OF THE CHURCH?

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IS IT A CHURCH BOARD OR CHURCH BORED?

Review the following situation and then discuss possible solutions. Jot down the suggestions.

Someone has just died and left the church \$100,000.00. You have people who are faithful in giving their tithes and offerings so the monthly utility bills, taxes, missions giving and other expenses are always paid on time. The pastor is paid most of the time, but when the church runs short, he does without a salary. This sometimes causes a hardship to the family. They would like to bring on another staff member to help the pastor, but currently don't have the funds.

The church has some other needs:

-New playground equipment and building repair is needed for the children during church. They would like to open a preschool or daycare in the future.

-They don't have enough church parking. Several people have to park on the streets in front of neighbors homes and it is upsetting the homeowners. There is a vacant lot next door that is for sale.

-The church has the opportunity to purchase two large-sized vans that will be used for picking up people in the area and bringing them to church. It will also used to transport kids to camps and people to outreach ministries such as the convalescent hospital.

As the people who will help the pastor make the final decision about how to spend this money, will you choose one of these needs or are there other things you could do with the money? As you decide, think about why you have come up with these decisions.

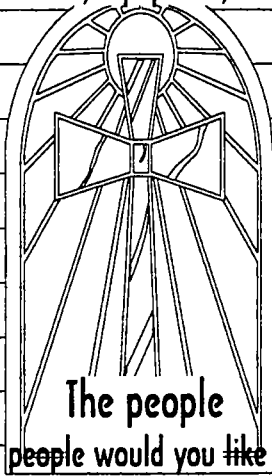
THE ONLY RULE IS THAT YOU HAVE TO DECIDE ON SOMETHING!

Leaving something undecided does not accomplish anything.

*You are going to start a church.
Some decisions you make will include:*

The place

(building, location, equipment, interior design)



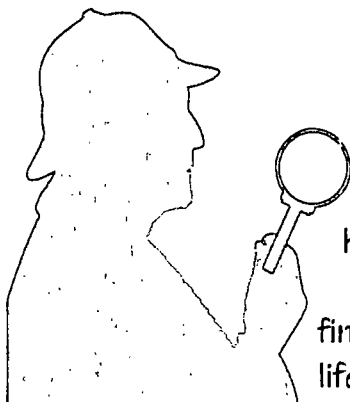
The people

(what kind of people would you like in your church)

The program

(teaching time, preaching, music, social activities)

Find a Church



While you're on a summer camping trip, a violent storm comes up. Lightning strikes a huge tree right next to your tent. The tree falls with a crash, missing your tent by inches. You easily could have been killed.

Next morning, Sunday, you suddenly want to go into town and find a church where you can worship and thank God for sparing your life. But when you get to the city limits you find that the whole town has been flattened by the storm. Miraculously, none of the residents has been seriously injured.

How would you go about finding a "church" to share your good news and thank the Lord?

Some thoughts to help you.

- Read Acts 12:5, 14:27, and 20:28; Hebrews 10:24,25. What was the church and what was the church doing?
- If the church is people why do we have buildings?

Feed One Other

Set up a messy cooperative feed as follows:

Get four volunteers. Blindfold three of them. The seeing person is person A, the others are B,C,D.

Give an aerosol can of whipped cream or tube of cake frosting to B. Using only his or her voice, A instructs B where to hold the can or tube and tells C when to squeeze it. The purpose is to feed D. To further complicate things, B & C can use only one hand each, and D can't use his or her hands at all.

After a couple of tries, ask the following questions:

How did these people work together to feed person D?

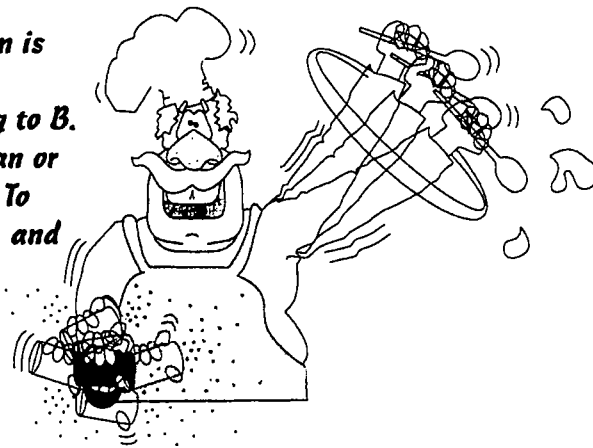
How did they depend on each other?

How were they like various parts of our bodies?

How do the parts of your physical body need each other? How do they help each other?

Suppose person A had said, "It's not important whether I tell person B how to pick up that food or where to aim it?"

What if Person C had ignored the instruction Person A gave?



I DON'T LIKE RULES!

Opening Activity: Run an unruly relay

Divide the class into two groups. Have each group write their own rules for a relay race using anything in the room. (i.e. chairs, shoelaces, chalk, etc.) If you are meeting outside, use sticks, trees, rocks, etc.

When the groups have finished writing their rules, form teams to run the relay. **HOWEVER**, each team should be mixed, place people from each group into one team. Some of the team players will have created a different set of rules.

Have the teams run the relays, but they have to follow the rules they wrote. The result should be confusion.

Bring the teams together again and discuss why the game didn't work. (People played by their own rules, no one was in charge).

Laws and rules are made to maintain civil order. The news is full of stories about the results of people who don't obey the law. God gave the Ten Commandments as a guideline for our Christian walk.

This idea taken from SNAP SESSIONS: Popular Passages & Spiritual Challenges David C. Cook 1990

Share the lesson.

Discuss the questions at the end of the chapter. Talk about what they should do when man's law contradicts God's law, and how should they respond. (love the leader, pray for the leaders that make the laws, pray for wisdom, don't compromise their Christian standards just because the world thinks something is O.K., etc.).

Option #1: Allow the students to share a few situations involving laws, or disobedience to laws that concern them. Then have a time of prayer. They need to understand that they can trust God. If possible, get information regarding situations some of the Foursquare missionaries have faced in other countries regarding laws or unfair practices against the missionaries and how God miraculously intervened. The pastor or Foursquare Missions International should be able to help you.

Option #2: Photocopy the attached sheet, have the students look up the Ten Commandments and write in their own words how the commandments relate to them. Then have them look up **Matthew 22:37-40**. What did Jesus say about the commandments. Did He do away with them or just simplify them?

the 10 COMMANDMENTS

Exodus 20:2-17

COMMANDMENTS ABOUT
OUR RELATIONSHIP WITH GOD:

Verse 3 _____

Verse 4-6 _____

Verse 7 _____

Verse 8-11 _____

COMMANDMENTS ABOUT
OUR RELATIONSHIPS WITH OTHER PEOPLE:

Verse 12 _____

Verse 13 _____

Verse 14 _____

Verse 15 _____

Verse 16 _____

Verse 17 _____

Now read Matthew 22:37-40 Did Jesus do away with the Ten Com-
mandments or did He just simplify them?

Do you know the truth?

Provide Bibles if the students don't bring theirs. List the following scriptures on separate sheets of paper and give one piece to each group at the appropriate time.

I Corinthians 15:3-6 (Christ died for our sins as predicted in the Scriptures, rose from the dead, and was seen by eyewitnesses.)

II Corinthians 1:3,4 (God comforts us when we are hurting.)

John 15:9 (Jesus loves us.)

John 16:13 (We have the Holy Spirit to Guide us.)

Colossians 1:13,14 (God has forgiven our sins and rescued us from spiritual darkness.)

Ephesians 1:3-8 (God has given us all kinds of good spiritual things, including forgiveness of sins and becoming His children.)

Romans 15:13 (God provides hope, joy, and peace.)

Break up the class into groups of no more than two or three people. Have each student take about three minutes each and tell the others in the group about something they really like to do. Besides setting up for the next part of this activity, it will help them become better acquainted.

Now, assume that each person in the group has never heard about Jesus Christ. Each one needs to take turns sharing about Christ. Again, allow about 3-5 minutes.

Ask these questions of the groups: Were they as comfortable sharing about Christ as they were about their favorite subject? If not, why? If we aren't sure about what's true about Him, or haven't experienced it, how can we tell others? Let's look at what the scripture says about Christ.

Pass out the scripture sheets. As they look up the scripture, have them share what the scripture says about the Lord. Comments have been provided to help you.

Special activity:

Plan a testimonial dinner in honor of Christ. Provide a simple meal, but have several students prepared to share something meaningful about their relationship with Christ. A miracle, their daily walk with Him, etc. He deserves to be honored.

What is the Foursquare Gospel?

Opening Activity:

Distribute dictionaries to students and have them look up the words "Foursquare" and "Gospel." (Note: pocket dictionaries may not have complete explanation).

It would be helpful, but not necessary to acquaint yourself with the pamphlet, **Ministering Wholeness, Healing, Power and Hope through the Foursquare Gospel Church**. This is an easy reading, yet concise explanation regarding the vision, history and government of the Foursquare Church.

This lesson centers on the four-fold ministry of Jesus Christ. But you should also explain the vision in Ezekiel 1. The students should know that Aimee didn't decide to begin a church, she had a divine revelation from God to start a ministry that would reach others for Christ. This vision and ministry agreed with scripture (God's Word).

If possible distribute a copy of this pamphlet to each student.

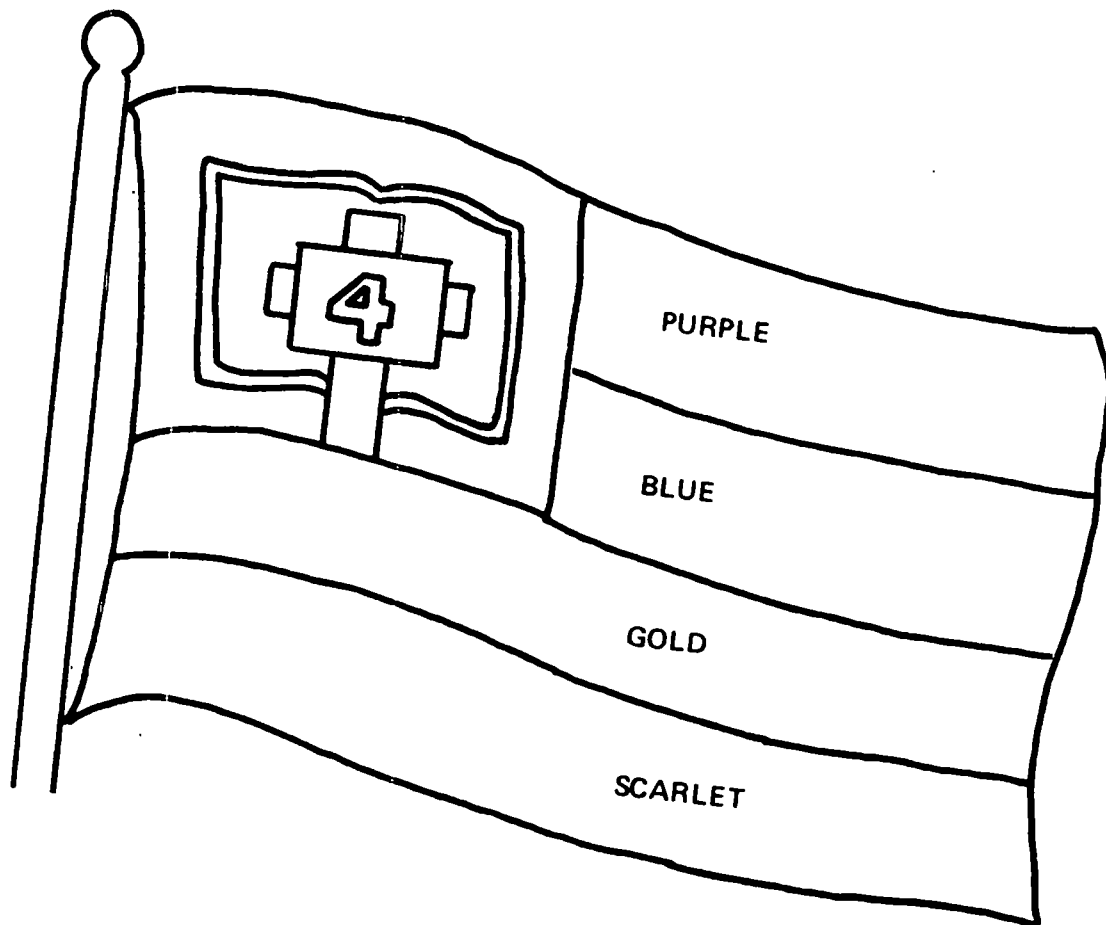
After reviewing the lesson provide the following page for completion by the students.

1. In each square have them write in the one word description for Jesus Christ as it pertains to the Foursquare Gospel.
2. Then have them draw the appropriate picture that typifies this one word description.
Example: A cross for Savior, a cup for Healer, etc.
3. Take this one step further and have them color the edge of each square with the appropriate color. Red for Savior (the blood of Christ), Blue for Healer (divine healing), Gold for Baptizer (like an anointing oil God pours over us), and Purple for Coming King (purple represents royalty. Jesus is the King of Kings).

Then have the students look up and write in Hebrews 13:8 "*Jesus Christ is the same yesterday, today, and forever.*" (NKJV)

OPTIONAL: If your church has a Foursquare flag, bring it to the class. Explain the representation of the design. There is a reproducible picture of the flag that is also provided.

The Foursquare Flag



UPPER LEFT BOX - The four in a square laying on a cross represents the Foursquare Gospel; Jesus Christ the Savior, the Baptizer with the Holy Spirit, the Great Physician and our Soon Coming King. Behind the four in the square is the Bible, which we believe is the inspired Word of God.

SCARLET (Red) - Across the bottom of the Foursquare flag, like a solid foundation, is the glowing scarlet (red). This represents the shed blood of our Savior, Jesus Christ, who shed His blood for us because *"without shedding of blood is no remission" of sin (Hebrews 9:22)*. We believe that Jesus Christ is the Savior.

GOLD - Directly above the scarlet is the glittering gold, representing the person of the Holy Spirit. Ezekiel 1:27 says *"I saw (it) as the color of amber...as the appearance of fire..."* The gold color in the flag represents the fire of the Holy Spirit. We believe that Jesus is the baptizer with the Holy Spirit.

BLUE - The third from the bottom, next to the gold, is the shimmering blue of divine healing. Blue was the color used for the Robe of the Ephod of the High Priest's garments. The blue in the Foursquare flag reminds us that in Jesus, our High Priest, we may have health for our body, soul and spirit. He provided it all. *"Who his own self bare our sins in his own body on the tree...by whose stripes ye were healed" (1 Peter 2:24)*. We believe that Jesus is the Great Physician - our Healer.

PURPLE - The top stripe of the Foursquare flag is the regal color purple, which represents the royalty of Jesus as the King of Kings and Lord of Lords. *"When the Son of man shall come in his glory, and all the holy angels with him, then shall he sit upon the throne of his glory" (Matthew 25:31)*. We believe that Jesus Christ is coming back as the King of Kings!