

Discovering Our Amazing God

Recommended for 7th, 8th, or 9th Grade Bible Curriculum
Discovery Series—Book 1



Developed and Written
by
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Teachers Guide
Christian School Edition

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DISCOVERING OUR AMAZING GOD

A Junior High Bible Curriculum

CHRISTIAN SCHOOL EDITION

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About the Authors



Jan Harris has a long and varied career in education. She received her Bachelors degree in Education and English from Southwest Missouri State University and a Masters degree in Education as a reading specialist from the University of Arizona. She has also done postgraduate work in the field of learning disabilities. In her 25-year teaching career, Jan has taught all grade levels. Jan has taught in both public and Christian schools, including the Master's College in California, where she taught Teaching Reading in the Secondary Schools and The Role of the Family in Missions. She has spent many years with New Tribes Mission, teaching in schools in Papua New Guinea, Colombia, and Brazil. During furloughs, she enjoyed home schooling four of her six children. Jan served with NTM (Ethnos 360) where she worked on a team adapting Bible curriculum to make it more suitable for 5th and 6th grades in home schools and Christian schools.

Howard Lisech received a Bachelors of Science degree from Southwest Missouri State University. After two years as an officer in the Corps of Engineers, US Army, Howard accepted employment with Corning Glass Works as a process engineer. God drew the Lisech family into mission work with New Tribes Mission, and they served four years in Papua New Guinea. Howard served thirteen years with World Outreach Fellowship in Orlando as Director of the WOF/SPRINT short-term mission program until WOF merged with PIONEERS mission board in 1994. There he served as a full-time graphic designer specializing in communications, image selection, and desktop publishing until retiring in 2017. Howard is the publisher of all projects at Deeper Roots Publications.



Bonnie Lisech attended Southwest Missouri State University where she met Howard; they were married in 1963. In 1972, they began three years of missionary training including a year at New Tribes Bible Institute in Waukesha, Wisconsin. Four years after illness forced the family to return from Papua New Guinea, Bonnie taught Bible classes in Christian school for several years. The Lord led Bonnie and Howard to home school four of their five children for ten years and all four graduated from Circle Christian School, a well known home schooling organization in Orlando. Bonnie teaches adult women's Sunday School classes and actively disciples women from her church and neighborhood. She has served as the Women's Ministry Coordinator for PIONEERS in the past and wrote quarterly encouragement letters to the missionary women of PIONEERS. Her book, *Fruit That Remains*, contains 22 of these encouragement letters for all women.

Bonnie wrote Bible studies for "Women of the Harvest" e-magazine and articles and the *Weekly Word* for them. She co-authored five devotional books: *Walk as He Walked*, *Abide in The Vine*, *Ripe for Harvest*, *Coming Home*, and *Coming Home Again* with her husband Howard. She also wrote a 30 day devotional entitled *Encouragement for Home School Moms 1 & 2*, and continues to produce Bible studies and new Bible curriculum studies *The Joy of Fellowship with God (1 John)* and *HOPE—The Anchor that moves us forward*, and *A Glimpse of God's Majesty*.

Jan, Howard, and Bonnie make up the writing team that coauthored the *Rooted and Grounded* High School Bible curriculum. They also wrote the Jr. High Bible curriculum comprised of *Discovering Our Amazing God*, *Discovering Who I Am In Christ*, *Discovering Christlike Habits*, and *Discovering Christlike Character*.

Photos by Sherri Lisech Means

Introduction

Glory ye in his holy name: let the heart of them rejoice that seek the LORD. Seek the LORD, and his strength: seek his face evermore. Ps. 105:3-4. KJV

Over the years, we've seen and used several junior high Bible curriculums most of which ask the students to spend their time learning and reciting facts. May we present you with a different kind of Bible curriculum?

The enclosed lessons are designed to take the junior high student beyond the facts of the Bible stories to the serious challenge of getting better acquainted with God. From the moment we become believers, our best, most important study is God. Who is He? What is He like? Using thought provoking questions and assigned meditation and journaling—"Reflections"—these lessons challenge your students to get to know God as a real person who wants to be involved with their lives.

The lessons are enlivened especially for junior high students through many creative hand's-on exercises, guest speakers, videos and field trips. The up-beat cartoons will catch you students' attention and engage them with each lesson. Further, by the time most Christian students have reached grades seven and eight, they have studied the more common Bible stories in both school and Sunday School. Therefore, to increase interest, we have deliberately chosen less well known stories.

I've taught for over 25 years in public and private school, and I believe the writing assignments, reviews, and tests give the curriculum academic excellence and make your job as a teacher much easier. In addition, they provide repetition and application of ideas and concepts to help the students retain the important principles they are learning. The memory challenges are tied to the lessons, yet they also provide "*words to live by.*"

The curriculum introduces a new area or group of people with each lesson and incorporates daily emphasis on world missions through prayer. It introduces the student to different beliefs and customs of people groups throughout the world. Some lessons include questions and discussions on world evangelization as an integral part of the lesson.

In short, I think we have produced a balanced, helpful, and challenging Bible curriculum. We believe you will find it to be fun for your students, refreshing, and practical. May God use it to bless and encourage you and your students.

Janice L. Harris

Teacher and co-author of *Discovering Our Amazing God*

A Few Words For The Teacher

Please think of the *Teacher's Notes* as a guide not a strait jacket. As you know, every student is different, and you must adapt any curriculum to the specific needs of your students. We have tried to plan a reasonable amount of work and homework for each day, however, if you cannot finish all the lessons as suggested in the Teacher's Notes, please adapt them and omit some days as you find necessary. If your students need more time for the writing assignments, then allow that time. Always keep in mind your primary goal: to open your students' eyes to see more of their wonderful God.

It is important that you read through all the teacher's notes for the lesson before you begin each one.

There are several different options for handling the inductive Bible studies in the lessons. It is good to use all of these methods at different times, as junior high students enjoy variety.

1. You may require the students to work the lesson alone, then discuss the answers in class.
2. You may divide the students into groups to work the lesson.
3. You may work through each question as a class.
4. You may assign the lesson for homework rather than using the suggested homework assignment.

Regardless of the option you choose, you will need to introduce each lesson with background, review, discussion, examples, etc. to prepare the students for the Bible study.

Do avoid giving the students the answers. You may need to define words, give additional examples, or ask more questions to enable them to discover the answer. The answers they discover will become their own.

Remember, the Bible class is the most important class your students attend since it is there they gain a clear and basic foundation to live by. It is an tremendous privilege for you to invest in the fabric of your students' lives.

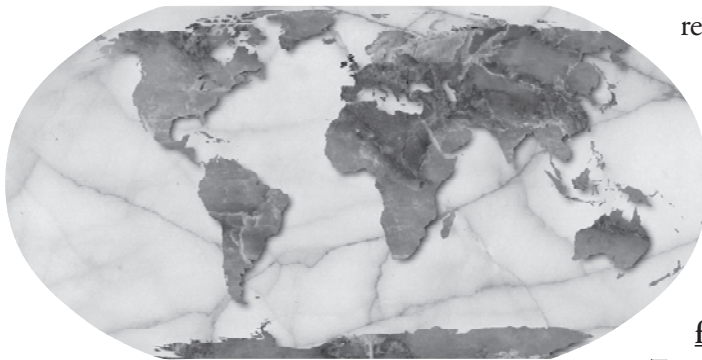
For your convenience, we have included, at the end of each lesson, a copy of the scripture verses (except for the longest passages) used in that lesson. We have not included the verses in the student's workbook as we believe that looking up the verses will help them become more comfortable and familiar with God's Word.

You may find a lot of repetition in these lessons. Please resist the temptation to omit something because it seems repetitive. Repetition is a necessary part of learning.

Hopefully, your students will apply the scripture personally. Therefore, some of the journal questions ask for information that they may not wish to share with you, their teacher. It is important for them to write the application answers, but you should respect their privacy and not insist on reading those answers. You may invite the students to read a journal entry in class, but do not demand that they do so.

World Perspectives

Each believer has the privilege and the opportunity to be involved in helping spread God's Word throughout the world. These lessons provide a unique opportunity to involve your student in world evangelization through prayer. At the beginning of each lesson, take time to read about and discuss together the people block pictured. The sketch and the "people profile" will help you learn about and pray for people with different customs and cultures. Use a map to locate the homelands of each group. Each day, as you begin Bible class, join your student in prayer for the evangelization of this people block. At the end of the week, ask you students to share a thought or some new concept about the featured people block or religious belief.



It is easy to live our lives completely insulated from the realities of people who have never heard the gospel. Specific prayer based on accurate, current information, is a powerful practice. These people blocks depict those who have been in spiritual bondage for centuries, and our prayers are important in seeing the Gospel penetrate each culture. Remind your students that God's heart is for *all* mankind, not just our own culture.

Operation World: The Day-by-Day Guide to Praying for the World by Patrick Johnstone and published by

Zondervan is a wonderful resource for those who want more specific details of needs of the world and the status of Christianity in other countries.

God shares in Rev. 5:9 that He desires some from *every tribe, and language, and people, and nation* be included in the body of Christ, and He has given all believers the privilege of *being involved* in His great commission.

Throughout this curriculum, we have tried to emphasize God's desire that the gospel be preached to *every tongue and tribe and nation* (Rev. 5:9.) Watch for opportunities in the lessons to teach your students *why* they should be involved with world evangelization and *how* they can be involved.

A wonderful resource for introducing Junior High students to the world is **Kids Around The World Teachers Resource Kit**. This includes a large map of the world showing the most needy areas, a wonderful video with five segments filmed on location: 10-40 Kids, Turk Kids, Kazakh Kids, Riffi Kids, and Uzbek Kids. There is also a cassette with songs and music tracks, and the resource kit has activities, songsheets, and complete lesson plans for the teacher.

What is "UNREACHED" anyhow?

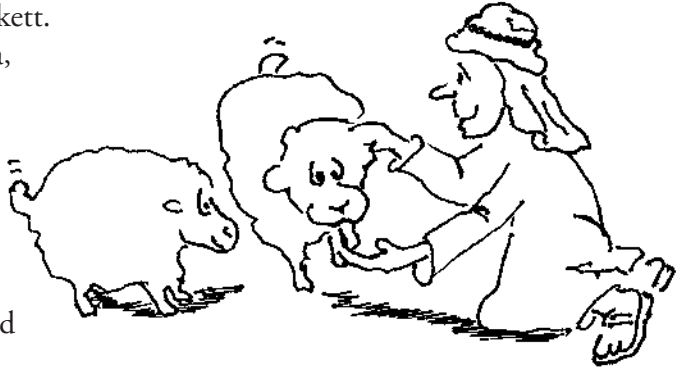
When we say unreached people, we're using the word "people" to represent a collection of individuals who are linked together by common language, culture, or ethnicity. People in this context does not refer to a plural form of person, but rather a group, a people.

We like to think about mission efforts being directed toward people groups, rather than individuals, because God seems to consider such groups as the functional target of His grace and the functional source of His praise (Genesis 12:3, Matthew 28:18, Psalm 67).

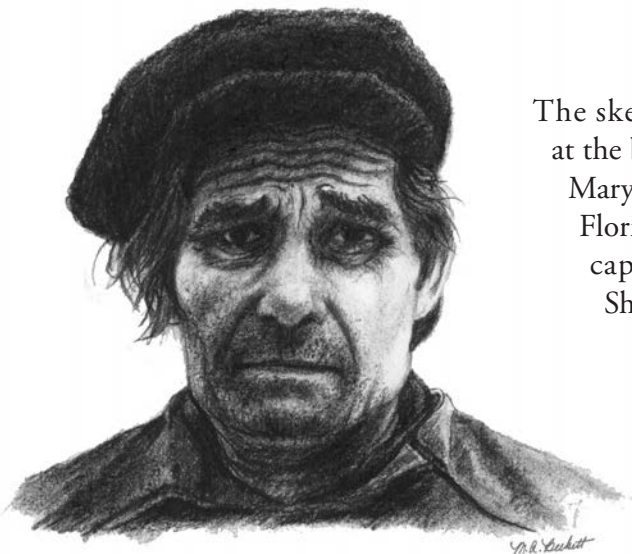
From "The Good Report" Summer 1999 - CALEB PROJECT. Used by permission.

Speaking of the Artwork!

The cartoons included in each lesson and each day's assignment were drawn by our good friend Bob Beckett. Bob studied art at Ringling School of Art in Sarasota, Florida. We specifically chose cartoons to make the Bible stories and principles spark the imagination of the Junior High student. Bob's ability to capture expressions and ideas on paper and illustrate them through simple cartoons will be immediately evident as you look through this curriculum. Bob and his wife Mary Ann have supported us and encouraged us for many years in various projects.



Note: Please be assured that we take God's Word very seriously. We believe it is God's revealed truth and hold it in highest honor. We do not intend the cartoons to trivialize God's Word, but rather to catch the imagination and interest of the junior high student.



The sketches of faces from unreached people groups featured at the beginning of each lesson were done by Mary Ann Beckett. Mary Ann graduated from the Ringling School of Art in Sarasota, Florida, with a Bachelor of Fine Arts. Her unique ability to capture lifelike expressions make her sketches come alive. She and Bob both have a heart for unreached people. They live in Orlando where they serve on their church's missions committee. We are grateful to have them as our dear friends and co-laborers.

Memory Challenges

The Memory Challenge consists of one or two verses for each week. You should feel free to tailor the amount of memorization to fit your particular students. We strongly believe in and encourage the memorization of scripture. *Thy Word have I hid in mine heart, that I might not sin against thee (Ps. 119:11 KJV).* The teen years are an excellent time in which to memorize scripture.

Further, we encourage you to make the Memory Challenges cumulative—that is, continue to review all the verses learned each Friday and to quiz on all the verses at least once each month for an entire quarter.

Verses may be tested orally or by writing. As you accumulate several verses, it is easier on both students and teacher to test orally. If you test by writing, avoid marking off points for minor spelling or punctuation errors. The goal is clear and practical understanding of the verse(s).

There are many methods you might use to vary the review of verses. See p. XII for some suggestions.

Reviews and Tests

Objectives

The goals of the reviews and tests are:

- (1) to motivate the students to review the material;
- (2) to challenge the students to think more deeply about the main issues of the lesson;
- (3) to pull together many of the concepts the students are learning;
- (4) to help the students appropriate scriptural principles;
- (5) to help you learn if you are teaching what you think you are teaching.

The reviews should be used to prepare your students for the tests. We encourage you—do *not* omit the reviews and the tests. They are very important in reinforcing the students' understanding.

Questions

Many of the questions in this book—in the lessons, reviews, or tests—have more than one possible answer. Remember that answers will vary and use your discretion in grading. We have tried to give some ideas of possible answers, but your students should be encouraged for original—biblical—thinking. Look for ways to be gracious and encouraging when grading the lessons.

The questions in the tests are taken from the reviews and from the memory challenges. However, the questions may be worded differently.

Some junior high students do not perform well on essay questions. Before the first test, spend some time teaching them *how* to answer an essay question. You should use your own judgment about how many points an essay question should be worth.

Writing Opportunities

We have included writing opportunities in several lessons because we believe writing about a subject helps to cement it in a student's mind. Also, writing requires syntheses and integration of ideas. Thinking about the Bible lessons at this deep level will assist your students in understanding and applying God's truth.

Always be sure to discuss the "Writing Opportunity" thoroughly with the student as you make the assignment. When you have graded the writing, discuss it again. Point out what the student has understood or supported with scripture correctly. If they are weak in understanding any points, take time to reteach. Make suggestions for how they can do better on the next writing assignment. Always keep in mind your primary focus is teaching—not evaluating.

Each writing assignment includes a "Writing Scoreboard" which you should go over with your students. Be sure they clearly understand these standards. As you go over their paragraphs, show them where they have succeeded in meeting these standards. Give them specific correct examples in areas where they are weak. You should decide if you wish to grade on spelling, grammar, organization, etc. If you do, be sure your students understand these standards as well.



WRITING SCOREBOARD

Journaling

We suggest that you encourage your student to Journal. Journaling—writing thoughts, meditations, prayers, or truths we have just discovered—is a highly effective way to reinforce what God is teaching. We have included frequent assignments called “Reflections” which ask your students to journal. Many times our lives are like “tumbleweeds” just rolling around, blown from one thing to another by life’s pressures. We sometimes give little thought to what we are experiencing and what God is revealing to us about Himself and His will for us. We trust the Reflections assignments will encourage and challenge your students to think more deeply about the truths they are learning, their lives, and God’s plans for them.

Journaling is *collecting our memories as reminders of our own struggles and joys and God’s faithfulness and power.*

David probably kept a journal, which we read today in the book of Psalms. He wrote, *Remember the wonders he has done, his miracles, and the judgments he pronounced* (Psa. 105:5 NIV). David recorded great times of joy and praise, as well as deep despair and depression; times of defeat as well as deliverance. We are blessed when we read these records of his spiritual journey. David wrote in Psa. 143:5, *I remember the days of long ago; I meditate on all your works and consider what your hands have done.*

Your students’ journals should be graded on the basis of correctly completed assignments. Do not grade on content, organization, mechanics, etc. Sometimes junior high students may resist doing this type of assignment. If necessary, require each assignment to have a certain number of sentences or lines.

You could also give extra credit points for extra journal entries. If your students wish to write extra journal entries, you should be free to read those entries to ascertain that they are apropos.

“Most of us read too much and reflect too little.”
Howard Hendricks

We have included a brief page about journaling in the student’s workbook. Take time to read this page with your students as you discuss their first “Reflections” assignment.

As I journaled in Bible study, I found it most helpful to choose a favorite verse from the lesson, meditate on it, and then write a short prayer to God. My prayers included things I learned from the lesson and praise to God.

Journaling helped to solidify in my mind the spiritual truths from the lessons. It also gave me a record of my thoughts and feelings after each one. On occasion, I reread some of my journal pages, and I am reminded of the truths I learned, comments I made, and answers to my prayers.

Keeping a journal can sound intimidating, but the benefits far outweigh any inconvenience it may require. To look back and read an entry written, either during a spiritual victory or a spiritual trial, is an experience that always strengthens and encourages me.

Those day-by-day moments of learning as I walk with Jesus are too precious to be left unrecorded and forgotten. Joanna H.

Journaling is a way to come before my God with triumph and heartache; sorrow and blessing. It is a place of praise or tears, worship, and petition. It is a way to be honest before my God. Terry C.

I have found journaling of great importance in continually drawing my focus back to the character of God. I write letters to God and prayers about times of confession and forgiveness. I use journaling to give my burdens to Him. I write verses that remind me of His faithfulness. Linda F.

Suggestions for Memory Challenge Reviews

1. Write out the verse omitting some words or phrases to be filled in by the students.
2. Take turns saying the verse phrase by phrase with the students.
3. Make up a tune and sing the verse. (Many verses have already been set to tunes. Look for a collection of those in your Bible bookstore.)
4. Write all the phrases in the verse on slips of paper and have your students arrange them in the correct order.
5. Have the students write the verse in phrases, then underline the beginning word—or the most important word—of each phrase.
6. Color often helps hold a student's attention. Provide color markers for the students to use to write the verse.
7. Have the students draw pictures in place of some of the words. Then read the verse using the pictures as reminders.
8. Use a tape recorder to record each verse and listen to it repeatedly. Once it is familiar, stop the recorder, have students say the next line, check accuracy by playing that line, etc.
9. Make up actions to go with the verse or with individual words in the verse.
10. Write the verse on a note card and have your students post it where they will see it frequently—on the bathroom mirror, on the front of the refrigerator, beside the bed, etc.
11. The most effective review for *long term memory* that I have found is a systematic review often used by language learners. Have your students review the verses on the first, second, fourth, and eighth day after you first test your students on them. (If you want to avoid weekend reviews, you can allow fewer days between reviews as needed. However, if you test on Friday, it is very important that the students review on Saturday and Sunday.) After that, review every Friday for one month, then every other Friday for the remainder of the semester. It is easy to keep track of review days by using a calendar like the sample one below. I have used this system for Spanish class, English vocabulary words, and memory verses, and it has always been very successful in aiding long-term recall.

1	2	3	4	5	6 Test MC #1	7 Review MC #1
8 Review MC #1	9	10 Review MC #1	11	12	13 Review MC #1	14
15	16	17	18	19	20 Review MC #1	21
22	23	24	25	26	27 Review MC #1	28
29	30	31				

THE 10-40 WINDOW

God's Missionary Purpose

The Bible says that God loves all people and desires that they come to know Him as their Savior and Lord. *For the Son of Man has come to save what was lost.* (Luke 19:10) The Bible promises that no group will be excluded from his plan of salvation: *...because you were slain, and with your blood purchased men from every tribe and language and people and nation.* (Revelation 5:9) In God's eyes, this promise is a reality. Some day people from every group on earth will worship before His throne in heaven. *After this I looked, and there before me was a great multitude that no one could count, from every nation, tribe, people, and language standing before the throne and in front of the Lamb...* (Revelation 7:9) God's desire is that the people in the 10-40 Window will hear about Him so that His promise will be fulfilled.



The 10-40 Window

The 10-40 Window is a term that some people use to describe a specific part of the world. It is an invisible rectangle that extends from a latitude of 10 to 40 degrees north of the equator. Within this “window” are North Africa, the Middle East, India, Asia, and some parts of the former Soviet Union.

This region of the world is crowded with two-thirds of the world's population. Most of the poorest people in the world can be found there. They have little money for food or health care, so life expectancy is lower than in many other parts of the world.

There are some Christians in every country of the 10-40 Window, but most people follow other religions. They may practice Tribal religions, Hinduism, Islam, or Buddhism. Some are atheists, believing in no God at all.

People in the 10-40 Window have little or no opportunity to learn about the true God. Many people groups there are considered “unreached.” Unreached people groups have not been exposed to the gospel in a significant way. Many unreached people groups do not have Bibles in their own language. There may be no missionaries working in their area. Only one or two out of every ten missionaries in the world are working with unreached peoples.

Prayer Focus

Pray that God will raise up laborers who are willing to suffer discomfort and even danger in order to reach the people of the 10-40 window.

Lesson 1-Discovering God's Wisdom

Introductory Notes

Lesson Goal:

The primary goal of this lesson is that the students will recognize God's wisdom at work in the Bible and in their own lives each day. The secondary goal is for your students to respect and trust in God's wisdom as recorded in His Word.

Looking Ahead:

Each unit will require some advance preparation. You will find suggestions for this preparation in the "Looking Ahead" section.

For the **Introductory Lesson**—the first day of the curriculum—you will need a **prism**. If you have several students, it would be good to have several prisms so that each student can have a chance to handle and closely examine one.

Find a **Bible story book or modern language Bible translation** from which you can read the first part of the story of Esther to your students on Day 2. Some titles are listed in the Appendix.

Just for fun, show the students the **Veggie Tales video** of Esther on Day 4, **after** they finish the biblical study of Esther.

Locate a **guest speaker** for Day 5. Ask your guest speaker to talk to your students about evidence of God's wisdom in his or her own life. Tactfully stress to the speaker that your students will be most interested in true stories that show God at work in real life. You can find a speaker by sending parent-questionnaires home with your students or by passing questionnaires around at your church (see Appendix pages for Lesson 1). Don't forget to inquire among retired people. They often have a wealth of experience with God as well as the time to come to your class. If you cannot find a guest speaker, you can share from your own personal experiences. However, it is good for your students to hear of God's workings from a variety of people.

In **Lesson 2**, you may want to coordinate the **writing assignment** for Day 2 with the English teacher. If so, you will need to make plans for that coordination this week. Also, you will need a video which shows God's power in nature. You may be able to rent or borrow one. If you need to order one, you should do that now. See the Appendix for addresses of some possible videos.

Read the suggested introduction for **Lesson 2**. If you wish to show a clip from a **Superman video**, locate that video now.

Bulletin Board:

Locate a science poster of the cycle of water, the seasons, the food chain, etc. (anything that illustrates God's wisdom in nature). Post some of man's wisest sayings; you can find several in Poor Richard's Almanac or even in a modern day almanac. You might also display some of the common proverbs we use, such as, "A stitch in time saves nine." You can use these to discuss man's wisdom versus God's wisdom. Ask the students to bring in sayings of "common wisdom" from their parents, grandparents, etc. to post on the bulletin board.

Introduction: Discovering Our Amazing God

This is what the Lord says: "Let not the wise man boast of his wisdom or the strong man boast of his strength or the rich man boast of his riches, but let him who boasts boast about this: that he understands and knows me, that I am the Lord, who exercises kindness, justice, and righteousness on earth, for in these I delight," declares the Lord. Jer. 9:23-24

1. What does God say we should NOT boast about?

2. What should we boast of?

3. God says that when we know Him, we grow to understand and trust His character traits. Which character qualities does He list in this verse?



Reflections: Spend some time thinking about what you hope to learn in Bible class this semester. Then write your thoughts in your journal.

Teacher's Notes

Before your students open their books:

Show your students a **prism**. Let them play with it, reflect the light with it, and enjoy it. (If you have several students, it would be good to have two or three prisms to save time.) Tell them to look at the different "facets" of the prism. Ask the following questions:

1. What do you think *facet* means? *Each flat side of the prism is a facet.*

2. Can you see all the facets at the same time?

Even though you cannot see all the facets at once, each facet is a true part of the prism. Each facet makes the prism more beautiful and adds to the interest, even fascination, we feel as we study it. A prism is not simple like a flat piece of glass. It is complex, filled with mystery and wonder.

In a small way, this prism helps us consider the character of God. God's character has many facets. His character is not simple like a flat piece of glass. Sometimes His character seems so complex and mysterious that we know we can never fully understand it here on this earth. But God wants us to get to know Him as fully as we can. He longs for us to study His character and understand Him better.

Read the verse in the student text.

What are some things that you or your friends sometimes boast about? *Athletic ability, grades, looks, cars, possessions, musical ability, strength, etc.*

Read Goliath's boast in 1 Sam. 17:8-10 to your students. What was Goliath boasting about? *His great strength.*

Together, work through the questions in the student text.

1. Riches, strength or wisdom.

2. That we understand and know God. Note: Tell your students that in scripture the word *understand* usually includes the idea of knowing something so well that it affects one's actions. Because we know our best friend really well, that friend can affect our actions. God wants us to know Him that deeply!

3. Kindness, justice and righteousness (holiness).

This semester we will study the character of God. We will endeavor to learn new things about His character and to understand more deeply some familiar things. Our goal, however, is not just to learn information *about* God's character, but to actually get to know *Him* better. My challenge to you is to keep this goal before you—by the end of this semester, may you know God better than you do at this moment! Stop and pray for your students.

Homework: Tell your students that one or two times a week, their homework will be to write their "Reflections." Explain the concept of journaling to your students. (See the notes on journaling in the introduction.) Show them the special pages for journaling at the end of each lesson. Explain that they should write the date and the subject of their "Reflections" assignment on the top line of each page. Read the homework assignment. Explain that they will not be required to share their journal entries, but that you will always check to be sure the entries were completed and fulfilled the assignment. You might want to assign a certain number of sentences or lines, or you may wait to see how your students respond to this type of assignment. If you choose to allow extra credit points for extra Reflections, explain that now.

Discovering God's Wisdom

Lesson 1

Memory

*For the foolishness of God is wiser than man's wisdom,
and the weakness of God is stronger than man's strength.*
I Cor. 1:25

Challenge

The whole Bible is a testimony of God's wisdom. In creation we see countless evidences of His wisdom. As you observe

God's plans in nature, you can see His wisdom in the systems He created: the seasons, the water cycle, the seeds that reproduce plants, and the instincts he gave animals to care for their young or to migrate. The list seems endless.

Then the Spirit of the LORD came upon me, and he told me to say: "This is what the LORD says: That is what you are saying, O house of Israel, but I know what is going through your mind." Ezek. 11:5

We see God's wisdom, too, in the lives of His people as He guides and cares for them. Think of His protection and clear guidance of Jacob, Joseph, and Moses.

God's wisdom is still evident in the lives of His children today. As we are willing to seek His plan for our lives, we can actually see His wisdom in each part of His plan.

Jesus said, "...your Father knows what you need before you ask him." Matt. 6:8b

This semester as we focus on God's attributes, or characteristics, the first attribute we will study is God's wisdom. God is not just wise—He is *all*-wise. What word means all-wise?



Teacher's Notes

Check to be sure all your students did their homework. Ask if anyone would like to share their journal entry.

Hold up the prism. Ask: What do we call one of the sides of the prism?

Tell your students that the first facet of God's character you are going to study is God's wisdom.

Read and discuss Ezek. 11:5. Ask the students if they really believe God knows all their thoughts.

Sometimes we seem to act as though we can fool or trick God, or as though we think we can hide our thoughts from Him. Is there any way to do that?

We may be able to keep a mask up before others. Like the Israelites Ezekiel is talking to, we may be saying one thing and thinking another. But God knows exactly what we are thinking. He knows who we are! Is that frightening or comforting?

Read aloud, or have a student read, the introduction in the student text.

Take time for discussion of God's wisdom in nature. If you are not familiar with science, you may have to do some research or get some help from the science teacher.

Also, take time to discuss the different Bible people listed (Jacob, Joseph, and Moses) and review with the students how God's wisdom worked in each of their lives. Talk about how Jacob did not trust God's wisdom but tried to gain success through his own wisdom.

Read Matt. 6:8b. When the Bible says that God the Father knows all our needs, what is implied? Is this truth frightening or comforting? Does this verse apply only to material things? What other things might it apply to? Encourage your students to think about these ideas.

Omniscient means all wise. Only God is omniscient. Note: Your students may think of the word *omniscient* which means all knowing. You could accept that answer at this level as there is only a small distinction between the two terms.

Discovering God's Wisdom

1. Write what you think *wisdom* means.
2. Look up *wisdom* in the dictionary and write that definition, too.
3. Do you know anyone you would consider to be truly wise? Explain your answer.
4. To the Jews, wisdom was a moral characteristic and included such things as honesty, industry, and purity. Compare the Hebrew idea of wisdom with the dictionary definition.
5. God's wisdom fits both the dictionary definition and the expanded Hebrew definition. In the Bible certain leaders were considered wise. Read the verses below and fill in the chart to show the source of their wisdom.

Reference	Person	Source of Wisdom
1 Kings 3:5-9		
Dan. 2:19-21		
Acts 6:5-10		

Teacher's Notes

2. According to Webster, *wisdom* is "a gathering of scientific or philosophic learning; insight; common sense."* Others might add shrewdness or craftiness.

3. Ask your students to give reasons for their answers.

4. The Hebrew definition is much broader. The dictionary definition has no right-wrong component.

5. Chart:

Solomon a gift from God

Daniel given by God

Stephen given by God

Read and discuss the memory challenge.

Do you think people today agree with this statement? Give some evidence for your answer from our culture today. Do you agree with it? Why or why not?

Lead the students to consider some of the areas in which man thinks he has great wisdom (evolution, cloning, self-determination, lack of need for moral laws, etc.). Help them to see how foolish man can become when He leaves God out of life.

Help your students understand that God is not foolish. Paul is using a hyperbole here. But if God *could* be foolish, even His foolishness would be above our wisdom.

Assign the homework. Remind your students they should always check on the next page to see if there is a homework assignment.

Allow time to practice the memory challenge if possible.

*Webster's Concise Family Dictionary, 1975. Merriam-Webster Inc., Springfield, Mass.

Discovering Our Amazing God

Teacher's Guide



Homework: In a Bible dictionary and/or encyclopedia, look up King Ahasuerus (Xerxes) and Persia. Write a brief paragraph about each. On a map, locate the kingdom of Persia during Xerxes' reign. Be prepared to point out where Persia was located.

Day 2

1. Discuss the homework. Locate Xerxes' kingdom on a map.
2. Listen to the story of Esther. Try to imagine how Esther felt at each step of her journey on the path God had planned for her. When the story is finished, answer the following questions.
 - (a) Why did Esther live with Mordecai? (See Esther 2:5-7.)
 - (b) Write how you imagine Esther felt when she had to live in the palace to be trained and prepared to serve the king.
 - (c) Why do you think Esther was chosen to be the queen?

Teacher's Notes

Homework: Ahasuerus reigned from 485-465 BC. He is mentioned in the book of Esther and possibly in Ezra. His kingdom was called Persia, and it included Persia, Media, and Babylonia. It reached from India to Ethiopia. Find a Bible map which will show the extent of this empire. Ahasuerus was in power for 21 years. At one point, he tried to invade Greece, but he was badly defeated and was forced to turn back.

Day 2

Review yesterday's class discussion. Ask: What does wisdom mean? Where does true wisdom come from? How is the biblical definition of wisdom different than the Webster's definition?

Go over the homework.

Review the memory challenge.

2. Tell or read the beginning of Esther's story as recorded in Esther 1 and 2 in a dramatic fashion.

(a) She was an orphan, and he was her cousin.

(b) Background: When the king wanted to choose a new wife, he held a "beauty contest." His aides chose beautiful young women from throughout the kingdom and took them to the palace. There the women spent one year being trained, prepared, and, finally, purified, so they would be fit to serve the king. When each girl's turn to spend a night with the king came, she would choose fine clothing and jewelry to make herself beautiful for the king. It is interesting to note that when Esther's turn came, she did not ask for special clothing or adornment. (See Esther 2:15.)

(c) According to the Bible, Esther pleased the king greatly. She was apparently very beautiful. She was probably also beautiful in temperament. Everyone seemed to like her (v. 15).

Ask your students if they can think of a deeper reason that accounts for Esther becoming the queen. Lead them to see that all of these events were a part of God's plan. She became queen because it was God's will.



3. There is another story intertwined with Esther's—the story of Haman. To find out who Haman was, read Esther 3:1-6.

Homework: Read Esther 3:8-13 and answer the following questions.

1. What argument did Haman use to convince the king to order all the Jews killed?
2. Explain the importance of the king's ring.
3. What was Haman's real motive for killing the Jews? How do you know? Give a reference.
4. How many of the Jews did he plan to kill or have killed?

Teacher's Notes

3. Haman was an important man in the kingdom—second only to the king. Most of the people bowed to him and revered him. Only Mordecai refused to bow before him, because (we assume) Mordecai bowed only to God.

Homework:

1. He said the Jews' laws were different from the laws of all the other people in the kingdom, and they did not keep the king's laws.

2. The king's ring was a symbol of his power. Haman would drop melted wax on the orders, then press the king's ring into the wax. That imprint was the same as the king's signature.

3. He hated Mordecai because Mordecai would not bow to him. Esther 3:5. He wanted to gain wealth from the Jews. Esther 3:11-13.

4. All of them.

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Day 3

1. How do you think Mordecai felt when he heard about the king's order? (See Esther 4:1-3.)

2. It is interesting to see that in God's wisdom, He already had a plan in place to save His people. Read Esther 4:4-9. What do you think God's plan was?

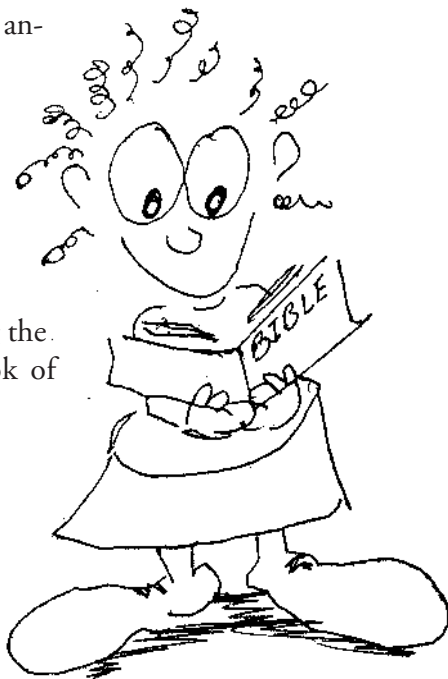
3. Read Esther 4:10-12. How do you think Esther felt about God's plan? Explain.

4. Read Esther 4:12-17. Which verse shows you that Mordecai believed God had a plan in place all along?

Homework: God's word says in Prov. 21:1, "The king's heart is in the hand of the Lord; He directs it like a watercourse wherever He pleases." In the sixth chapter of Esther, God has an ironic twist in His plan. Read 6:1-10 and answer these questions.

1. Who do you think caused the king's sleeplessness?

2. Who gave the king the idea to have the book of records read to him?



Teacher's Notes

Day 3

Discuss the homework in class.

1. He was greatly distressed and upset.
2. God is probably going to use Esther in some way.
3. She was afraid for her life.

If anyone approached the king without being summoned, the king could have that person put to death.

4. Verse 14.

Homework:

Explain the concept of irony: irony occurs when the opposite of what is expected is said or happens. (In this case, Haman expected to be honored and the opposite happened—he had to honor his enemy.)

1. God did.
2. God did.

Discovering God's Wisdom

3. What had God caused to happen at an earlier time so that Mordecai would have favor with the king at this time?

4. Poor Haman. How did God repay him for his hatred toward Mordecai?

Day 4

Today we will finish the story of Esther. How do you predict it will end?

Read and discuss Esther 8:3-17.

1. The story doesn't end exactly as we would expect, but it does have a good ending for the Jews. Read the ending to the story.

2. Trace each step of God's plan to save His people through Esther and Mordecai. (See the next page for some clues.)

Teacher's Notes

3. Mordecai discovered the plot against the king and saved the king's life.

4. Haman had to show honor to the man he hated.

Double check with your guest speaker to be sure all arrangements are made for Day 5.

Remind your students they will be graded on the memory challenge two days from now.

Day 4

Discuss the homework in class. Ask your students how they think the story will end.

1. The story ends with the Jews being given permission to defend themselves. They were able to destroy many of their enemies in the kingdom—the people who were anti-Jewish. (Note: They did not take any plunder, because they wanted everyone to know they were only interested in defending themselves.)

2. Mordecai overheard the plot against the king and saved the king's life.
Vashti disobeyed the king, so he divorced her.
Esther was chosen as queen.
Haman plotted to destroy the Jews.
Mordecai told Esther about the plot and asked her to intercede with the king.
The first banquet took place.
Mordecai was honored.
The second banquet took place.

Esther told the king about Haman's plot.
The King was enraged about the plot.
Haman was hanged.
The king signed the new law which gave the Jews the right to defend themselves.

If you choose to watch the Veggie Tales video of Esther, watch it after question #2 and assign the other questions for homework.

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3. List three evidences of God's wisdom from the story of Esther.



4. If God could plan the circumstances of Esther's life, do you think He also has a plan for you?

3. God arranged for Mordecai to save the king's life. God put Esther in the very place she needed to be to intercede with the king. God caused the king to read the history scrolls at just the right time.

Think about the type of people Mordecai and Esther were. God knew when He put them in their respective positions that they would carry out His plans.

4. Discuss how God's wisdom impacts your students' lives. The goal of this discussion is to heighten their awareness of God's desire to be involved in their lives. Guide them to see that God knows and cares about the circumstances of their lives just as He knew and cared about Esther's circumstances.

Assign the homework-Reflections.

Reflections: The "Reflections" assignments are an opportunity for your students to record their ideas in a

Reflections: Think about your own life. In your journal, write a paragraph describing how you see God's wisdom at work in your life.

Remember, your memory challenge is due tomorrow.



Day 5

1. Write or recite your memory challenge for a grade.
2. Today we will have a guest speaker who will share with us some evidences of God's wisdom worked out in his/her life.

Day 6

Memory

Oh, the depth of the riches of the wisdom and knowledge of God! How unsearchable his judgments, and his paths beyond tracing out! Romans 11:33

Challenge

Writing opportunity!

Proverbs is an entire book of the Bible devoted to some of God's wisdom. Read the following proverbs. Choose the one you like best and write a creative story which illustrates the wisdom of the proverb. You may use a true story or fiction. You will have class and homework time today and tomorrow to finish your story, so you should be able to do a good job. When you come to class tomorrow, you should have at least half of your rough draft finished.

Teacher's Notes

totally accepting environment. They should be graded only on the basis of "completed according to directions" or "not completed." For further notes on the importance of the Reflections assignments, see "Journaling" in the Introduction.

Remind your students that their memory challenge is due tomorrow.

Day 5

Quiz the students on the memory challenge.

Introduce the guest speaker.

Optional Homework: Assign the students to write a Reflection on the guest speaker.

Day 6

Read and discuss the memory challenge.

- (a) Why does Paul use the word *riches* in this verse?
- (b) What does *unsearchable* mean?
- (c) Why are God's judgments unsearchable?
- (d) God is a spirit who does not need a "path" to walk upon. What do you think "paths" means in this verse?
- (e) Why can't we trace the paths of God?

Assign the story. The most important aspect of the story is its illustration of the proverb.

Go over the writing scoreboard with your students. Students will ask about the length of the paper. Give them some leeway, possibly two to four pages.

Make sure your students get started on their stories in classtime today.

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Choose from the following Proverbs:

Prov. 3:5-6 *Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight.*

Prov. 15:1 *A gentle answer turns away wrath, but a harsh word stirs up anger.*

Prov. 16:18-19 *Pride goes before destruction, a haughty spirit before a fall. Better to be lowly in spirit and among the oppressed than to share plunder with the proud.*

Prov. 18:13 *He who answers before listening—that is his folly and his shame.*



WRITING SCOREBOARD

1. Content: Does the story illustrate the proverb? (60%)
2. Creativity: Is this clearly your own story? It may be a true story from your family or your own experience, but it should not be something you read or saw on TV. (10%)
3. Reality: Do the characters act and sound like real people? (10%)
4. Organization: Does the story follow a logical pattern? (10%)
5. Mechanics: Grammar, spelling, etc. (10%)

Homework: Work on your story. Have at least half of your rough draft finished by tomorrow.

Teacher's Notes

Discovering God's Wisdom

Day 7

Work on your story in class.

Homework: Work on your story. It is due tomorrow.

Day 8

1. Since Jesus is also God, we would expect Him to also be filled with wisdom. Can you think of anything Jesus did that you consider particularly wise?

2. Do you remember the story of Jesus teaching in the temple when He was only twelve? Retell that story. (Luke 2:43-47)

3. Jesus is wise in all His ways. He taught with parables, He used illustrations the people could relate to, and He understood their thoughts and motives. He was always able to respond in the wisest way.

Toward the end of Jesus' ministry, the Sadducees and Pharisees tried to trick Jesus into saying something that would discredit Him with the people or with the Roman government. Jesus was so wise that He was able to avoid their traps and turn the tables to put them on the defensive.

4. Read Luke 20:20-26

(a) The Chief Priests sent spies to ask Jesus questions because they wanted to _____.

(b) We know Jesus was aware of their purpose because Luke wrote, _____

(c) Give a reference for (b).

Teacher's Notes

Day 7

Take time to practice the memory challenge.

Give your students time to work on their stories. Help them as needed. Be encouraging—this may be the first story they have written in a long time.

Day 8

Have the students review the memory challenge.

Collect the stories. If you like, ask the students to share their stories in class.

1. Spend some time eliciting and comparing your students' answers.

2. Have the students tell the story of the boy Jesus teaching in the temple. If they cannot remember it, read it from Luke 2.

Luke 2:52 says, "...Jesus grew in wisdom..."

Note: A parable is a story told to teach a lesson. It uses ordinary people and everyday happenings.

4. If they do not get this finished in class, you might assign it for homework.

(a) They wanted to catch Jesus saying something that would get Him in trouble with the authorities.

(b) "He saw through their duplicity..." (KJV "He perceived their craftiness...")

(c) Reference: v. 23.

Discovering Our Amazing God

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(d) At the end of this question-answer period, the spies

felt _____

because _____.

Homework: The next trick question came from the Sadducees. They asked, *If a woman's husbands keep dying until she has had altogether seven husbands, which one of the men will be her husband after the resurrection?*

Read Jesus' answer in Luke 20:34-38.

1. Summarize His answer briefly.
2. What did the scribes and Sadducees think about this answer? How do you know?



3. What do Jesus' answers to the learned religious people of His day tell you about Him?
4. Jesus could see into the hearts of the scribes and Pharisees. How does that relate to your life?

Teacher's Notes

(d) They felt astonished/foolish because they couldn't trap/trick Him.

Note: If you wish to discuss a third question, see Matt. 22:34-40. OR, read the question Jesus asked the Pharisees in that same chapter, vv. 41-46.

Homework:

1. Jesus said that there will be no marriage in Heaven.
2. They said He had answered well. They were afraid to ask Him any more questions because of His wise answers.
3. His answers portray His wisdom and understanding. Not only did His answers go straight to the heart of each question, but also they showed that He understood the true intent of the questioners.
4. If Jesus could read their thoughts and true motives, He can also read mine. I may deceive my parents and teachers; I may even deceive myself. But I will never deceive Jesus. Remembering this fact might change some of my actions.

Discovering God's Wisdom

Day 9

It is actually impossible to dissect the characteristics of God. When we see Him acting in power, He is also acting in wisdom. When He is creating something, His wisdom and power are both being used. Our problem is that God's wisdom is so far above us, that we cannot grasp it. Humans are just now unscrambling the secrets of the atom and DNA. These are things God created! Our minds are so limited, we can't even imagine what else is in our universe that we haven't discovered yet!

Work on your study sheet.

Homework: Study for a test over Lesson 1.



Day 10

Read or recite the memory challenges. Take a test.

Teacher's Notes

Day 9

Discuss the homework in class.

Discuss with your students the difficulties in dissecting God's characteristics.

Use the study sheet to help you review Lesson 1. You can go over each question in class or ask the students to work the entire sheet on their own and then check their work. Tell your students that every question on the test will come from the study sheet which they will work on in class today, or from their memory challenges. However, they should be aware that the questions may be in a different form or in different words than the questions on the study sheet.

Review the memory challenge. Remind your students they will be graded on all the memory challenges tomorrow.

Day 10

Test. Have your students write or recite their memory challenges for a separate grade.

Lesson 1–Study Sheet

1. Define wisdom.
2. God says that in comparison to His wisdom, man's wisdom is _____ .
3. List three Bible characters known for their wisdom.
4. Name and briefly describe the five main characters in the book of Esther.
5. Esther lived in the kingdom of _____ .
6. Haman hated Mordecai because _____ .
7. Put the following events from the book of Esther in chronological order.
 - (a) The enemy of the Jews is hanged.
 - (b) Esther becomes Queen.
 - (c) The King honors Esther's cousin.
 - (d) The King divorces his current Queen.
 - (e) Esther's cousin saves the King's life.
 - (f) Esther gives a banquet for the King.
 - (g) The enemy of the Jews plots against them.
8. Write or paraphrase three verses from Proverbs which we read in class. Be prepared to explain what each one means.
9. Write one of the questions the Jewish religious leaders used to try to trick Jesus. Give His answer.

Discovering God's Wisdom

Lesson 1—Answer Key for Study Sheet

1. Define wisdom—According to Webster, wisdom is a gathering of scientific or philosophic learning; insight; common sense.* Others might add shrewdness or craftiness. The biblical definition also includes a moral component, such things as industry, honesty, and purity.

2. God says that in comparison to His wisdom, man's wisdom is foolishness.

3. List three Bible characters known for their wisdom.

Daniel, Solomon, and Stephen.

4. Name and briefly describe the five main characters in the book of Esther. (*Answers may vary.*)

(a) *Esther, a Jewish woman chosen to be Queen, probably because of her beauty.*

(b) *Mordecai, Esther's cousin and guardian; he saved the King's life.*

(c) *King Ahasuerus, the Babylonian king who divorced Vashti and married Esther.*

(d) *Vashti, the queen who refused to parade before the King's guests and was divorced as a result.*

(e) *Haman, the King's most important advisor.*

5. Esther lived in the kingdom of Babylon (Persia).

6. Haman hated Mordecai because Mordecai refused to bow to him.

7. Put the following events from the book of Esther in chronological order.

(a) The enemy of the Jews is hanged.

(b) Esther becomes Queen.

(c) The King honors Esther's cousin.

(d) The King divorces his current Queen.

(e) Esther's cousin saves the King's life.

(f) Esther gives a banquet for the King.

(g) The enemy of the Jews plots against them.

e, d, b, g, f, c, a

8. Write or paraphrase three verses from Proverbs which we read in class. Be prepared to explain what each one means.

See Day 6.

9. Write one of the questions the Jewish religious leaders used to try to trick Jesus. Give His answer.

See Day 8, including homework.

*Webster's Concise Family Dictionary, 1975. Merriam-Webster Inc., Springfield, Mass.

Discovering Our Amazing God
Teacher's Guide

Lesson 1–Test (50 pts.)

1. Wisdom is defined as a gathering of s_____ or p_____ learning; insight or _____. Others might add shrewdness or craftiness. The biblical definition of wisdom also includes a _____ aspect: such things as industry, h_____, and p_____. (2 pts. for each blank)

2. God says that in comparison to His wisdom, man's wisdom is _____. (1 pt.)

3. List three Bible characters known for their wisdom. (3 pts.)

4. Match: (2 pts. each)
 - (a) Esther ___ Queen who refused to be displayed.
 - (b) Vashti ___ Queen who hid the fact that she was a Jewess.
 - (c) Mordecai ___ King with the power of life and death over his subjects.
 - (d) Haman ___ Wise man who saved the King's life.
 - (e) Ahasuerus ___ Proud man who scorned and hated the Jews.

5. The story of Esther took place in _____. (Location.) (1 pt.)

6. Haman hated Mordecai because _____. (1 pt.)

7. Put the following events from the book of Esther in chronological order. (7 pts.)
 - (a) Esther becomes Queen.
 - (b) The enemy of the Jews is hanged.
 - (c) The enemy of the Jews plots against them.
 - (d) The King divorces his current Queen.
 - (e) Esther's cousin saves the King's life.
 - (f) Esther gives a banquet for the King.
 - (g) The King honors Esther's cousin.

8. Write or paraphrase two of the four Proverbs we discussed in class. Explain what they mean. (6 pts.)

9. Write one of the questions the Jewish religious leaders used to try to trick Jesus. Give His answer. (5)

10. If God could be foolish, His foolishness would be _____
_____. (2 pts.)

11. Who can "trace out" God's paths? (KJV, Who can understand God's ways?) Give a reference. (2 pts.)

Discovering God's Wisdom

Lesson 1—Answer Key for Test (50 pts.)

1. Wisdom is defined as a gathering of scientific or philosophic learning; insight or common sense. Others might add shrewdness or craftiness. The Biblical definition of wisdom also includes such things as industry, honesty, and purity. (2 pts. each)

2. God says that in comparison to His wisdom, man's wisdom is foolishness. (1 pt.)

3. List three Bible characters known for their wisdom. (3 pts.)

Daniel, Solomon, Stephen.

4. Match: (2 pts. each)

(a) Esther b Queen who refused to be displayed.

(b) Vashti a Queen who hid the fact that she was a Jewess.

(c) Mordecai e King with the power of life and death over his subjects.

(d) Haman c Wise man who saved the King's life.

(e) Ahasuerus d Proud man who scorned and hated the Jews.

5. The story of Esther took place in Babylon or Persia. (Location.) (1 pt.)

6. Haman hated Mordecai because Mordecai refused to bow to him. (1 pt.)

7. Put the following events from the book of Esther in chronological order. (7 pts.)

- (a) Esther becomes Queen.
- (b) The enemy of the Jews is hanged.
- (c) The enemy of the Jews plots against them.
- (d) The King divorces his current Queen.
- (e) Esther's cousin saves the King's life.
- (f) Esther gives a banquet for the King.
- (g) The King honors Esther's cousin.

(e), (d), (a), (c), (f), (g), (b)

8. Write or paraphrase two of the four Proverbs we discussed in class. Explain what they mean. (6 pts.)

See Day 6.

9. Write one of the questions the Jewish religious leaders used to try to trick Jesus. Give His answer. (5 pts.)

See Day 8, including homework.

10. If God could be foolish, His foolishness would be wiser than man's wisdom. (2 pts.)

11. Who can "trace out" God's paths? (KJV, Who can understand God's ways?) Give a reference. (2 pts.)

No one. Rom. 11:33.

Permission is granted to make copies of each of the Lesson TESTS for use with your students.

Discovering Our Amazing God

Teacher's Guide

Introductory Lesson

NIV

1Sam. 17:8 ¶ Goliath stood and shouted to the ranks of Israel, "Why do you come out and line up for battle? Am I not a Philistine, and are you not the servants of Saul? Choose a man and have him come down to me.

1Sam. 17:9 If he is able to fight and kill me, we will become your subjects; but if I overcome him and kill him, you will become our subjects and serve us."

1Sam. 17:10 Then the Philistine said, "This day I defy the ranks of Israel! Give me a man and let us fight each other."

Lesson 1

1Kings 3:5 At Gibeon the LORD appeared to Solomon during the night in a dream, and God said, "Ask for whatever you want me to give you."

1Kings 3:6 ¶ Solomon answered, "You have shown great kindness to your servant, my father David, because he was faithful to you and righteous and upright in heart. You have continued this great kindness to him and have given him a son to sit on his throne this very day.

1Kings 3:7 ¶ "Now, O LORD my God, you have made your servant king in place of my father David. But I am only a little child and do not know how to carry out my duties.

1Kings 3:8 Your servant is here among the people you have chosen, a great people, too numerous to count or number.

1Kings 3:9 So give your servant a discerning heart to govern your people and to distinguish between right and wrong. For who is able to govern this great people of yours?"

Dan. 2:19 During the night the mystery was revealed to Daniel in a vision. Then Daniel praised the God of heaven

Dan. 2:20 and said: "Praise be to the name of God for ever and ever; wisdom and power are his.

Dan. 2:21 He changes times and seasons; he sets up kings and deposes them. He gives wisdom to the wise and knowledge to the discerning.

Acts 6:5 ¶ This proposal pleased the whole group. They chose Stephen, a man full of faith and of the Holy Spirit; also Philip, Procorus, Nicanor, Timon, Parmenas, and Nicolas from Antioch, a convert to Judaism.

Acts 6:6 They presented these men to the apostles, who prayed and laid their hands on them.

Acts 6:7 ¶ So the word of God spread. The number of disciples in Jerusalem increased rapidly, and a large number of priests became obedient to the faith.

Acts 6:8 ¶ Now Stephen, a man full of God's grace and power, did great wonders and miraculous signs among the people.

Acts 6:9 Opposition arose, however, from members of the Synagogue of the Freedmen (as it was called) — Jews of Cyrene and Alexandria as well as the provinces of Cilicia and Asia. These men began to argue with Stephen,

Acts 6:10 but they could not stand up against his wisdom or the Spirit by whom he spoke.

Esth. 3:8 ¶ Then Haman said to King Xerxes, "There is a certain people dispersed and scattered among the peoples in all the provinces of your kingdom whose customs are different from those of all other people and who do not obey the king's laws; it is not in the king's best interest to tolerate them.

Esth. 3:9 If it pleases the king, let a decree be issued to destroy them, and I will put ten thousand talents of silver into the royal treasury for the men who carry out this business."

Esth. 3:10 ¶ So the king took his signet ring from his finger and gave it to Haman son of Hammedatha, the Agagite, the enemy of the Jews.

Introductory Lesson

KJV

1Sam. 17:8 And he stood and cried unto the armies of Israel, and said unto them, Why are ye come out to set your battle in array? am not I a Philistine, and ye servants to Saul? choose you a man for you, and let him come down to me.

1Sam. 17:9 If he be able to fight with me, and to kill me, then will we be your servants: but if I prevail against him, and kill him, then shall ye be our servants, and serve us.

1Sam. 17:10 And the Philistine said, I defy the armies of Israel this day; give me a man, that we may fight together.

Lesson 1

1Kings 3:5 In Gibeon the LORD appeared to Solomon in a dream by night: and God said, Ask what I shall give thee.

1Kings 3:6 And Solomon said, Thou hast shewed unto thy servant David my father great mercy, according as he walked before thee in truth, and in righteousness, and in uprightness of heart with thee; and thou hast kept for him this great kindness, that thou hast given him a son to sit on his throne, as it is this day.

1Kings 3:7 And now, O LORD my God, thou hast made thy servant king instead of David my father: and I am but a little child: I know not how to go out or come in.

1Kings 3:8 And thy servant is in the midst of thy people which thou hast chosen, a great people, that cannot be numbered nor counted for multitude.

1Kings 3:9 Give therefore thy servant an understanding heart to judge thy people, that I may discern between good and bad: for who is able to judge this thy so great a people?"

Dan. 2:19 Then was the secret revealed unto Daniel in a night vision. Then Daniel blessed the God of heaven.

Dan. 2:20 Daniel answered and said, Blessed be the name of God for ever and ever: for wisdom and might are his:

Dan. 2:21 And he changeth the times and the seasons: he removeth kings, and setteth up kings: he giveth wisdom unto the wise, and knowledge to them that know understanding:

Acts 6:5 And the saying pleased the whole multitude: and they chose Stephen, a man full of faith and of the Holy Ghost, and Philip, and Prochorus, and Nicanor, and Timon, and Parmenas, and Nicolas a proselyte of Antioch:

Acts 6:6 Whom they set before the apostles: and when they had prayed, they laid their hands on them.

Acts 6:7 And the word of God increased; and the number of the disciples multiplied in Jerusalem greatly; and a great company of the priests were obedient to the faith.

Acts 6:8 And Stephen, full of faith and power, did great wonders and miracles among the people.

Acts 6:9 Then there arose certain of the synagogue, which is called the synagogue of the Libertines, and Cyrenians, and Alexandrians, and of them of Cilicia and of Asia, disputing with Stephen.

Acts 6:10 And they were not able to resist the wisdom and the spirit by which he spake.

Esth. 3:8 And Haman said unto king Ahasuerus, There is a certain people scattered abroad and dispersed among the people in all the provinces of thy kingdom; and their laws are diverse from all people; neither keep they the king's laws: therefore it is not for the king's profit to suffer them.

Esth. 3:9 If it please the king, let it be written that they may be destroyed: and I will pay ten thousand talents of silver to the hands of those that have the charge of the business, to bring it into the king's treasuries.

Esth. 3:10 And the king took his ring from his hand, and gave it unto Haman the son of Hammedatha the Agagite, the Jews' enemy.

Esth. 3:11 "Keep the money," the king said to Haman, "and do with the people as you please."

Esth. 3:12 ¶ Then on the thirteenth day of the first month the royal secretaries were summoned. They wrote out in the script of each province and in the language of each people all Haman's orders to the king's satraps, the governors of the various provinces and the nobles of the various peoples. These were written in the name of King Xerxes himself and sealed with his own ring.

Esth. 3:13 Dispatches were sent by couriers to all the king's provinces with the order to destroy, kill and annihilate all the Jews — young and old, women and little children — on a single day, the thirteenth day of the twelfth month, the month of Adar, and to plunder their goods.

Esth. 4:1 ¶ When Mordecai learned of all that had been done, he tore his clothes, put on sackcloth and ashes, and went out into the city, wailing loudly and bitterly.

Esth. 4:2 But he went only as far as the king's gate, because no one clothed in sackcloth was allowed to enter it.

Esth. 4:3 In every province to which the edict and order of the king came, there was great mourning among the Jews, with fasting, weeping and wailing. Many lay in sackcloth and ashes.

Esth. 4:10 Then she instructed him to say to Mordecai,

Esth. 4:11 "All the king's officials and the people of the royal provinces know that for any man or woman who approaches the king in the inner court without being summoned the king has but one law: that he be put to death. The only exception to this is for the king to extend the gold scepter to him and spare his life. But thirty days have passed since I was called to go to the king."

Esth. 4:12 ¶ When Esther's words were reported to Mordecai,

Esth. 4:13 he sent back this answer: "Do not think that because you are in the king's house you alone of all the Jews will escape.

Esth. 4:14 For if you remain silent at this time, relief and deliverance for the Jews will arise from another place, but you and your father's family will perish. And who knows but that you have come to royal position for such a time as this?"

Esth. 4:15 ¶ Then Esther sent this reply to Mordecai:

Esth. 4:16 "Go, gather together all the Jews who are in Susa, and fast for me. Do not eat or drink for three days, night or day. I and my maids will fast as you do. When this is done, I will go to the king, even though it is against the law. And if I perish, I perish."

Esth. 4:17 ¶ So Mordecai went away and carried out all of Esther's instructions.

Esth. 6:1 ¶ That night the king could not sleep; so he ordered the book of the chronicles, the record of his reign, to be brought in and read to him.

Esth. 6:2 It was found recorded there that Mordecai had exposed Bigthana and Teresh, two of the king's officers who guarded the doorway, who had conspired to assassinate King Xerxes.

Esth. 6:3 ¶ "What honor and recognition has Mordecai received for this?" the king asked. ¶ "Nothing has been done for him," his attendants answered.

Esth. 6:4 ¶ The king said, "Who is in the court?" Now Haman had just entered the outer court of the palace to speak to the king about hanging Mordecai on the gallows he had erected for him.

Esth. 6:5 ¶ His attendants answered, "Haman is standing in the court." ¶ "Bring him in," the king ordered.

Esth. 6:6 ¶ When Haman entered, the king asked him, "What should be done for the man the king delights to honor?" ¶ Now Haman thought to himself, "Who is there that the king would rather honor than me?"

Esth. 6:7 So he answered the king, "For the man the king delights to honor,

Esth. 3:11 And the king said unto Haman, The silver is given to thee, the people also, to do with them as it seemeth good to thee.

Esth. 3:12 Then were the king's scribes called on the thirteenth day of the first month, and there was written according to all that Haman had commanded unto the king's lieutenants, and to the governors that were over every province, and to the rulers of every people of every province according to the writing thereof, and to every people after their language; in the name of king Ahasuerus was it written, and sealed with the king's ring.

Esth. 3:13 And the letters were sent by posts into all the king's provinces, to destroy, to kill, and to cause to perish, all Jews, both young and old, little children and women, in one day, even upon the thirteenth day of the twelfth month, which is the month Adar, and to take the spoil of them for a prey.

Esth. 4:1 When Mordecai perceived all that was done, Mordecai rent his clothes, and put on sackcloth with ashes, and went out into the midst of the city, and cried with a loud and a bitter cry;

Esth. 4:2 And came even before the king's gate: for none might enter into the king's gate clothed with sackcloth.

Esth. 4:3 And in every province, whithersoever the king's commandment and his decree came, there was great mourning among the Jews, and fasting, and weeping, and wailing; and many lay in sackcloth and ashes.

Esth. 4:10 Again Esther spake unto Hatach, and gave him commandment unto Mordecai;

Esth. 4:11 All the king's servants, and the people of the king's provinces, do know, that whosoever, whether man or woman, shall come unto the king into the inner court, who is not called, there is one law of his to put him to death, except such to whom the king shall hold out the golden sceptre, that he may live: but I have not been called to come in unto the king these thirty days.

Esth. 4:12 And they told to Mordecai Esther's words.

Esth. 4:13 Then Mordecai commanded to answer Esther, Think not with thyself that thou shalt escape in the king's house, more than all the Jews.

Esth. 4:14 For if thou altogether holdest thy peace at this time, then shall there enlargement and deliverance arise to the Jews from another place; but thou and thy father's house shall be destroyed: and who knoweth whether thou art come to the kingdom for such a time as this?

Esth. 4:15 Then Esther bade them return Mordecai this answer,

Esth. 4:16 Go, gather together all the Jews that are present in Shushan, and fast ye for me, and neither eat nor drink three days, night or day: I also and my maidens will fast likewise; and so will I go in unto the king, which is not according to the law: and if I perish, I perish.

Esth. 4:17 So Mordecai went his way, and did according to all that Esther had commanded him.

Esth. 6:1 On that night could not the king sleep, and he commanded to bring the book of records of the chronicles; and they were read before the king.

Esth. 6:2 And it was found written, that Mordecai had told of Bigthana and Teresh, two of the king's chamberlains, the keepers of the door, who sought to lay hand on the king Ahasuerus.

Esth. 6:3 And the king said, What honour and dignity hath been done to Mordecai for this? Then said the king's servants that ministered unto him, There is nothing done for him.

Esth. 6:4 And the king said, Who is in the court? Now Haman was come into the outward court of the king's house, to speak unto the king to hang Mordecai on the gallows that he had prepared for him.

Esth. 6:5 And the king's servants said unto him, Behold, Haman standeth in the court. And the king said, Let him come in.

Esth. 6:6 So Haman came in. And the king said unto him, What shall be done unto the man whom the king delighteth to honour? Now Haman thought in his heart, To whom would the king delight to do honour more than to myself?

Esth. 6:7 And Haman answered the king, For the man whom the king delighteth to honour,

Discovering Our Amazing God

Teacher's Guide

Esth. 6:8 have them bring a royal robe the king has worn and a horse the king has ridden, one with a royal crest placed on its head.

Esth. 6:9 Then let the robe and horse be entrusted to one of the king's most noble princes. Let them robe the man the king delights to honor, and lead him on the horse through the city streets, proclaiming before him, 'This is what is done for the man the king delights to honor!'"

Esth. 6:10 ¶ "Go at once," the king commanded Haman. "Get the robe and the horse and do just as you have suggested for Mordecai the Jew, who sits at the king's gate. Do not neglect anything you have recommended."

Luke 2:43 After the Feast was over, while his parents were returning home, the boy Jesus stayed behind in Jerusalem, but they were unaware of it.

Luke 2:44 Thinking he was in their company, they traveled on for a day. Then they began looking for him among their relatives and friends.

Luke 2:45 When they did not find him, they went back to Jerusalem to look for him.

Luke 2:46 After three days they found him in the temple courts, sitting among the teachers, listening to them and asking them questions.

Luke 2:47 Everyone who heard him was amazed at his understanding and his answers.

Luke 20:20 ¶ Keeping a close watch on him, they sent spies, who pretended to be honest. They hoped to catch Jesus in something he said so that they might hand him over to the power and authority of the governor.

Luke 20:21 So the spies questioned him: "Teacher, we know that you speak and teach what is right, and that you do not show partiality but teach the way of God in accordance with the truth.

Luke 20:22 Is it right for us to pay taxes to Caesar or not?"

Luke 20:23 ¶ He saw through their duplicity and said to them, Luke 20:24 "Show me a denarius. Whose portrait and inscription are on it?"

Luke 20:25 ¶ "Caesar's," they replied. ¶ He said to them, "Then give to Caesar what is Caesar's, and to God what is God's."

Luke 20:26 ¶ They were unable to trap him in what he had said there in public. And astonished by his answer, they became silent.

Luke 20:34 ¶ Jesus replied, "The people of this age marry and are given in marriage.

Luke 20:35 But those who are considered worthy of taking part in that age and in the resurrection from the dead will neither marry nor be given in marriage,

Luke 20:36 and they can no longer die; for they are like the angels. They are God's children, since they are children of the resurrection.

Luke 20:37 But in the account of the bush, even Moses showed that the dead rise, for he calls the Lord 'the God of Abraham, and the God of Isaac, and the God of Jacob.'

Luke 20:38 He is not the God of the dead, but of the living, for to him all are alive."

Esth. 6:8 Let the royal apparel be brought which the king useth to wear, and the horse that the king rideth upon, and the crown royal which is set upon his head:

Esth. 6:9 And let this apparel and horse be delivered to the hand of one of the king's most noble princes, that they may array the man withal whom the king delighteth to honour, and bring him on horseback through the street of the city, and proclaim before him, Thus shall it be done to the man whom the king delighteth to honour.

Esth. 6:10 Then the king said to Haman, Make haste, and take the apparel and the horse, as thou hast said, and do even so to Mordecai the Jew, that sitteth at the king's gate: let nothing fail of all that thou hast spoken.

Luke 2:43 And when they had fulfilled the days, as they returned, the child Jesus tarried behind in Jerusalem; and Joseph and his mother knew not of it.

Luke 2:44 But they, supposing him to have been in the company, went a day's journey; and they sought him among their kinsfolk and acquaintance.

Luke 2:45 And when they found him not, they turned back again to Jerusalem, seeking him.

Luke 2:46 And it came to pass, that after three days they found him in the temple, sitting in the midst of the doctors, both hearing them, and asking them questions.

Luke 2:47 And all that heard him were astonished at his understanding and answers.

Luke 20:20 And they watched him, and sent forth spies, which should feign themselves just men, that they might take hold of his words, that so they might deliver him unto the power and authority of the governor.

Luke 20:21 And they asked him, saying, Master, we know that thou sayest and teachest rightly, neither acceptest thou the person of any, but teachest the way of God truly:

Luke 20:22 Is it lawful for us to give tribute unto Caesar, or no?

Luke 20:23 But he perceived their craftiness, and said unto them, Why tempt ye me?

Luke 20:24 Shew me a penny. Whose image and superscription hath it? They answered and said, Caesar's.

Luke 20:25 And he said unto them, Render therefore unto Caesar the things which be Caesar's, and unto God the things which be God's.

Luke 20:26 And they could not take hold of his words before the people: and they marvelled at his answer, and held their peace.

Luke 20:34 And Jesus answering said unto them, The children of this world marry, and are given in marriage:

Luke 20:35 But they which shall be accounted worthy to obtain that world, and the resurrection from the dead, neither marry, nor are given in marriage:

Luke 20:36 Neither can they die any more: for they are equal unto the angels; and are the children of God, being the children of the resurrection.

Luke 20:37 Now that the dead are raised, even Moses shewed at the bush, when he calleth the Lord the God of Abraham, and the God of Isaac, and the God of Jacob.

Luke 20:38 For he is not a God of the dead, but of the living: for all live unto him.

The Muslim People

At one time, we thought Muslims only lived in the Middle East. It is true that Islam began in Saudi Arabia and spread quickly to neighboring countries: Iraq, Iran, Syria, Egypt, etc. However, today there are over one billion Muslims in the world, and Islam is practiced not just in the Middle East, but in countless other countries. Indonesia, for example, has the largest Muslim population in the world.

The Islamic religion was started by Muhammad about 610 AD. He declared that he received special messages from God (Allah) delivered to him by Gabriel. He wrote these teachings in a holy book—the Koran. Muhammad did believe that Jesus was a prophet of God, but He was a lesser prophet than Muhammad. Today some Muslims teach their children that followers of Jesus are evil and to be avoided.

There are militant sects of Muslims who are filled with hatred and trained to inflict terror and damage on those who do not believe as they do. However, many Muslims are peaceful, conservative, honest, hardworking people who are ashamed of the evil deeds of the more militant groups.

Nearly all followers of the Muslim faith are surrounded by restrictive laws. Women must wear long sleeves and long skirts or pants and keep their heads covered. Everyone prays five times a day. There are required fasts, almsgiving, and witnessing. All these rules do not solve their sin problem. The Muslim people have an emptiness in their hearts that only Christ can fill. Personal relationship and trust are the keys to sharing the message of Christ as Savior with a Muslim friend. Why should they listen unless they know and trust the one who is sharing the message of hope?

Prayer Focus

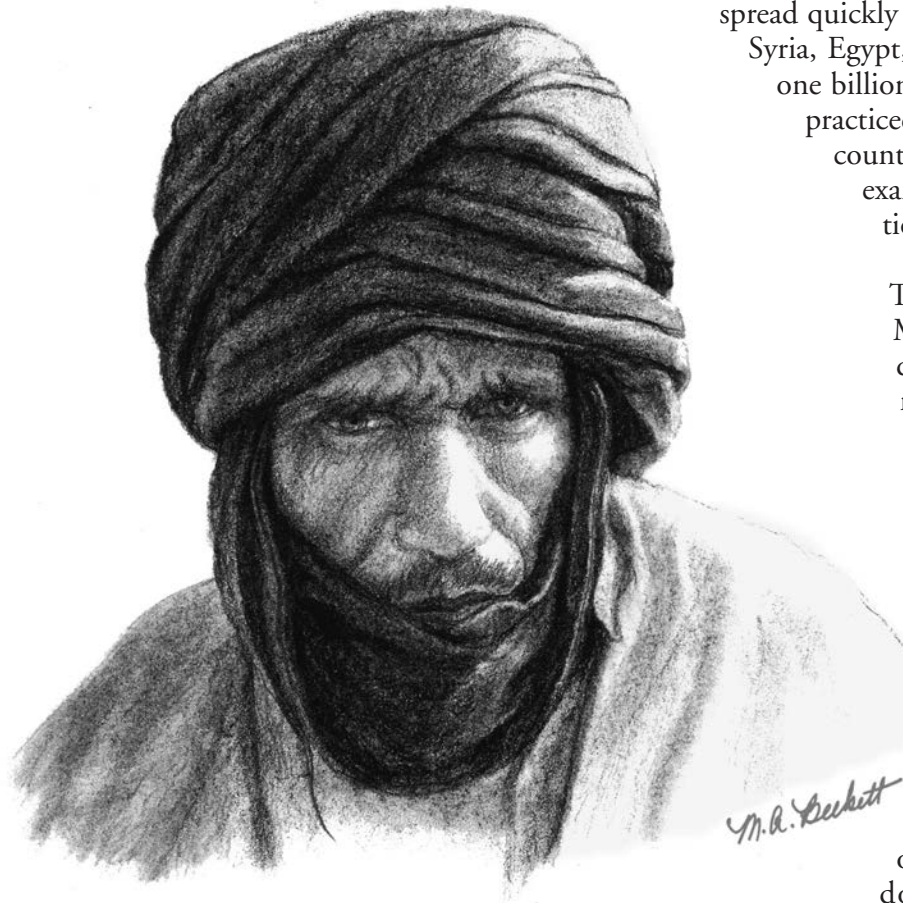
For Christians to be willing to live sacrificially to take the gospel to Muslims.

For God to work in the hearts of Muslims to draw them to Himself.

For Christians in the United States to reach out to their Muslim neighbors with love and kindness in order to earn the opportunity to share Christ with them.

For safety for those who live intentionally in areas of the world where the Muslim religion is dominant.

Image courtesy of PIONEERS



Lesson 2-Discovering God's Power

Introductory Notes

Lesson Goal:

The goal of this lesson is that each student get a glimpse of the awesome wonder of God's power. Too often, our students say the words, but there is no real understanding behind them. Try to move your students from that position to a position of awe at God's power.

Looking Ahead:

If you are using a clip from a **video** for Day 1, obtain that video, preview it, and choose the clip you are using.

If you are coordinating the **writing assignment** on Day 2 with an English teacher, make final arrangements for how that is to be handled.

Find a video for Day 2 which will show God's power in nature. Rent or check out from your local library a video on volcanoes, tornadoes, or hurricanes. Preview the video and choose the places you will stop it for discussion of God's power.

For Day 5, and for future use, gather some simple **Bible costumes** for your classroom. Some old bathrobes, some cloths and ties for headdresses, and some long sticks that can serve as staffs add to the fun and imagination when students act out Bible scenes. Also, gather some **sock puppets** for your classroom. They are easily made and your students will enjoy using them.

Arrange for a guest speaker to come to class on Day 10. Ask your guest speaker to share about an evidence of God's power in his or her life.

Start thinking now about **Lesson Three** which is on God's creativity. Talk to the science teacher and together plan an **interclass project** that will reinforce the scope of God's creativity. This could be a research project in which the students study some aspect of science in depth. It could be a notebook in which they collect pictures, diagrams, etc. of something in nature they find fascinating. It could be a video they make showing some of God's creativity in nature. There are countless possibilities depending on what the science class is studying at this time. Plan to work on the project on Day 6 and Day 7 of Lesson 3. Ideally, your students will also work on the project in science class.

Bulletin Board:

Post pictures of volcanoes, tornadoes, hurricanes, etc. Make a three-dimensional picture of a volcano or tornado on your bulletin board. After the students make their sketches, post them along with professional pictures of the Bible story.

Discovering God's Power

Lesson 2

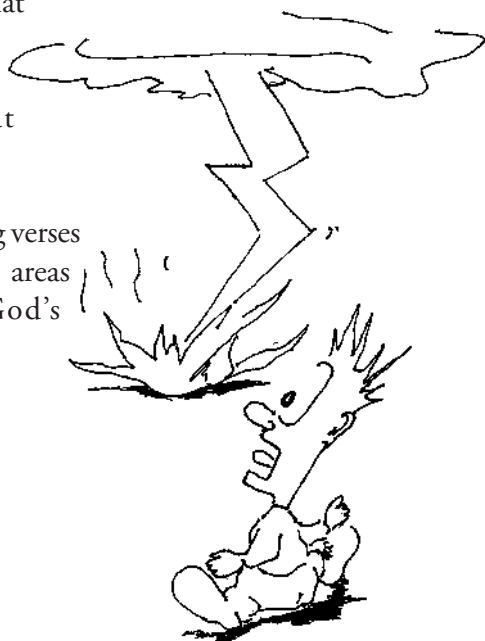
Memory	<i>Do not be terrified by them, for the LORD your God, who is among you, is a great and awesome God. Deut. 7:21</i>	Challenge
	<i>To God belong wisdom and power; counsel and understanding are His. Job 12:13</i>	

Did you ever wish you could be like Superman—faster than a speeding bullet, able to leap tall buildings in a single bound? From Superman to Pokemon to Harry Potter, our culture has always been fascinated with power. Books, movies and TV often portray characters with supernatural power. In real life, people gain power over others with money, beauty or manipulation. Did you know you can buy books that teach you how to manipulate your friends and enemies? Why? So you can have “the power.”

1. Who is the most powerful person you know?

2. God is powerful. God is *all*-powerful. What is the word we sometimes use to describe God that means all powerful?

3. Read the following verses to learn some of the areas that are under God's power.



Teacher's Notes

Background:

God's power is His ability to accomplish His will. He is able to do whatever needs to be done to fulfill His purposes. (Job 36:22-33; Isa. 40; Dan. 3; Matt. 19:16-26; 1 Cor. 1:18-25.)

Suggested introduction:

First: Show a clip from a video about power. You could use an old Superman video and show a portion where he is flying, lifting a heavy building, or performing some supernatural task. Or you could use a clip from the video that you are going to show tomorrow. Note: Though Harry Potter videos might be available, we would discourage the use of those due to the witchcraft involved.

Second: Read and discuss the first paragraph in the student text.

Read and discuss the memory challenge.

Possible questions:

(a) These verses give us four pieces of information about God. What are they?

He is wise and powerful; He is great and awesome.

(b) What does awesome mean?

Today "awesome" is a slang word that has many non-specific meanings. However, in the Bible, "awesome" means having the qualities that fill a person with feelings of honor, fear, and respect.

(c) How does it make you feel to know that this great and awesome God lives among us?

1. Possibly, one of your students will say that Jesus Christ is the most powerful person they know. If not, you need to suggest that answer. This might also be a good time, at the beginning of the study, to explain to your students that, although God is a spirit, He has a personality and other characteristics of a person.

2. Omnipotent: *omni* means all; *potent* means power.

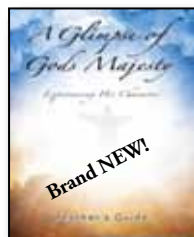
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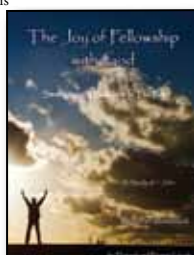
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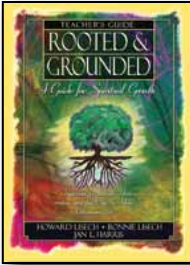
Correctly understanding these truths will revolutionize a believers' life as he or she learns how to deal with the sin that constantly drags a believer down and discourages. Confession is the key to restoring our right relationship with HIM on a moment-by-moment basis! This teacher's guide has wonderful helps and insights to help you lead your own Bible study group with confidence using either the (*Stapled*) paperback or pdf eBook versions.



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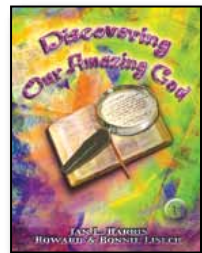
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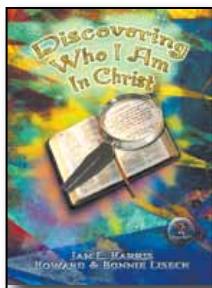
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DISCOVERING WHO I AM IN CHRIST, Best for 8th Grade Bible Curriculum (Book 2) *Jan L. Harris, Howard & Bonnie Lisech,*

Second in the “Deeper Roots Discovering...” series, book 2 of this exciting curriculum will help Jr. High students understand their identity in Christ. This life changing principle is the focus of this exciting new curriculum. It, too, has drawings, cartoons, and suggested activities intermingled with inductive Bible study to challenge and help students. The Teacher’s Guide and Student Workbook are similar in layout and function to those found in Book 1. Each lesson also introduces an unreached people group to interest and help your students.

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DISCOVERING CHRIST-LIKE HABITS, Best for 9th Grade Bible Curriculum (Book 3) *Jan L. Harris, Howard & Bonnie Lisech,*

Discovering Christ-like Habits is the third book in our DISCOVERING... series and it is designed to change your student’s life patterns. It provides not only a deeper understanding of Christian habits, but also daily practice in such disciplines as prayer, worship, Bible study, etc. The lessons combine Bible studies with plenty of hands-on activities, writing stories, interviewing family members, planning and acting out Bible dramas, and taking a field trip, for example. Your students will gain practical, godly habits while deepening their relationship with Jesus. At the beginning of each lesson, we introduce beautiful artwork and an unreached people group profile to broaden each student’s understanding of our world.



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DISCOVERING A CHRIST-LIKE CHARACTER, Some use this for 10th Grade Bible Curriculum (Book 4) *Jan L. Harris, Howard & Bonnie Lisech,*

Discovering A Christ-like Character is the final book in the DISCOVERING... series. It uses Bible accounts of Christ’s life to challenge your students to a lifetime of following His example. As they focus on the character of Jesus, such as His compassion, mercy, forgiveness, and patience, they will be drawn to Him and desire to be more like Him. The first chapter covers “Discovering Christlike Joy” and the final chapter is “Christlike Love.” Other chapters include lessons on integrity, self-control, humility, and forgiveness. (*May also be used for some 10th graders*)

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ENCOURAGEMENT FOR HOME SCHOOL MOMS HARD COPY

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Devotional Bible studies that give encouragement and hope. These spiral bound studies, written by a mom who home schooled her children, address the issues and pressures experienced by those who have chosen to educate their children at home. *Encouragement For Home School Moms* was written to help busy moms avoid putting off and missing their essential and special time with God.

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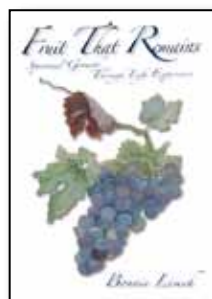
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FRUIT THAT REMAINS — Spiritual Growth Through Life Experience,

Bonnie Lisech, Deeper Roots Publications

Bonnie challenges readers to view life's blessings, trials, and tests as important steps in spiritual growth. Enjoy the discovery of spiritual principles that lead us to bear Fruit That Remains through an intimate relationship and fellowship with God.

Bonnie Lisech has been studying Scripture, writing, and teaching spiritual truth for over 20 years. She delights in encouraging people around the world. Bonnie writes for Deeper Roots Publications, PIONEERS, and Women of the Harvest Ministries International.



Bonnie says, "My goals are to challenge women to grow in their faith and to see them enjoy God's sovereignty, love, and power in all circumstances of life."

107Fruit.....\$11.95



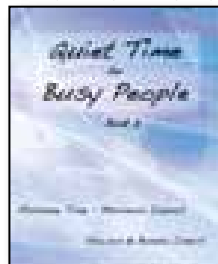
QUIET TIME FOR BUSY PEOPLE BOOK 1, BOOK 2, AND BOOK 3

Howard & Bonnie Lisech, (FOR NON-MISSION GENERAL USE)

Brief, but life-changing, devotional Bible studies that are short but far from shallow. Designed especially for those who want to maintain a quality daily quiet time with the Lord, but are pressed by time constraints. Verses are included to make it quick, convenient, and easy to complete each study and answer the inductive questions. A journal page for each of the 30 studies is included to help you capture valuable insights.

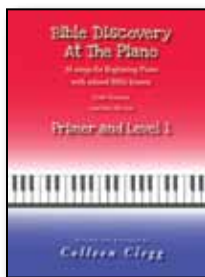
"I am currently working through your devotional, "Quiet Time for Busy People." Thank you for writing a devotional that helps me know and understand God on a deeper level, rather than just knowing "about" Him. The questions, your notes, and the personal journaling that you encourage on the back of each study all contribute to feeling as though I am spending real quality time with God Himself. As with your other studies that I have completed, it is a wonderful way to keep my focus on Him." Linda S.

Many people desire to have a quiet time in their lives but find themselves stretched by a busy lifestyle. From professionals to students to homemakers it's just so difficult to find time to be alone with God. For convenience and to save time these short but powerful studies include the written scripture so you can use them when ever you have a few spare moments, at break, lunchtime, before breakfast, after school, or anytime. They will be great for group studies and fellowship groups. They can be used to stimulate deep Biblical discussions in small groups. Adapted from **Helping Hands—Healing Hearts**.



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pdf eBooks: pdf121Quiet1, pdf122Quiet2, pdf123Quiet3 \$3.95 each

Beginner and Level 1 Piano Music



BIBLE DISCOVERY AT THE PIANO – 30 Songs for Beginning Piano with related Bible lessons **SPIRAL BOUND**
Colleen Clegg, Deeper Roots Publications

30 Songs for Beginning Piano introduce Bible truth chronologically from God's Creation through the sacrifice and resurrection of Christ.

BIBLE DISCOVERY AT THE PIANO contains 28 original songs and 2 arrangements. All songs have associated simple Bible lessons. Songs are written at primer level with increasing challenge. Parents or teachers have the opportunity to discuss and apply Scripture as students learn the songs. Line

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Treasured Christian Songs for Beginning Piano – BIG Note
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(DISCOVERING HYMNS AT THE PIANO Primer Level and Level 1 are helpful companions to **BIBLE DISCOVERY AT THE PIANO**, also by Colleen Clegg.)

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Short-Term Missions Resources

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Howard & Bonnie Lisech,

Deeper Roots Publications

These (Book 1 & Book 2) devotional Bible studies are specifically designed for the Pre-Field training of STM individuals and teams. Each devotional is written to help team members grow spiritually and evaluate their attitudes and actions *before* they leave on a Short-Term Missions trip. Just as a pilot has to PRE-FLIGHT his plane before committing his life and the lives of his passengers

to the take-off, we need to make sure that we deliberately prepare and “*pre-flight*” our hearts for service in another culture. Spiritual preparation is ESSENTIAL to gain the most from the STM experience. *7 day (stapled) or 14 day (spiral bound) editions are available.*

Book 1 668PPF-14....\$7.95, 669PPF-7....\$4.50,

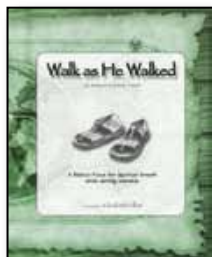
Book 2 670PPF2-14....\$7.95, 671PPF2-7....\$4.50

WALK AS HE WALKED— ON-FIELD BOOK 1 OF 4

Howard & Bonnie Lisech,

Deeper Roots Publications

Walk as He Walked, first in a series of 4 different devotional Bible studies/spiritual journals, earned an endorsement by Elisabeth Elliot! Designed for both full time and short-term missionaries, they will add an important dimension to any cross-cultural experience. Thousands have used them with great success. Topics are sequenced for the culture shock curve and missionary usage, but many other believers are using them for personal refreshment and time with God



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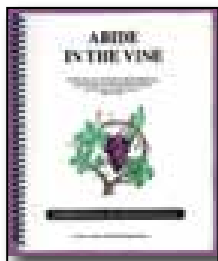
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ABIDE IN THE VINE— ON-FIELD BOOK 2 OF 4

Howard & Bonnie Lisech,

Deeper Roots Publications



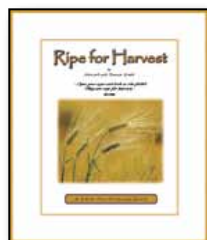
These spiritual journals and devotional Bible studies are endorsed by Don Richardson and are great for those who finish *Walk as He Walked*. These too, were designed for short-term missionaries and will add an important dimension to any STM trip experience. Topics are sequenced for the culture shock curve and missionary usage, but some laymen and church leaders are using them for personal refreshment and time with God. *50 day, 30 day, 21 day, and 14 day editions are available.*

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622AITV-30.....10.95

623AITV21....\$9.95

624AITV14....\$7.95



RIPE FOR HARVEST – ON-FIELD BOOK 3 of 4

Howard & Bonnie Lisech,

Deeper Roots Publications

Ripe for Harvest is great for those who have finished *Walk as He Walked*, or *Abide in the Vine*, while on a missions trip. These devotional Bible study/spiritual journals will add an important dimension to any STM experience. Topics are sequenced for the culture shock curve and missionary usage. They were written for those who have completed multiple STM trips but, like the others, many people are using them for personal devotions. 14 day, and 21 day editions are available.

643RFH-21....\$9.95

644RFH-14....\$7.95

LIVE IN THE LIGHT – ON-FIELD BOOK 4 of 4

Howard & Bonnie Lisech, Deeper Roots Publications

Live In The Light is brand NEW devotional Bible study/spiritual journal. Fourth in the *On-Field* series it is written for those who travel on multiple STM trips and have completed *Walk as He Walked*, *Abide in the Vine*, or *Ripe for Harvest*. This helpful resource will add an important dimension to any STM experience. As in the first 3 books, topics are sequenced for the culture shock curve and will be welcomed by both long and short-term missionaries. Journal pages are provided. Others will use them for personal devotions as well. 14 day edition is available.



640LITL-14....\$7.95

Four Essential Reentry Resources

COMING HOME – REENTRY BOOK 1

Howard & Bonnie Lisech, Deeper Roots Publications



Thousands of short-term and long-term missionaries have completed *Coming Home* or *Fishers of Men* reentry devotionals with excellent results. The devotional studies and *focused reentry questions* help anyone returning home as they begin readjusting to their own culture. *Coming Home* is especially helpful for those who have completed the *Walk as He Walked*, *Abide in the Vine*, or *Ripe for Harvest* on-field devotional studies. Several mission agencies provide this book for their missionaries returning from life in a different culture.

651CH-14...\$7.95

COMING HOME AGAIN – REENTRY BOOK 2

Howard & Bonnie Lisech, Deeper Roots Pubs.

Coming Home Again Book 2 is another 14 day reentry devotional Bible study. It is appropriate for those who have *ALREADY* used the *Coming Home (Fishers of Men)* reentry devotionals during their first reentry experience. As people return to their home culture from overseas assignments for the second time, this book provides necessary help. Reentry stress is a real issue and returnees need effective tools to help minimize its effects. Lisa Espinelli Chinn says, "*Coming Home Again* is another great resource for help with readjustment to our home culture after a second or third short-term or long-term mission experience."



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RETURNING HOME— REENTRY BOOK 3
Howard & Bonnie Lisech, Deeper Roots Publications

Returning Home is a brand new 14 day *Reentry* devotional! It was written especially for those who have *ALREADY* used ***Coming Home*** or ***Coming Home Again***. Some people return to their home culture without realizing that they have changed during their cross-cultural experience. The devotionals and focused reentry questions in this new volume will help smooth the transition back to the home culture.

658RH-14....\$7.95

REENTRY GUIDE FOR SHORT-TERM MISSION LEADERS,
Lisa Espinelli Chinn, Deeper Roots Publications

Lisa Espinelli Chinn is an authority on *Reentry Stress*. In this book she provides valuable insights and instructions on how to successfully deal with it after your trip. This important publication contains her research, ideas, and concepts that can help you assist your team members return successfully. Nine important chapters, plus four exercises in the appendix, make this small but powerful 76 page book an essential tool in your chest of resources to help you and your team have a successful reentry.



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3 books combined into ONE volume



WALK AS HE WALKED 3 PART COMBO BOOK #1
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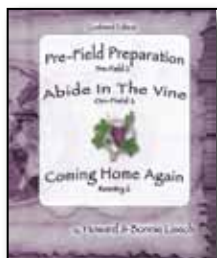
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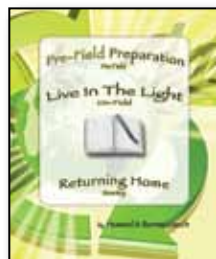
as He Walked and/or *Coming Home* studies. In fact, many churches and organizations can cycle through brand new studies each year for 3 years.

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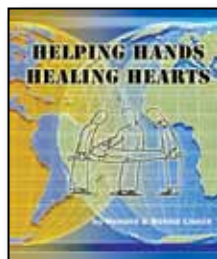
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Howard & Bonnie Lisech, Deeper Roots Pubs

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Howard & Bonnie Lisech, Deeper Roots Publications

These three different devotional Bible study/journals are especially written with *medical health teams* in mind.

They were originally developed for an organization that sends over a thousand medical personnel overseas annually.

The devotionals are shortened to fit the restrictive time frames so common on the field.



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