

Discovering Who I Am In Christ

7th or 8th or 9th Grade Bible Curriculum

Discovering Series—Book 2



Developed and Written
by

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Teacher's Guide
Home School Edition

DISCOVERING WHO I AM IN CHRIST

Discovering Series—Book 2

Bible Curriculum for use in Grades 7, 8, & 9

HOME SCHOOL EDITION

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Table of Contents

About the Authors.....	iv
Introduction.....	v
A Few Words for the Teacher.....	vi
Introductory Lesson Who Am I	3
(Optional video clip, see Looking Ahead, page 2.)	
Lesson 1 Sinner or Saint?	4
Rom. 3 and 1 Cor. 6	
Lesson 2 A New Creation	14
Rom. 6:1-8 and 2 Cor. 5:17	
Lesson 3 Adopted!	30
Rom. 8:15-16, Matt. 7:9-11, and Heb. 4:16	
Lesson 4 Precious in His Sight	62
Isa. 43:4, 62:3, Deut. 32:9-10, and Luke 12:6-7	
Lesson 5 Citizen of Heaven	78
Acts 22:22-29 and Matt. 25:14-29	
Lesson 6 A Sheep in His Pasture	94
Psa. 23 and John 10	
Lesson 7 A Royal Priest	120
Ex. 28, Lev. 1, and Heb. 10	
Lesson 8 A Branch Full of Fruit	152
John 15	
Lesson 9 Free at Last	176
Redeemed, Washed, Forgiven	
Summary Lesson Who Am I?	194
Appendix	198
See the Appendix for a list of supplementary materials you might want to order at the same time you order your books.	

(Note: For your convenience, we have listed the main Bible lessons that we have used in this curriculum. Many other shorter Bible passages are also studied.)

Unreached People Profiles

Banjar People.....	1	Malu People.....	93
Phuta People.....	13	Nukak (Macu) People.....	119
Guizhou Yi People.....	29	Balinese People.....	151
Bhadrawahi People.....	61	Higlanders of PNG.....	176
Bedouin Arab People.....	77	Neighborhood People.....	197

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*.

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 Bible stories to the wonderful knowledge of their spiritual identity. Using thought provoking questions and assigned meditation and journaling—"Reflections"—these lessons encourage your students with vivid pictures of their position in Christ.

The lessons are enlivened especially for junior high students through many creative hands-on exercises, guest speakers, videos and field trips. The upbeat cartoons will catch your students' attention and engage them with each lesson.

I've taught for over 25 years in public and private schools, 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 their new spiritual identity as believers in Jesus Christ.

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 will be there that 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, at the end of each lesson, included 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, because 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 students 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 students in prayer for the evangelization of this people block. At the end of the week, ask your 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 fascinating 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. (See appendix)

What is "UNREACHED" anyhow?

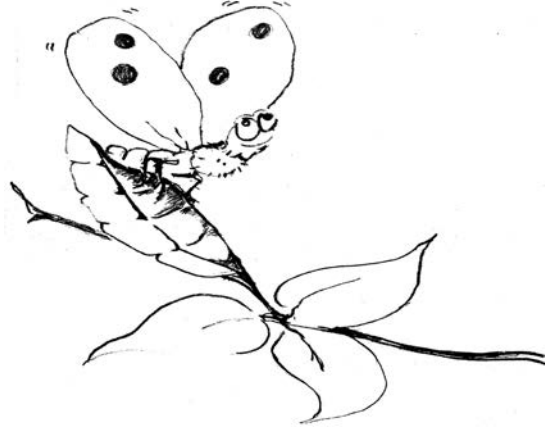
When we say unreached people, we're using the word "people" to represent a collection of individuals who are linked together by common language, culture, or ethnicity. People in this context does not refer to a plural form of person, but rather a group, a people.

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).

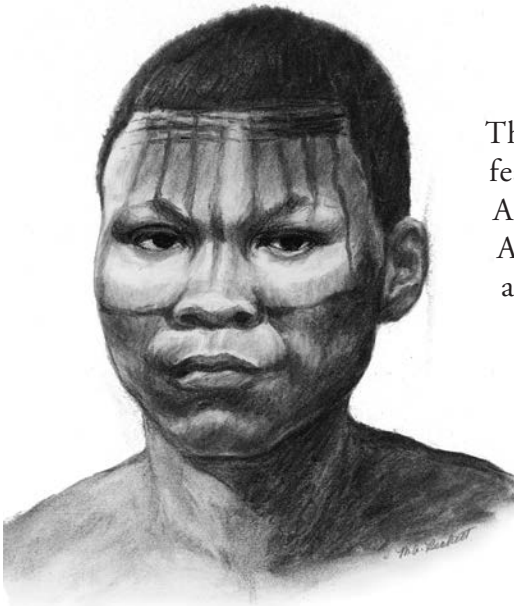
From "The Good Report" Summer 1999 - CALEB PROJECT. Used by permission.

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 7–9th grade 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 7-9th grade student.



The wonderful sketches of faces from unreached people blocs featured at the beginning of each lesson were done by artist 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.

Contact the Becketts at BeckettArt@aol.com if you need custom artwork.

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 (Psa. 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 the student 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 7–9th grade 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 synthesis 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

Across the Curriculum

You will notice that several of the lessons in this study contain a suggestion for integration with another subject. We believe this kind of cross-curricular study helps students realize that the things they are learning in Bible class are related to the things they are learning in their other subjects and to real life. Any of the writing assignments may be done in cooperation with the English class. All of the "People Profiles" can serve as springboards into geography and social studies classes. Specific recommended cross-curricular studies are as follows:

Lesson 2--Science

Lesson 4--Art

Lesson 5--Social Studies

Lesson 6--Science

Lesson 7--Social Studies

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.

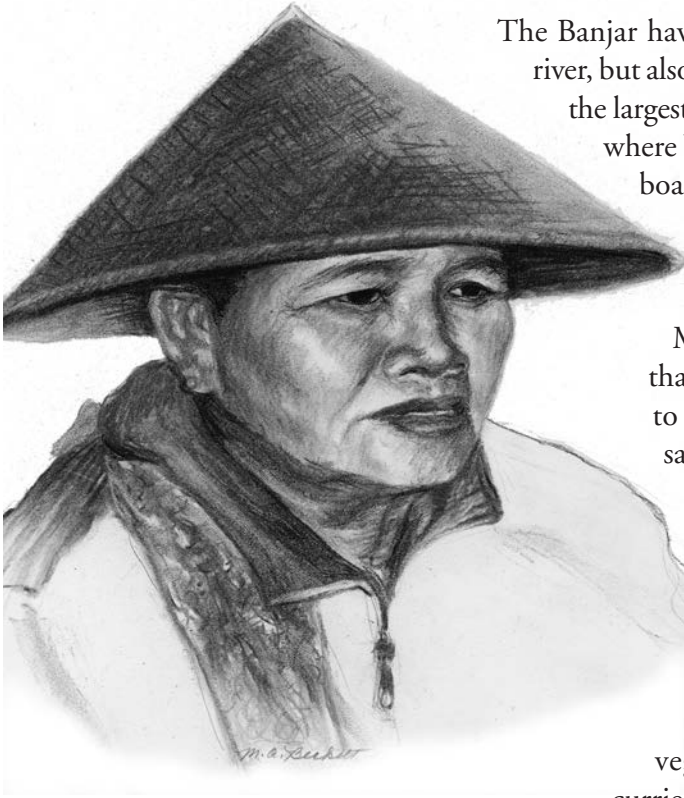
Suggestions for Memory Challenge Reviews

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 Banjar People of Indonesia



The Banjar have always been a “river people,” not only traveling on the river, but also building their houses on stilts in the water. In Kalimantan, the largest island in Indonesia, tourists like to visit a “floating market” where buyer and seller conduct business from small flat bottomed boats. There are even floating “fast food” shops.

The Banjar people live mostly in southern and eastern Kalimantan. A few hundred thousand Banjar live in Malaysia. There are almost four million Banjar, and less than 100 of them are Christians. They were forced to convert to Islam in the fifteenth century, and today the Banjar people say, “To be Banjar is to be Muslim.”

Today many Banjar live in cities or towns. They are able to do business in the Indonesian language, but they speak Banjar at home.

The staple Banjar food is rice, which is accompanied by many different kinds of side dishes—fish, chicken, and vegetables cooked in sauces or soups. The Banjar enjoy hot curries, ginger, chilies and other tangy spices in their food.

Banjar people mix animism (a belief in supernatural spirits) with their Islamic beliefs. Many of them make annual offerings to the spirit of the White Crocodile, which they believe lives in their rivers. Some Banjar pray to the spirit of Prince Suryanata. They are confident he will grant their prayers if they use the correct rituals.

Currently, six Christian mission organizations are working with, or planning to work with, the Banjar people. A new Banjar language Christian radio program is just beginning, and hopefully Bible translation will begin soon.



Prayer Focus

That God will raise up Indonesian Christians to share the Gospel with the Banjar people.

For the missionaries who are preparing to translate God's Word into the Banjar language.

For success and protection for the Banjar language Christian radio programs.

Safety for the missionaries and Indonesian Christians who are reaching out to the Banjar.

Lesson 1—Sinner or Saint?

Introductory Notes

Lesson Goal:

The first goal of this lesson is that your students realize that all people are sinners, but believers are *also* saints. Many Christians are out of balance on this point. We tend to focus on our sinfulness, or we compare ourselves with others and think that we are really not so bad. Junior high students usually go back and forth between these two points of view. This lesson presents your students with the concept that we are, indeed, sinners, but when we accept Christ's death as a payment for our sins, the Holy Spirit sanctifies us. The second goal is that your students gain a clear understanding of *sanctification*. Finally, this lesson provides you with a good opportunity to determine if your students lack a clear understanding of salvation, and to present God's plan of salvation.

Looking Ahead:

If you are interested in showing a video clip for the **Introductory Lesson**, rent the Jackie Chan film "Who Am I?" and locate the appropriate scenes on the tape. About 14 minutes into the film, there is a short (one-two minute) scene which depicts the main character falling from a helicopter and waking up in an African village not knowing who he is. Then fast forward about 56 minutes from the beginning of the film. Cue up at the end of the car chase at the spot where the girl dumps the contents of her purse on the floor. This scene is probably three to four minutes long, but it is very dramatic and effective in portraying the anguish of wondering "Who am I?"

For Day 1, use brightly colored markers to prepare a **small poster** laid out like the chart in the Student Workbook. Fill in the answers.

For Day 4, you will need **three plates**—one old, chipped or cracked; one nice China plate; a second identical China plate that has dried food and/or dirt on it. (You can usually buy old plates at Goodwill or Salvation Army thrift stores.) You will need a posterboard with the words from 1 John 1:9 written in a bright color.

Prepare an **audio tape** for Day 5. Using the Reflections question for Day 4, interview four or five adults and record their answers. Also for Day 5, collect the materials your students will need to make their "Who Am I?" posters. You will need **one or two sample posters, drawing paper, pencils, markers, and poster board** size 11 inches by 14 inches for each student.

You will need to prepare for **Lesson 2** by locating a **cocoon** with a live caterpillar inside. These are available at school supply stores or from a school catalogue. (See the Bibliography.) You should probably order this cocoon today. Also, plan to coordinate the lesson on metamorphosis with your science lessons. If you cannot use a real cocoon, you might show a video on metamorphosis. (See the Bibliography.)

Bulletin Board:

Use the bulletin board title "Who Am I" in large letters. Enlarge the picture in the Appendix pages for Lesson 1 and place it in the center of the board. Ask your students to find pictures of adults or teens in a variety of dress and action to represent possible choices before a young teen. (They can cut these from magazines or find a set at a school supply store.) Tell them to include some pictures of negative behavior as this is also a choice your students face. Note: This bulletin board represents the entire book, so it could be left in place for 2-3 weeks if desired.

Introductory Lesson

Praise be to the God and Father of our Lord Jesus Christ, who has blessed us in the heavenly realms with every spiritual blessing in Christ. For he chose us in him before the creation of the world to be holy and blameless in his sight. Eph. 1:3-4

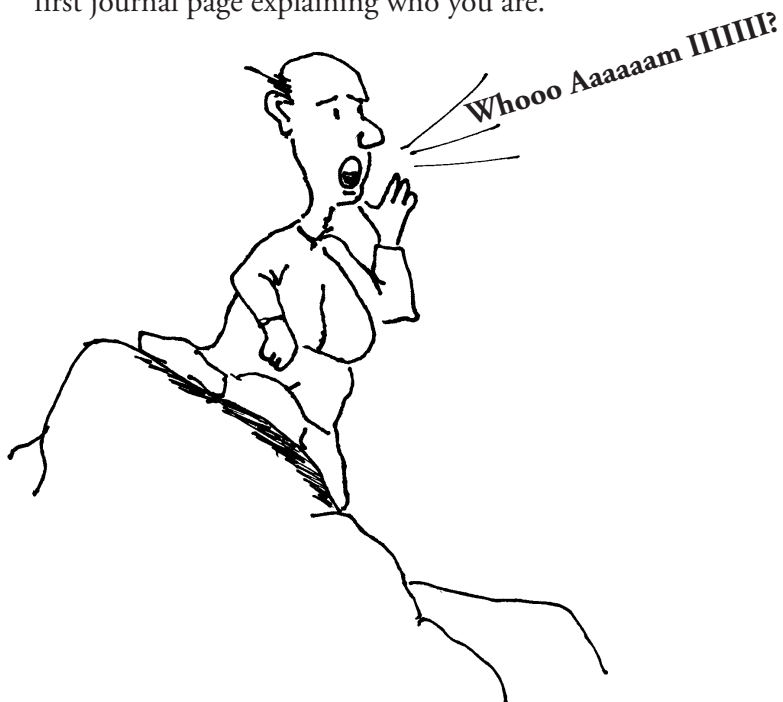
Who am I?

1. Have you ever watched a movie or read a book in which a character loses his or her memory? Imagine how that character feels. He looks in the mirror and asks, "Who am I?" She inquires anxiously of the doctor, "Who am I?"

In one movie the character climbs to the top of a high hill, looks at the scenery all around him, and screams to the sky, "Whooo Aaaaaam IIIIII!"

2. We usually feel sorry for these characters. Yet, many of us who still have our memories don't really know who we are.

Reflections: Who are you? Write two paragraphs on your first journal page explaining who you are.



Teacher's Notes

Introduction

If you are interested in showing a video clip, the scene described in the introduction is from the Jackie Chan film "Who Am I?" This is a very dramatic—though very short—scene and would make an effective introduction to this lesson.

1. Allow your students to talk about a character they've seen or read about.

Show the video clip. (Optional.)

2. Discuss. Note: These are "Thought" questions with no right or wrong answers.

Why does the writer say we "don't really know who we are?"

(a) Do you ever pretend to be someone you're not so that people will accept you?

(b) Does that work? Why not?

(c) Do you change your personality from one day to the next or from one week to the next?

3. Read the lead verse two times. Tell your students, "You may not know who you are, but God does. In these lessons, we will discover how our amazing God answers us when we ask 'Who am I?'"

Explain the Reflections: Tell your students that one or two times a week, the 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 usually be required to share their journal entries, but that you will always check to be sure the entries were completed and the assignment fulfilled. 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.

Reflections: Ask your students to write two paragraphs telling who they are. The first paragraph should be about the surface things—name, description, etc. The second paragraph should be about who they are inside.

They may begin this writing in class and finish it on their own. Tell your students that this is not a graded assignment, but that they will receive credit for writing two paragraphs and for following directions.

Sinner or Saint?



Memory

And that is what some of you were. But you were washed, you were sanctified, you were justified in the name of the Lord Jesus Christ and by the Spirit of our God. 1 Cor. 6:11

Challenge

I am a sinner. You are a sinner.

1. How do you know you are a sinner?



2. We can also know that we are sinners by finding out what God says about us.

Read Rom. 3:9-18.

3. Verses 10-18 are a quotation from the Old Testament book of _____, but Paul used these verses to apply to _____ of his time, too.

4. In verses 13-18, Paul lists several things that are true of all people. In the following chart, list four of Paul's descriptions and write in your own words what each one means.

Teacher's Notes

Check to be sure your students have written their Reflections.

Read the first statement in the Student Workbook.

Ask, "Do you disagree with that statement?"

1. Discuss their answer. We can clearly see by our actions, our motives, and/or our thoughts that we are often controlled by sin, and therefore, we are sinners.

3. Isaiah; people.

4. Put the following information on a poster board laid out like the students' charts. After your students have finished their charts, display the poster board and check the descriptions they used. Read through any descriptions they skipped. Discuss the meanings of each item in the chart.

Sinner or Saint?

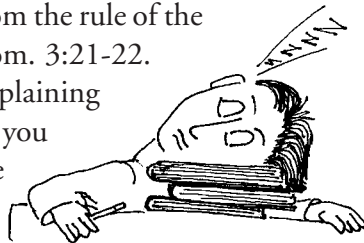
Paul says...	He means...
(a)	
(b)	
(c)	
(d)	
(e)	
(f)	
(g)	
(h)	

5. If you heard or saw a news program yesterday on radio or TV, you probably saw some of these actions on display. Write one thing you heard in the news yesterday that is named in Paul's list.

6. Which of the things in verses 13-18 are sometimes true of you?

On Your Own: (1) The good news is that we believers have been saved from the rule of the old, sinful nature! Read Rom. 3:21-22.

Write a short paragraph explaining how you were saved or why you have not yet chosen to be saved.



(2) Study your memory challenge. It will be due in three days.

(3) Listen to a news broadcast on radio or TV and briefly describe three or four things mentioned on the news that would agree with Paul's list.

Teacher's Notes

Paul says...	He means...
(a) Their throats are open graves...	The throat forms a pathway from the corrupted heart to the mouth, where the corrupted words emerge.
(b) Their tongues practice deceit...	They are liars.
(c) The poison of vipers is on their lips...	They speak words that harm people in some way.
(d) Their mouths are full of cursing and bitterness...	They have anger and hate in their hearts.
(e) Their feet are swift to shed blood...	They are quick to kill or wound others physically.
(f) Ruin and misery mark their ways...	They cause much harm, damage and unhappiness.
(g) They don't know the way of peace...	They frequently quarrel or fight.
(h) They do not fear God.	They have no respect nor awe for God, so they do not obey Him.

5. Discuss. For tonight, assign your students to watch the news on TV, or listen to it on the radio, and write two or more sentences about three or four things they see or hear that would match something on Paul's list. Note: Your students may be largely uninformed about local and/or national news.

6. All of these things are *potentially* true of us. All of us have a sinful nature that is capable of any of these sins.

It is important for your students to realize that any Christian can be drawn into any sin. It usually is a gradual process, and almost always involves our refusal to confess and abandon some sin which God is convicting us of. In reality, the only thing between us and the vilest sin is the Holy Spirit, who lives within us and convicts and guides us to keep us from sin.

On Your Own: Assign the paragraph. Remind your students they should listen to a news broadcast and review the memory challenges.

Discovering Who I Am in Christ

Teacher's Guide

Day 2

The good news is that once we are saved, we become a new creation! This whole book is about the new creation we become. Paul rejoiced that he was a changed man, "Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come!" 2 Cor. 5:17. We can rejoice in that, too!

1. We have seen that we are all sinners. Is it possible that we are also saints? Are you a saint?

2. Look up the following verses to discover who God identifies as saints.

Acts 9:32; Rom. 1:7, 8:27; 1 Cor. 14:33; Phil. 4:21

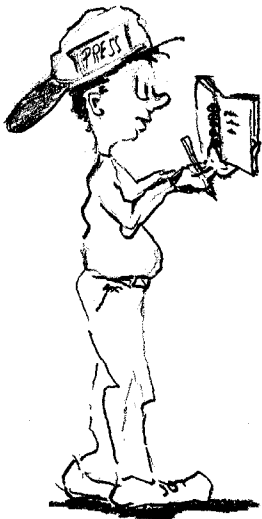
According to what you have read, who would you call a saint?

3. What does saint mean?

(a) Classroom dictionary definition.

(b) Bible dictionary definition.

4. The major question is: Are you a sinner or a saint? Circle your choice, then explain your answer.



On Your Own: Tonight interview three adult Christians you know personally. Ask them question #4, and write down their answers. We will compare some of your answers in class tomorrow.

Day 2

Teacher's Notes

Collect your students' papers. Note: You will want to read through these paragraphs to learn if your students have a clear understanding of salvation. Grade the papers based only on how well the student followed directions.

Introduction: Yesterday we said that ____ person is righteous by his or her own efforts. *No person.*

Display the poster from yesterday. Ask your students to share what they heard on the news and match their reports with a description on the poster.

The two verses you read on your own told you there is a possibility that we can be righteous. (Reread Rom. 3:21-22.) How can we be righteous? *Through faith in Jesus Christ.*

When Paul writes that we can be righteous "through faith in Jesus Christ," what does he mean?

(a) What is faith? *The belief that something or someone is real or true.*

(b) What do we need to believe to be true about Jesus?

Note: List your students' answers on the chalkboard or whiteboard as they give them. Ask questions to help them think of anything they miss.

That he is God's Son; that He lived a perfect life; that He was the perfect sacrifice for sin; that His death was the ultimate and final sacrifice for all who will accept it; and that He rose from the dead. (See 1 Cor. 15:3)

Ask if any of your students would like to share their paragraphs. Do not require them to share, as this is a rather personal question. Discuss their experiences and ideas.

Read the first paragraph in the Student Workbook.

1. Are you Saint Joey or Saint Suzie? (Use some of your students' names.)

2. Ask your students to look up the different verses and read them aloud.

According to these verses, all believers are saints.

3. (a) A person who is especially good or pure; a person or place that deserves honor; the spirit of a person who has died and gone to Heaven.

(b) The word used in the New Testament for saint comes from a Greek word that means *set apart*. In the Bible the word saint is used to describe anyone who believes in and accepts Jesus Christ. To be a saint is to be *declared holy*, to be *set apart* from evil, and to be *dedicated* to God.

4. This is really a 'trick' question, as we are both. The point is to get your students to think about this issue. They should answer this question (but don't discuss it until tomorrow) in class **before** they ask the adults.

On Your Own: Assign the students to ask question #4 of three adults and write their answers.

Sinner or Saint?

Day 3

1. What does it mean to be a saint?
2. Read 1 Cor. 6:9-11.
 - (a) In v. 11 when Paul said, "And that is what some of you were," what was he referring to?
 - (b) It is always interesting to me that Paul listed together sins that we all agree are horrible—immorality and stealing—and then included something we might not think so bad. Which two sins in this list might we consider minor?
 - (c) Why do you suppose Paul included these sins in his list?
 - (d) What three things did God do for the people Paul was talking to?
 - (e) What tense are those three verbs in?
 - (f) When were these people made holy?
3. When were you made holy?
4. Do you sometimes act as if you were not holy?
5. Write one thing you might do when you are being unholy.
6. Why do we sometimes act unholy?

On Your Own: Study your memory challenge. It will be due the day after tomorrow.

Teacher's Notes

Day 3

Review: Practice the memory challenge together in class.

Read Q. #4 from yesterday's lesson. Ask your students to share some of the answers they found in their interviews. Discuss. Ask the students to share their own answer.

The answer is that we are both. We still have our sinful nature, which tries to keep us from living as a follower of Jesus should live. But, because we believe in Jesus, we are declared holy by Him.

1. To answer this question, we need to talk about another word—sanctification. Sanctification means *set apart for some special use** Or, "The process of being made holy...."

* (Holman Bible Dictionary, Holman Bible Publishers, 1991, p. 1230)

Ask your students to work the following Bible study on their own, then check it together in class, discussing as you check.

2. (a) He is referring to the list of sins he named.
- (b) Greediness and slander, possibly drunkenness. Note: Slander means to speak wrongly about someone or to gossip.
- (c) Perhaps Paul wanted us to realize that all sin is hideous to God.
- (d) He has washed, sanctified, and justified them.
- (e) Past tense.
- (f) Apparently, when they were saved.

3. You were made holy when you believed that Jesus was God's Son and accepted His death as payment for your sins.

4. Of course, we all have times when we do not act holy. We are selfish, impatient, greedy, or unloving. Encourage your students to share honestly.

6. Because the old sin nature is still present, we still sin.

Note: Explain to your students that they no longer **have to sin**. Unbelievers are under sin's control and have no choice but to sin. Believers are freed from the power of sin. Though the old sin nature still pulls us toward sin, we are always free to choose obedience to God rather than sin. "For sin shall not be your master, because you are not under law, but under grace." Rom. 6:14. For a deeper understanding of this idea, study all of Rom. 6.

We will go into this idea in greater depth in Lesson 2.

On Your Own: Study the memory challenge.

Discovering Who I Am in Christ

Teacher's Guide

Day 4

To understand how God can declare us holy and yet we act unholy, we need to understand the "Doctrine of Sanctification."

1. According to 1 Cor. 6:11, we were _____ when we were saved. That is called our PAST sanctification.

2. Read 2 Cor. 3:18 and Phil. 1:6. According to these two verses, we are being _____. And it is _____ who is changing us.

3. This process of changing is called our _____ sanctification.

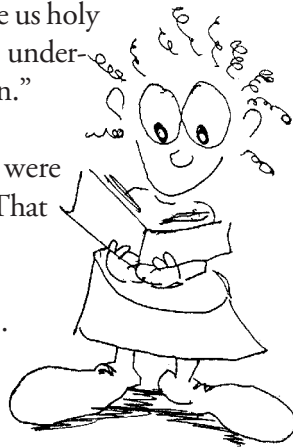
4. When do you think you will be completely changed so that your present sanctification will match your past sanctification?

5. Read 1 Thes. 3:12-13.

When Jesus returns—or when you meet Him in Heaven—your present condition will match your eternal position. That is your _____ sanctification.

Reflections: What difference does it make to your life to know that you are already sanctified (declared a saint) in God's eyes? Write two paragraphs in your journal.

Remember, your memory challenge is due tomorrow.



Day 4

Teacher's Notes

Review: Take out a sheet of paper and quickly write three things we talked about yesterday.

When your students have finished writing, talk about the things they have written as a review. Ask question #6, again.

Because this important concept may be challenging for your students, work through the questions together. Be sure to take time to discuss these points until they understand that they have a position of holiness because God declared them holy when they were saved. Yet, holiness is also a progressive work that God is doing in them day by day. An object lesson to aid in your students' understanding is included below.

1. Sanctified (also washed and justified).
2. Transformed (KJV changed)...Christ (Jesus). God (Christ or the Holy Spirit).
3. Present.
4. In the future.
5. Future.

Object Lesson: Bring three plates to class—one old, chipped or cracked; one nice, China plate; a second identical China plate that has dried food and/or dirt on it.

Show your students the old plate. Ask, "Would your mother serve important guests from this plate? What might she use this plate for?" *It would be OK for feeding the cat, or she might use it under a plant.*

Show the second plate. Would your mother use this plate to serve guests? *Yes, plates like this are 'set apart' to be used for special guests.*

Show them the dirty plate. How about this plate? Would she use it for guests? Why not?

Imagine that we are like these plates. Before we were saved, we were like the old, cracked plate. God could have just fixed up the old plate, but instead He chose to make us totally new, holy, and sanctified like this China plate. That is like our 'past' sanctification. What do you think the dirt on this plate represents? *Our sin.* This plate is like our 'present' sanctification. God is in the process of making us clean so that our present condition will match what He has already made us to be.

I feel sorry for this dirty plate, don't you? Is there some way we could make it clean again? *We could wash it.* God has provided a way for His children to be washed, too.

(a) Does anyone know 1 John 1:9? (Show this verse on a small poster written large enough for the class to read together.) Let's read this verse together.

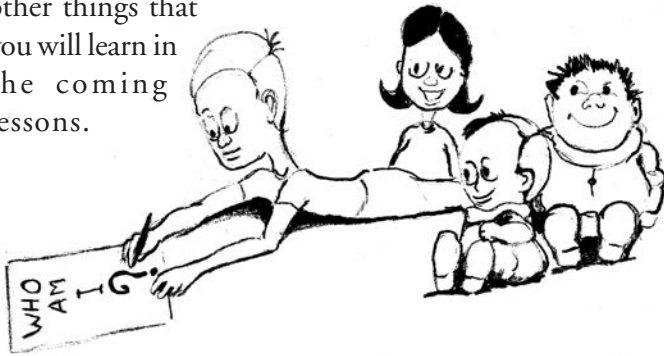
(b) According to this verse, what does a saint who has sinned need to do to be clean again? *Confess the sin.*

(c) What does confess mean? *Confess means to*

Sinner or Saint?

Day 5

1. Share and discuss your paragraphs.
2. Write or recite your memory challenge for a grade.
3. Listen to a tape.
4. Make a poster. Today you will put the two things you have learned this week about who you are on your poster, but leave room for many other things that you will learn in the coming lessons.



Day 6

Work the study sheet together in class. Save it to help you prepare for a test at the end of Lesson 2.

Teacher's Notes

agree with God about our sin. When I confess I need to say, "I gossiped, and that was wrong." Or, "I was jealous, (or I lost my temper, or I was impatient) and that was wrong."

(d) When we confess in this way, what does God do? *He forgives our sin and cleanses us from all unrighteousness.*

Isn't that a great provision for us? I'm so glad that when we do sin, God has a way for us to become clean again.

Reflections: This is a very important question. If you have time, you could share a few ideas about how you might answer the question, but be careful not to do their thinking for them. Encourage your students to take time to think about it before they write. Tell them to be prepared to share their answers in class tomorrow.

Day 5

Reread the question from yesterday's homework. Ask some of your students to share their paragraphs. Discuss their ideas in a positive, accepting way.

Play the tape you have made of some adults answering this same question. Discuss as needed.

Introduce the "Who Am I?" poster. This will probably take the rest of the class time. Show them two sample posters to help them understand the assignment. They will add to the poster at the end of each lesson.

Give your students drawing paper and rulers. Ask them to design their poster with a pencil on the drawing paper before they begin on the poster. When they are ready, give them the poster board and the markers. Note: Playing calm classical music in the background will settle the class and keep them somewhat quiet.

While the students are working on their posters, call them out one-by-one to recite the memory challenge for a grade. If you prefer to have the students write the memory challenge, you could do that at the beginning of the class.

Day 6

Work the study sheet together in class.

No homework.

Note: The test for Lesson 1 will be given at the end of Lesson 2. As there is a combined study sheet at the end of Lesson 2, Day 6 is optional.

Discovering Who I Am in Christ
Teacher's Guide

Lesson 1--Study Sheet

1. Define: Saint (Bible dictionary definition)

Sanctification

Confess

2. List four things that Rom. 3:9-18 tells us are true of all people.
3. The good news is that once we are saved, we become a _____!
4. The process of changing to be like God is called our _____.
5. It is the _____ who is changing us.
6. We can know that we are sinners because _____
and because _____.
7. Even though we are being sanctified, we still sin because the old _____
is still present with us.

Essay: Write three to five sentences to answer each question.

1. Are you a sinner or a saint? Explain.
2. Explain what "future sanctification" is and tell when you will receive it.
3. What difference does it make to your life to know that you are already sanctified?

Sinner or Saint?

Lesson 1--Study Sheet Answer Key

1. Define: Saint (Bible dictionary definition)--*A person who is set apart from evil to God; anyone who believes in and accepts Jesus Christ.*

Sanctification-- *The process of being made holy--past, present, and future.*

Confess-- *To agree with God about our sin.*

2. List four things that Rom. 3:9-18 tells us are true of all people.

Any of the answers from the chart in Q. #4, Day 1.

3. The good news is that once we are saved, we become a new creation!
4. The process of changing to be like God is called our present sanctification.
5. It is the Holy Spirit who is changing us.
6. We can know that we are sinners because we do sinful things and because God's Word tells us that all men are sinners.
7. Even though we are being sanctified, we still sin because the old sinful nature is still present with us.

Essay: Write three to five sentences to answer each question.

1. Are you a sinner or a saint? Explain.

We are both. We still have our sinful nature, which tries to keep us from living as a follower of Jesus should live. But, because we believe in Jesus, we are declared holy by Him.

2. Explain what "future sanctification" is and tell when you will receive it.

Future sanctification refers to the time when my condition will match my position--not only will I be declared holy, but I will actually be continually holy in my thought and actions. This will happen when Jesus returns or when I meet Him in Heaven.

3. What difference does it make to your life to know that you are already sanctified?

Answers will vary.

Discovering Who I Am in Christ

Teacher's Guide

Lesson 1

NIV

Rom. 3:9 ¶ What shall we conclude then? Are we any better? Not at all! We have already made the charge that Jews and Gentiles alike are all under sin.

Rom. 3:10 As it is written: "There is no one righteous, not even one;

Rom. 3:11 there is no one who understands, no one who seeks God.

Rom. 3:12 All have turned away, they have together become worthless; there is no one who does good, not even one."

Rom. 3:13 "Their throats are open graves; their tongues practice deceit." "The poison of vipers is on their lips."

Rom. 3:14 "Their mouths are full of cursing and bitterness."

Rom. 3:15 "Their feet are swift to shed blood;

Rom. 3:16 ruin and misery mark their ways,

Rom. 3:17 and the way of peace they do not know."

Rom. 3:18 "There is no fear of God before their eyes."

1Cor. 15:3 ¶ For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures,

Rom. 3:21 ¶ But now a righteousness from God, apart from law, has been made known, to which the Law and the Prophets testify.

Rom. 3:22 This righteousness from God comes through faith in Jesus Christ to all who believe. There is no difference,

1Cor. 15:3 ¶ For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures,

Acts 9:32 ¶ As Peter traveled about the country, he went to visit the saints in Lydda.

Rom. 1:7 ¶ To all in Rome who are loved by God and called to be saints: ¶ Grace and peace to you from God our Father and from the Lord Jesus Christ.

Rom. 8:27 And he who searches our hearts knows the mind of the Spirit, because the Spirit intercedes for the saints in accordance with God's will.

1Cor. 14:33 For God is not a God of disorder but of peace. As in all the congregations of the saints,

Phil. 4:21 Greet all the saints in Christ Jesus. The brothers who are with me send greetings.

1Cor. 6:9 Do you not know that the wicked will not inherit the kingdom of God? Do not be deceived: Neither the sexually immoral nor idolaters nor adulterers nor male prostitutes nor homosexual offenders

1Cor. 6:10 nor thieves nor the greedy nor drunkards nor slanderers nor swindlers will inherit the kingdom of God.

1Cor. 6:11 And that is what some of you were. But you were washed, you were sanctified, you were justified in the name of the Lord Jesus Christ and by the Spirit of our God.

2Cor. 3:18 And we, who with unveiled faces all reflect the Lord's glory, are being transformed into his likeness with ever-increasing glory, which comes from the Lord, who is the Spirit.

Phil. 1:6 being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus.

1Th. 3:12 May the Lord make your love increase and overflow for each other and for everyone else, just as ours does for you.

1Th. 3:13 May he strengthen your hearts so that you will be blameless and holy in the presence of our God and Father when our Lord Jesus comes with all his holy ones.

Lesson 1

KJV

Rom. 3:9 What then? are we better than they? No, in no wise: for we have before proved both Jews and Gentiles, that they are all under sin;

Rom. 3:10 As it is written, There is none righteous, no, not one;

Rom. 3:11 There is none that understandeth, there is none that seeketh after God.

Rom. 3:12 They are all gone out of the way, they are together become unprofitable; there is none that doeth good, no, not one.

Rom. 3:13 Their throat is an open sepulchre; with their tongues they have used deceit; the poison of asps is under their lips:

Rom. 3:14 Whose mouth is full of cursing and bitterness:

Rom. 3:15 Their feet are swift to shed blood:

Rom. 3:16 Destruction and misery are in their ways:

Rom. 3:17 And the way of peace have they not known:

Rom. 3:18 There is no fear of God before their eyes.

Rom. 3:21 But now the righteousness of God without the law is manifested, being witnessed by the law and the prophets;

Rom. 3:22 Even the righteousness of God which is by faith of Jesus Christ unto all and upon all them that believe: for there is no difference:

1Cor. 15:3 For I delivered unto you first of all that which I also received, how that Christ died for our sins according to the scriptures;

Acts 9:32 As Peter traveled about the country, he went to visit the saints in Lydda.

Rom. 1:7 ¶ To all in Rome who are loved by God and called to be saints: Grace and peace to you from God our Father and from the Lord Jesus Christ.

Rom. 8:27 And he that searcheth the hearts knoweth what is the mind of the Spirit, because he maketh intercession for the saints according to the will of God.

1Cor. 14:33 For God is not a God of disorder but of peace. As in all the congregations of the saints,

Phil. 4:21 Greet all the saints in Christ Jesus. The brothers who are with me send greetings.

1Cor. 6:9 Know ye not that the unrighteous shall not inherit the kingdom of God? Be not deceived: neither fornicators, nor idolaters, nor adulterers, nor effeminate, nor abusers of themselves with mankind,

1Cor. 6:10 Nor thieves, nor covetous, nor drunkards, nor revilers, nor extortioners, shall inherit the kingdom of God.

1Cor. 6:11 And such were some of you: but ye are washed, but ye are sanctified, but ye are justified in the name of the Lord Jesus, and by the Spirit of our God.

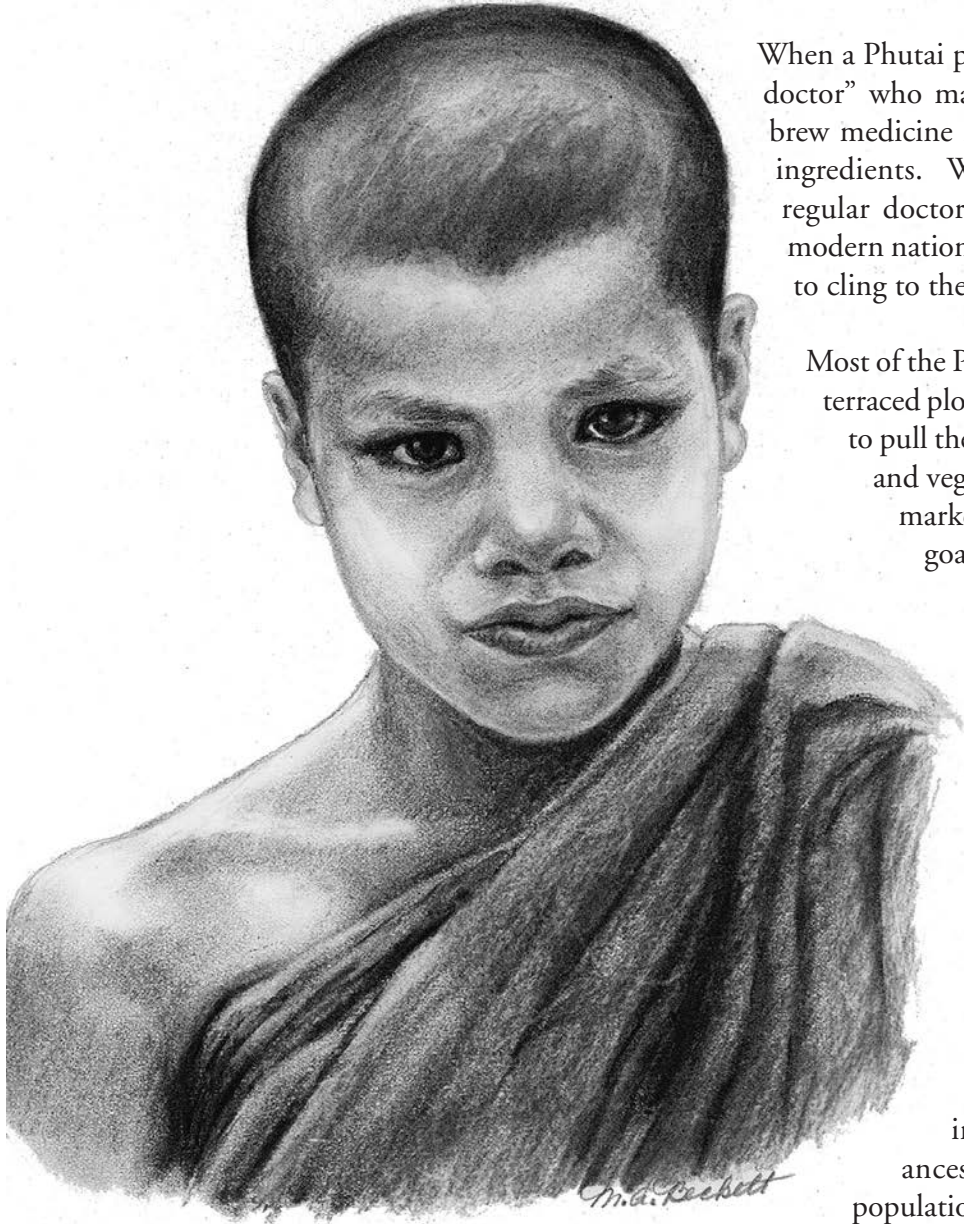
2Cor. 3:18 But we all, with open face beholding as in a glass the glory of the Lord, are changed into the same image from glory to glory, even as by the Spirit of the Lord.

Phil. 1:6 Being confident of this very thing, that he which hath begun a good work in you will perform it until the day of Jesus Christ:

1Th. 3:12 And the Lord make you to increase and abound in love one toward another, and toward all men, even as we do toward you:

1Th. 3:13 To the end he may stablish your hearts unblameable in holiness before God, even our Father, at the coming of our Lord Jesus Christ with all his saints.

The Phutai of Northeast Thailand



When a Phutai person is ill, he calls upon a “spirit doctor” who may perform chants or rituals and brew medicine from herbs and other mysterious ingredients. Why don’t the Phutai just visit a regular doctor? Even though they live in the modern nation of Thailand, the Phutai continue to cling to the ways of their ancestors.

Most of the Phutai are farmers, growing rice on terraced plots. They use water buffalo or oxen to pull their plows. They also cultivate fruit and vegetables to sell or trade in the local markets, and they raise fowl, pigs, and goats.

The Phutai women make lovely cloth by hand-weaving silk in unique designs. This is a lengthy process which includes such things as raising silkworms on mulberry leaves and boiling the cocoons to make the fibers softer.

The Phutai have a mixed religion including Buddhism, their traditional animistic belief in ‘spirits’ all around them, and ancestor worship. Out of an estimated population of 60,000 there are few or no Christians. There is no Scripture written in the Phutai language.

Prayer focus

That Christians in Thailand would have a desire to reach out to these tribal people in their country with the Gospel.

For missionaries who can learn the language and translate God’s Word into Phutai.

That God would raise up “prayer warriors” to pray for the Phutai.

Lesson 2—A New Creation

Introductory Notes

Lesson Goal:

The believer's new birth is mysterious to many Christians. The first goal of this lesson is that your students will gain some concrete pictures to increase their understanding of the new birth. The second goal is that your students will understand what the Holy Spirit accomplished in their lives the moment they were saved. The final goal is that your saved students will realize that they are indeed *new creations* in Christ.

Looking Ahead:

Plan a science lesson to coordinate with the Bible lesson on metamorphosis.

Have the **cocoon** (or video) ready for Day 1. Locate a good spot in your classroom to hang the cocoon.

Locate a **guest speaker** for Day 5. Ask someone with a vivid conversion (salvation) story to come and share his or her story. Tell your guest approximately how much time he or she will have.

For Day 6, gather all the **supplies** needed for your students to add to their "Who Am I?" posters.

For Day 1 of **Lesson 3**, you will need the book (or the video) **Anne of Green Gables**. Locate this resource now. Sometime this week, choose the pages (or the clip) you are going to use. (See the Teacher's Notes for Day 1 of Lesson 3.)

Bulletin Board:

Using the picture from Day 4 as a guide for the bulletin board, find three dimensional materials for the cross, the tomb with the stone rolled away, and the robe Jesus is wearing (in the third picture). Type the verses from Day 4, Question 1 in a large, interesting type and post them under the appropriate pictures. Note: On Day 4 you might want to take the verses down or cover them, as your students have to apply the correct verses to the pictures.

A New Creation

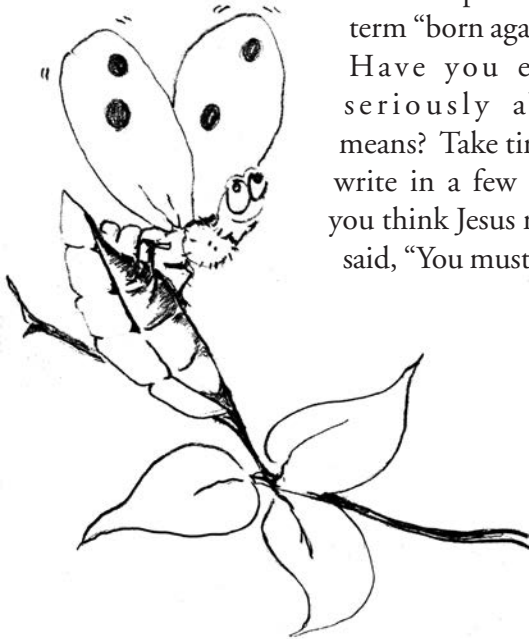


Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come! 2 Cor. 5:17

In reply Jesus declared, "I tell you the truth, no one can see the kingdom of God unless he is born again." John 3:3

Memory

Challenge



You have probably heard the term "born again" many times. Have you ever thought seriously about what it means? Take time right now to write in a few sentences what you think Jesus meant when He said, "You must be born again."

On Your Own: Interview three adults. Ask them to explain briefly what "born again" means to them. Write their answers and bring your notes to class tomorrow.

Teacher's Notes

Introduction: IF POSSIBLE, USE THIS LESSON IN CONCERT WITH A SCIENCE LESSON ON METAMORPHOSIS.

Show your students a cocoon. Tell them that you are going to keep it in your classroom to watch it change.

What will happen to this cocoon during the next month? *It will open and let the butterfly out.*

What do we call that process? *Metamorphosis.*

Will that new creature look like the caterpillar in the cocoon?

Will that new creature act like the caterpillar in the cocoon?

Read the memory challenge verses.

Read the introduction in the Student Workbook. Discuss your students' answers.

Make the homework assignment.

During your science class watch a science video that shows the process of metamorphosis. (See the Bibliography.)

On Your Own: Note that this assignment does not specify a "Christian" adult. You may do that if you wish, but it might be interesting to allow or require them to ask one non-Christian this question.

New small group or Home School studies

Our Teacher's guides and student workbooks will give you everything that you need to easily lead a small group Bible study or teach Bible effectively to your High Schoolers. All the work and research is done and is listed in a column right next to the inductive questions that students will be answering in the Student workbook.

A GLIMPSE OF GOD'S MAJESTY-Experiencing His Character *Teacher's Guide & Student Workbook)* Howard & Bonnie Lisech Deeper Roots Publications

This brand NEW Teacher's Guide and Student Workbook set contains studies revealing the wonderful principles of knowing God with more intimacy and personal depth through God's Word. The foundational truths revealed in this study will help you guide your student to a greater understanding of the nature/character of God, as well as help develop a deeper heart-felt relationship with Him. As we dig deeply into God's character and plan for the ages, we see that Christ's sacrifice for our sin was a planned act of the greatest mercy and is necessary for us to be able to come before the Father. A Glimpse of God's Majesty clearly explains and reveals what is needed to be "on target" to know God and Christ in a deeper, more powerful way.



186 page, spiral bound Paperback: 131GlimpseTch Teacher \$18.95, 132GlimpseStu Student \$12.95



HOPE: THE ANCHOR THAT MOVES US FORWARD (A *Study of 1st Peter)* (Teacher Guide & Student Workbook) Howard & Bonnie Lisech Deeper Roots Publications

"With the sensitive heart of a shepherd caring for his flock, Peter speaks of hope. Moved deeply with compassion and love, Peter offered encouragement, challenge, and practical counsel to a suffering church. He teaches believers how they can grow in the grace and knowledge of Jesus Christ regardless of external circumstances." Howard & Bonnie Lisech

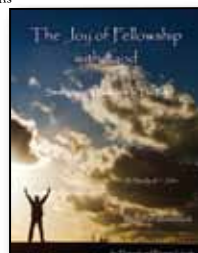
This study is also excellent for those that are looking for a serious individual Bible study or possibly for mature high school level home school students. Order and use the student workbook and answering the focused questions on your own will build your faith for the times that Christians are facing in a culture that seems to be in a downward spiral.

(spiral bound) Paperback: 127HopeTch Teacher \$9.95, 128HopeStu Student \$8.95
pdf eBook: pdf127HopeTch Teacher \$5.95, pdf128HopeStu Student \$4.95

THE JOY OF FELLOWSHIP WITH GOD (A Study of 1st John) (Teacher's Guide & Student Workbook) Howard & Bonnie Lisech Deeper Roots Publications

These Teacher's Guides and Student Workbooks are studies of the wonderful principles of FELLOWSHIP with God. The truths revealed in the book of 1 John are essential and valuable for each believer. It helps clarify relationship (*position/salvation*) and fellowship (*walking with God*).

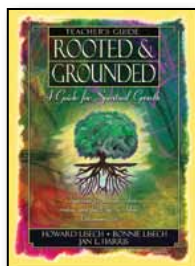
Correctly understanding these truths will revolutionize a believers' life as he or she learns how to deal with the sin that constantly drags a believer down and discourages. Confession is the key to restoring our right relationship with HIM on a moment-by-moment basis! This teacher's guide has wonderful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



Paperback: 129JoyFellowship Teacher \$7.95, 130JoyFellowship Student \$6.95
pdf eBook: pdf129JoyFellowship Teacher \$3.95, pdf130JoyFellowship Student \$2.95



11th, or 12th Grade Bible Curriculum



ROOTED & GROUNDED, A Guide for Spiritual Growth Suitable for 10th or 11th or 12th Grade

Howard & Bonnie Lisech and Jan Harris, Deeper Roots Publications

Rooted and Grounded is being used for one or possibly two years of Home School or Christian high school Bible classes. It can also be used for college, adult, discipleship, or small group Bible studies. Each of the 27 lessons focuses on an important spiritual principle. Every lesson begins with an unreached people group profile that features beautiful pencil sketches by artist Julie Bosacker. Encouragement for Christian living is presented in an appealing and easy-to-use format. In addition to essential principles for success in a student's spiritual life, each student is introduced to world

missions as they move from biblical *knowledge* to spiritual *application* while completing these topical studies. The Teacher's Guide is essential since all the preparation is completed for you including answers for each question, additional examples, and illustrations. The Student Workbook has room to write the answers and fill in the blanks.

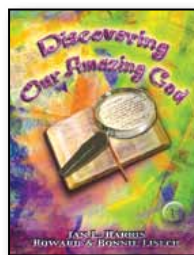
101RGTG Teacher's Guide...\$42.95,

102RGSW Student's Workbook...\$25.95,

103RGTEST Unit Tests & Answer Keys ...\$3.95

7th, 8th, 9th & 10th Grade Bible Curriculum

DISCOVERING OUR AMAZING GOD, Best for 7th Grade Bible Curriculum (Book 1) *Jan L. Harris, Howard & Bonnie Lisech,*



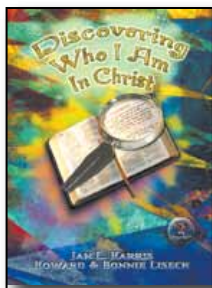
This exciting 7th or 8th or 9th Grade Bible curriculum deliberately focuses on some of the less familiar stories and events in the Bible to give students a new appreciation of how much God loves them. Interesting line drawings and suggested activities intermingled with inductive Bible study will help keep students focused. 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. The Tch Guide provides extensive notes and will help teachers teach essential biblical truths effectively with a minimum of preparation! The Student Workbook includes reflections/journal pages to help students organize and record their new appreciation for our amazing God.

201DGHSTG Home School (Teacher's Guide)...\$30.95

202DGHSSW Home School (Student Workbook) ...\$21.95

204DGCSTG Christian School (Teacher's Guide)...\$30.95

205DGCSSW Christian School (Student Workbook).....\$21.95



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.

211DCHSTG Home School (Teacher’s Guide)...\$30.95

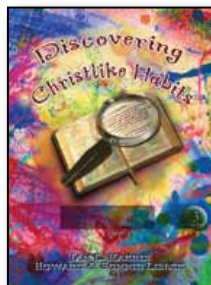
212DCHSSW Home School (Student Workbook) ...\$21.95

214DCCSTG Christian School (Teacher’s Guide)...\$30.95

215DCCSSW Christian School (Student Workbook)...\$21.95

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.

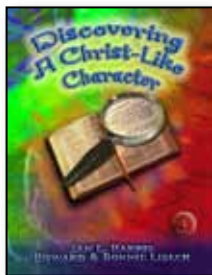


221DHHSTG Home School (Teacher’s Guide)...\$30.95

222DHHSSW Home School (Student Workbook) ...\$21.95

224DHCSTG Christian School (Teacher’s Guide)...\$30.95

225DHCSSW Christian School (Student Workbook).....\$21.95



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*)

231DHHSTG Home School (Teacher’s Guide)...\$30.95

232DHHSSW Home School (Student Workbook) ...\$21.95

234DHCSTG Christian School (Teacher’s Guide)...\$30.95

235DHCSSW Christian School (Student Workbook).....\$21.95



ENCOURAGEMENT FOR HOME SCHOOL MOMS HARD COPY

Bonnie Lisech, Deeper Roots Publications



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.

105EHSM1.....\$7.95, 106EHMS2.....\$7.95

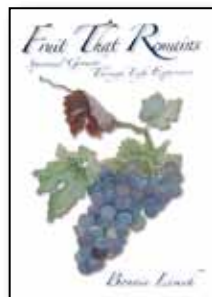
pdf eBooks: pdf105EHSM1.....\$3.95, pdf106EHMS2.....\$3.95

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



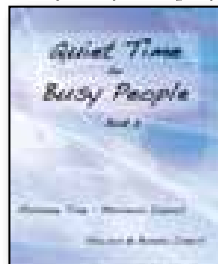
QUIET TIME FOR BUSY PEOPLE BOOK 1, BOOK 2, AND BOOK 3

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.

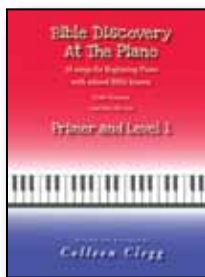
"I am currently working through your devotional, "Quiet Time for Busy People." Thank you for writing a devotional that helps me know and understand God on a deeper level, rather than just knowing "about" Him. The questions, your notes, and the personal journaling that you encourage on the back of each 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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Familiar Christian hymns are arranged for the beginning pianist. “*God Is So Good*”, “*Holy, Holy, Holy*” and others. Scripture included. Each hymn presents a unique Biblical truth. Learning pages are included to introduce Scripture and help students understand hymn lyrics.

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DISCOVERING HYMNS AT THE PIANO – LEVEL 1

Treasured Christian Songs for Beginning Piano – BIG Note
Arranged by Colleen Clegg, Deeper Roots Publications

Piano Hymns Level 1 Big Note, Treasured Christian Songs for Beginning Piano. Powerful Christian hymns selected for Scriptural truth and arranged for the developing pianist. Two duets: “*Amazing Grace*,” “*Hail the Day that Sees Him Rise*.” Also “*Jesus Saves*,” “*All Hail the Power of Jesus' Name*” and others. Illustrated. Each hymn presents a unique Biblical truth. Scripture and application are included.

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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.)

THE STAR-SPANGLED BANNER – SHEET MUSIC FOR PIANO LEVEL 1– BIG Note, *Arranged by Colleen Clegg*, Deeper Roots Pubs

Level 1 piano students will enjoy playing this powerful **duet** of the American classic. Four pages. Big Note Piano. Arranged to make learning easy. Familiar patriotic song lyrics included.

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Short-Term Missions Resources

Devotional Bible Study/Journals



PRE-FIELD PREPARATION,

Spiritual Focus Before You Go

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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602WAHW-30.....\$10.95

603WAHW-21.....\$9.95

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

Howard & Bonnie Lisech,

Deeper Roots Publications



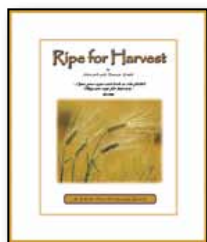
These spiritual journals and devotional Bible studies are endorsed by Don Richardson and are great for those who finish *Walk as He Walked*. These too, were designed for short-term missionaries and will add an important dimension to any STM trip experience. Topics are sequenced for the culture shock 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.

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

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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.



653RGSTML.....\$11.95

3 books combined into ONE volume



WALK AS HE WALKED 3 PART COMBO BOOK #1
Howard & Bonnie Lisech, Deeper Roots Publications

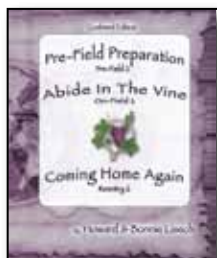
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7 **Prefield**, 14 **On-Field**, and 14 **Reentry** devotional Bible study/spiritual journal.

Tested and true material written with today's STMers in mind. This innovative volume will help your team members grow spiritually during all 3 distinct phases of the STM missions experience.

Help guide those you are sending to a closer walk with God by engaging them with enriching devotional Bible studies presented in an appealing yet inexpensive format. Maximize their STM experience by providing 35 days of quality spiritual input for a very **minor** investment in the per-person trip cost.

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ABIDE IN THE VINE – 3 PART COMBO BOOK #2

ONE volume containing 7 prefield, 14 On-Field, and 14 Reentry devotional Bible study/ spiritual journals.

Bound into this volume are 7 days of Pre-Field Preparation, 14 day *Abide in the Vine* dealing with Culture-Shock and *Coming Home Again* dealing with Reentry Stress issues. The devotional Bible study journals are an excellent investment in the overall success of your missions trip. This book is a great choice if your team members have already used any of the *Walk*

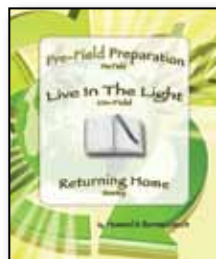
as He Walked and/or *Coming Home* studies. In fact, many churches and organizations can cycle through brand new studies each year for 3 years.

629Abide3pCombo..... \$14.50

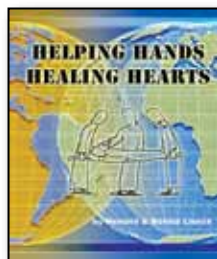
LIVE IN THE LIGHT COMBO BOOK #3

Howard & Bonnie Lisech, Deeper Roots Pubs

ONE volume containing 7 prefield, 14 On-Field, and 14 Reentry devotional Bible study/ spiritual journals. Totally new material written with today's STMs in mind. This innovative volume will help your team members grow spiritually during all 3 phases of the STM missions experience. Help guide those you are sending to a closer walk with God by engaging them with enriching devotional Bible studies presented in an appealing yet inexpensive format. Maximize their STM experience by providing 35 days of *quality* spiritual input for less than 1% of the average overseas per-person trip cost.



641LITL3pCombo.... \$14.50



HELPING HANDS–HEALING HEARTS– BOOK 1, BOOK 2, BOOK 3

For Medical Teams

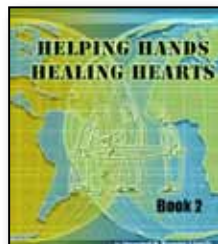
Howard & Bonnie Lisech, Deeper Roots Publications

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.

Each book includes 8 *Pre-Field*, 14 *On-Field*, and 8 *Reentry* devotionals covering all 3 essential phases of each trip bound in a single volume with scripture text included.



**633HelpHand1...\$12.50,
634HelpHand2...\$12.50,
638HelpHand3.....\$12.50**

Order online at www.DeeperRoots.com