

# Discovering Christlike Habits

## Jr. High Bible Curriculum

*Discovering... Series—Book 3*



Developed and Written  
by

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*Teacher's Guide*  
**Christian School Edition**

## DISCOVERING CHRISTLIKE HABITS

(DISCOVERY SERIES—BOOK 3)

Bible Curriculum for use in 7th, 8th, or 9th Grade

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 7th, 8th, or 9th grade 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 and challenge them to form habits that will affect them throughout their Christian life. Each habit is presented with insights into its importance and with opportunities to practice and make application. Using thought provoking questions and assigned meditation and journaling—"Reflections"—these lessons encourage your students to develop Christlike habits that will last a lifetime.

The lessons are enlivened especially for students through many creative hands-on exercises, writing projects, videos and field trips. The upbeat line drawings 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 coauthor of *Discovering Our Amazing God*, and *Discovering Who I Am In Christ*

## 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 encourage your students to appropriate the power of the Holy Spirit as they develop Christlike habits.

**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 each lesson. 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 a tremendous privilege for you to invest in the fabric of your students' lives.

For your convenience, at the end of each lesson, we have 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 an important part 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.

In Rev. 5:9, God shows us 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 each lesson 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?

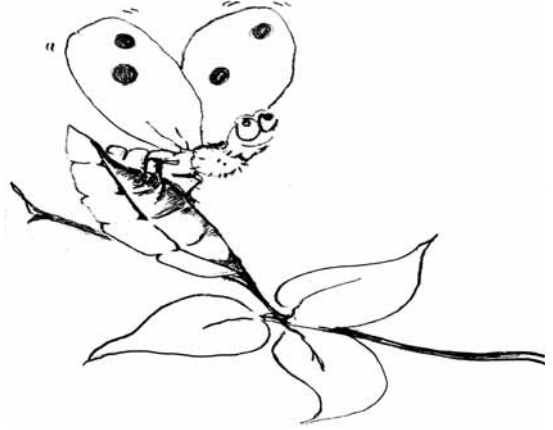
When we say unreached people, we're using the word "people" to represent a collection of individuals who are linked together by common language, culture, or ethnicity. "People" in this context does not refer to a plural form of person, but rather a group, a people.

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.

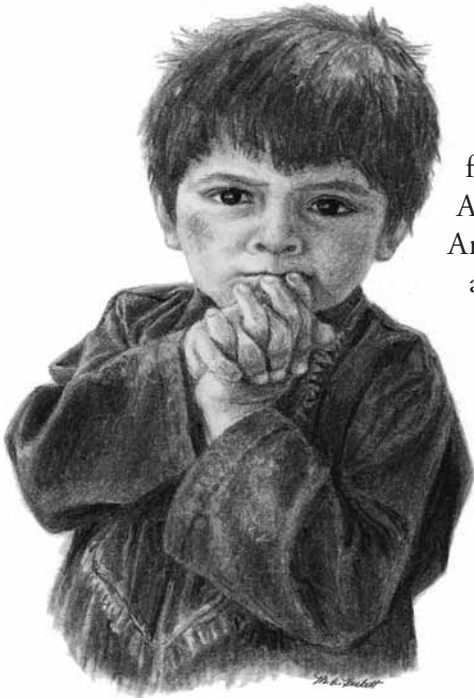
## Speaking of the Artwork!

The line drawings 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 line drawings 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 line drawings 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 line drawings to trivialize God's Word, but rather to catch the imagination and interest of the 7-9th grade student.*

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The wonderful sketches of faces from unreached people groups 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 makes 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 friends and co-laborers.

Contact the Becketts at [BeckettsArt@aol.com](mailto:BeckettsArt@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 that 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 Language Arts class. All of the "People Profiles" can serve as springboards into geography and social studies classes. There are also art projects and drama activities.

# Journaling

We suggest that you encourage your student(s) 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				

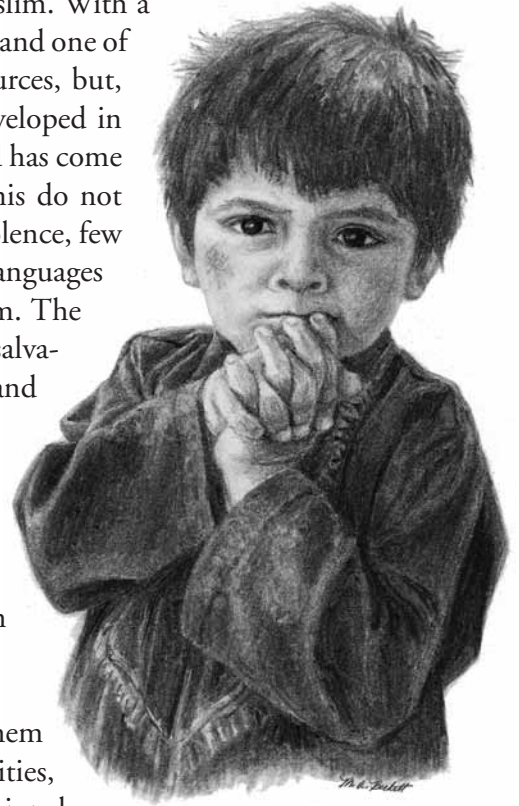
## *The Pushtun People*

Pakistan's name means the "land of the pure." It is almost entirely Muslim. With a population of 150 million people, it is the second largest Muslim nation and one of the least evangelized in the world. It is a country rich in natural resources, but, because of corruption, most of its people are very poor. It is underdeveloped in most ways, yet it has nuclear weapons and a modern military. The world has come to associate Pakistan with Muslim extremism, however, most Pakistanis do not agree with the violent actions of the few. Because of its reputation for violence, few Christians are willing to take the Gospel there. More than 50 different languages are spoken in Pakistan, and Jesus is worshiped in almost none of them. The spiritual needs of the people of Pakistan are great. Many are eager for salvation, but they have no way to hear the good news unless someone goes and tells them.

The Pushtun of Pakistan are tribal people who follow a strict code of ethics and a strong conservative form of Islam. The Pushtun live in the provinces bordering Afghanistan. There are more than 25 million Pushtun in the world, with 15 million in Pakistan and 10 million in Afghanistan.

Although a few are wealthy, the majority of Pushtun are poor. Most of them are tenant farmers or day laborers who live in small villages. In the cities, many of them work in government offices, the military, or other professional areas. It is not uncommon for families to send their sons or husbands to the middle eastern nations of the Emirates, Kuwait or Saudi Arabia as laborers.

The Pushtun are proud of their rich cultural heritage, their language, and their traditions. They have often been looked down on by others in Pakistan as being backward or ignorant because of their isolation and strong hold on the past. Few Christian workers are seeking to reach the Pushtun in Pakistan. There is a great need for people with professional and/or business skills and a pioneering spirit to penetrate this strict culture with the love of God.



### *Where in the world is Pakistan?*

Area: 307,380 sq.miles (796,100 sq.km)

Population: 156,483,000 (2000)

Capital: Islamabad

Pakistan has become an important country on the world stage. With its strategic location between Afghanistan and India, it has played a major role in the U.S.'s war on terror. Its nuclear capabilities have also led the U.S. and other western nations to take a more active interest in the area. Pakistan became a nation in 1947 after the breakup of the British Empire. At that time the Indian subcontinent was divided to include separate nations—one for Muslims and one for Hindus.

### *Prayer Focus:*

*Laborers to go to the harvest among the Pushtun in Pakistan.*

*Open doors of opportunity for the Pushtun to hear the Gospel.*

*The Holy Spirit will draw both young and old Pushtuns to Himself.*

## Lesson 1-Growing Faith

### Introductory Notes

#### Lesson Goals:

*Without faith it is impossible to please God.* Heb. 11:6. Yet, how many of your students have a cloudy concept of faith? The goals of this lesson are to enable your students (1) to understand the true meaning of faith, (2) to realize the important role faith plays in a believer's life—from salvation to a consistent walk with God, and (3) to learn some ways to cooperate with God in strengthening their faith.

#### Looking Ahead:

Locate the **video** *When Things Seem Impossible* for **Day 1**. You can obtain this video from Deeper Roots Publications or New Tribes Mission (see the Bibliography). You may also be able to borrow it from a church library or rent it from a Bible book store. Note: This is an excellent video, and one you should have in your school library. Copy the **Viewing Guide** questions from the Appendix pages for Lesson 1.

On **Day 5**, you will need **poster board** and **markers** (or colored pencils, etc.) for each pair of students. Buy the standard size poster board and, if desired, cut each one in half. If you wish, coordinate this lesson with the art teacher. On **Day 6** you will need a **sponge**, a **tray** to lay it on, and some **water** you can pour on it. For **Day 7**, copy the **Honor Roll certificate** from the Appendix pages for Lesson 1. You will need one for each student. In addition, copy the **verses** from the Appendix pages for Lesson 1. Cut them apart in order to have one verse for each group. For **Day 8**, you need some **mustard seeds**. You may find them in the spice section of your grocery store, or you may look in a garden center for a package of seeds. By **Day 10**, try to have the **student newspapers** finished to share in class and copy the **words of the song** *Trust and Obey* from the Appendix pages. Also, you need a **touchstone**,\* an object of **gold or silver**, and a **nickel**.

#### Bulletin Board:

Make a board that depicts Job sitting on an ash pile wearing burlap robes. If possible, use real burlap. If you are not good at faces, you can show only the side of his face. He would have a beard. Put some bushes and a desert nomad tent in the background. Across the top or bottom of the board post Job 13:15(a): *Though he slay me, yet will I trust in him...* (KJV).

\***Touchstone**—“a hard black stone (like jasper or basalt) once used to test the quality of gold or silver by comparing the streak left on the stone by one of these metals by that of a standard alloy.” In present day use, touchstone can mean any example we use to determine the value of something by comparison. (*College Dictionary*, Houghton Mifflin, Boston, 1986.) Science departments often have a rock collection which should contain jasper or basalt that you could borrow. Check with the science teacher at your school. Individual rocks may be ordered from <http://storeforknowledge.com/index.aspx>, but we suggest that you check first with a local school supply store.



## Growing Faith

### Lesson 1

Memory

*...who through faith conquered kingdoms, administered justice, and gained what was promised; who shut the mouths of lions, quenched the fury of the flames, and escaped the edge of the sword; whose weakness was turned to strength; and who became powerful in battle and routed foreign armies. Heb. 11:33-34*

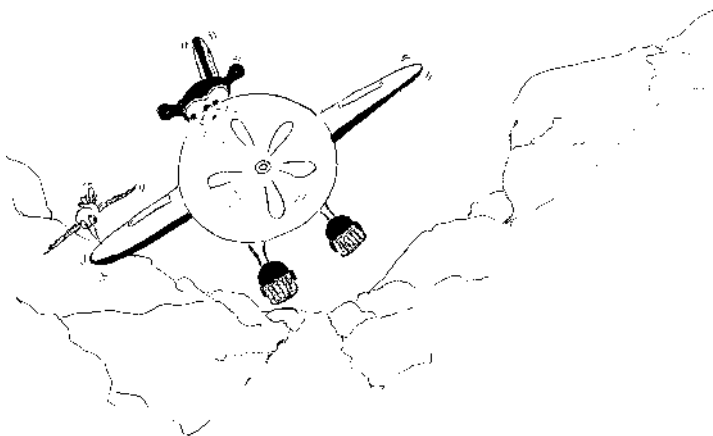
Challenge

### Day 1 When Things Seem Impossible

Have you ever felt like things were simply impossible? You're 11 runs behind in the eighth inning. You want to be friends with two people at the same time, but they hate each other. You've begged and pleaded, but your parents are determined to move to another state. Sometimes we find ourselves in a situation which seems to have no solution.

But God has a solution! Read the Memory Challenge to learn how believers can have victory even in impossible situations.

Today you will watch a video in which the main character, Paul Dye, certainly felt that things were impossible. Yet Paul realized he had a choice to make—he could despair, or he could choose to trust God. The choice he made has become an encouragement to the faith of thousands of believers.



### Teacher's Notes

Read the first two introductory paragraphs to your class.

Ask a student to read the Memory Challenge. Tell them that the Memory Challenge will be due on Day 5.

Ask: Which of the things listed in this verse seem impossible to you? *Answers will vary.*

Ask: How were believers able to win out in all these situations? *Through their faith in God.*

Use the paragraph in the Student Workbook to introduce the video, *When Things Seem Impossible*. (For information on obtaining the video, see the Appendix pages for Lesson 1.)

Pass out the Viewer Guide questions. (See the Appendix pages for Lesson 1.) Read the questions with your students. Tell them to watch for answers as they watch the video.

You may need to pause the video from time to time to allow your students to write their answers. Collect their papers at the end of the video.

This video is 66 minutes long. You will have time to finish it tomorrow.

**Homework:**

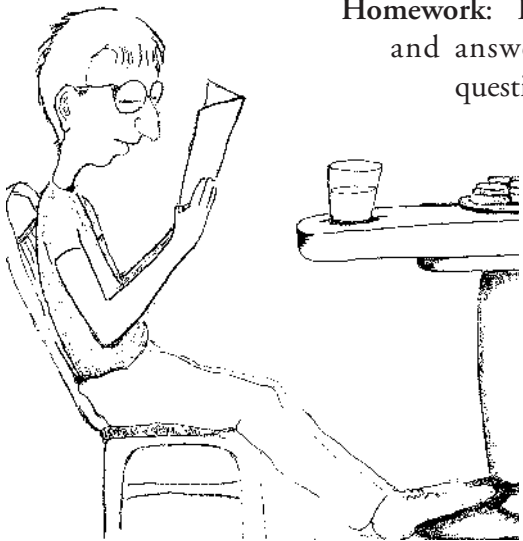
Stories of great faith are not true just for pastors and missionaries. Many believers from all over the world can tell stories of how God has cared for them in a way that strengthened their faith.

Of course, we can find a lot of stories of great faith in the Bible, too. In addition to Job, list three people from the Bible that you consider examples of strong faith in God. After each name write a sentence or two telling why you chose that person.

*Day 2*

**Great Faith**

Finish watching the video.



**Homework:** Read Matt 8:5-10 and answer the following questions.

1. What did the centurion want Jesus to do?
2. How did Jesus respond to him?
3. Why did the centurion say Jesus should not come to his home?
4. Why do you think Jesus was astonished?
5. How did Jesus praise this man?

***Teacher's Notes***

*Day 2*

Briefly discuss your students' choices from their homework.

Finish watching the video. Go over the Video Questions and discuss the video.

**Homework:** 1. To heal his servant.

2. He said He would go to the centurion's house and heal the servant.

3. Because he didn't deserve to have Jesus go under his roof. Perhaps he thought that because he was a gentile (a Roman soldier) that Jesus, a Jewish rabbi, would not want to enter his house. Perhaps he realized that Jesus was actually the Jewish Messiah.

4. Many people believed that Jesus could heal the sick by touching them. This man believed that Jesus only needed to say a word to heal his servant.

5. He said the man had "great" faith.

# Discovering Christlike Habits

## Teacher's Guide

### Day 3

### Faith Means...

1. Now that we've seen two examples of faith, let's think about what the word *faith* means.

- (a) Write what you think *faith* means.
- (b) Look up *faith* in the dictionary and write that definition.
- (c) Read Heb. 11:1 in two or three translations.
- (d) Now, explain in your own words what you think this verse means.

Hint: *Hope* in this verse is not the kind of hope we have when we hope it's not going to rain and ruin the picnic. *Hope* in this verse means the confidence we have in God's promises—God has said it; therefore, we can be sure of it.

All of us approach many things with a kind of faith each day. We brush our teeth because we have faith that this will help prevent cavities. We ride to school in a bus or car with faith that the driver is skillful and that we will arrive safely. We take medicine prescribed by a doctor because we have faith that he understands our illness and knows the best treatment.

2. How is biblical faith different than our faith in the toothbrush or the bus driver? Joni Erickson Tada once said that faith is *choosing* to believe that what God said in His Word is true.



### Teacher's Notes

#### Day 3

Take some time to practice the Memory Challenge. Remind your students that it is due on Day 5.

Go over the answers to the homework.

Ask: How would you compare the faith of the centurion to Paul Dye's faith? *Both men believed God for seemingly impossible things.*

1. (b) "Confidence or trust in a person or thing."\*

(c) Ask three different students to look up and read this verse to the class—each in a different translation.

(d) When we are sure that what we hope for is going to happen—that is faith. When we are sure that something, or someone, is real even though we can see nothing—that is faith.

Read the paragraph together. Ask students to suggest other actions we take each day that are based on faith.

2. Biblical faith is faith in Someone we know to be absolutely true and unfailing. Many of the things or people we have faith in may let us down, but God will always be true to His Word.

\*The American Heritage Student Dictionary, Houghton Mifflin, Boston/New York, 1994.

(a) According to this definition of *faith*, what action must we take?

(b) How does this definition of faith compare with the dictionary definition?

(c) Which one do you prefer? Why?

(d) Based on all the things you have read about faith today, write what you believe to be a good definition.

**Reflections:** Some people say that it doesn't matter what you have faith in as long as you believe in something. Write a paragraph to explain what is wrong with that thinking. Be prepared to share your paragraph in class tomorrow.

#### Day 4

#### Faith and Feelings



1. Do you enjoy a good roller coaster ride? When you climb on a roller coaster, you are showing that you have faith in...something. In what?

#### Teacher's Notes

3. (a) We have to choose.

(b) This definition emphasizes the element of choosing. The dictionary definition does not.

(c) Ask some of your students to share their answers.

(d) After your students have answered (d), ask some of them to share their definitions and discuss them.

**Reflections:** Read the assignment together in class.

Note: This is a popular idea today. It's important that your students understand what is wrong with this kind of thinking. God has established reality and truth. Something does not become true because someone believes in it. Believing in the Tooth Fairy does not make her real. Disbelieving in God does not make Him unreal.

To give an illustration of truth, read your students this story about Abraham Lincoln.

In one of Abraham Lincoln's debates with Stephen Douglas, Douglas' speech was long and full of grand statements. When Lincoln's turn came, he asked the listeners, "How many legs would a horse have if you called his tail a leg?"

"Five," someone called out.

"No," answered Lincoln, "Four. Calling a tail a leg doesn't make it one!"

#### Day 4

**Review:** Review the definition of biblical faith. As a class, work out a definition which everyone agrees is a good definition. Write this on the chalkboard or overhead and have them copy it into their Student Workbook. This is the definition you will use for reviewing and for the test. (**Our definition: Faith is choosing to believe that what God says in His Word is true.** Another good definition by John White, "Faith is taking God at His word.")

Check to make sure your students have done their Reflections. Ask a few of them to share their paragraphs.

Discuss the picture. Ask: (a) Which of these things do people sometimes put their faith in? *Any of them.* (b) Which of these things can be trusted? *Only the Bible.*

1. Make a list on the chalkboard or overhead of your students' suggestions. *Possible answers: the man who designed the roller coaster, the builders, the state inspector, God, etc.*

Note: As a teacher, you should be aware that postmodern thinking claims there is no absolute truth. Truth is whatever seems right to each individual. Help your students see that this precept breaks down when faced with an example like the safety of a roller coaster. You could also use the example of the training of an airline pilot.

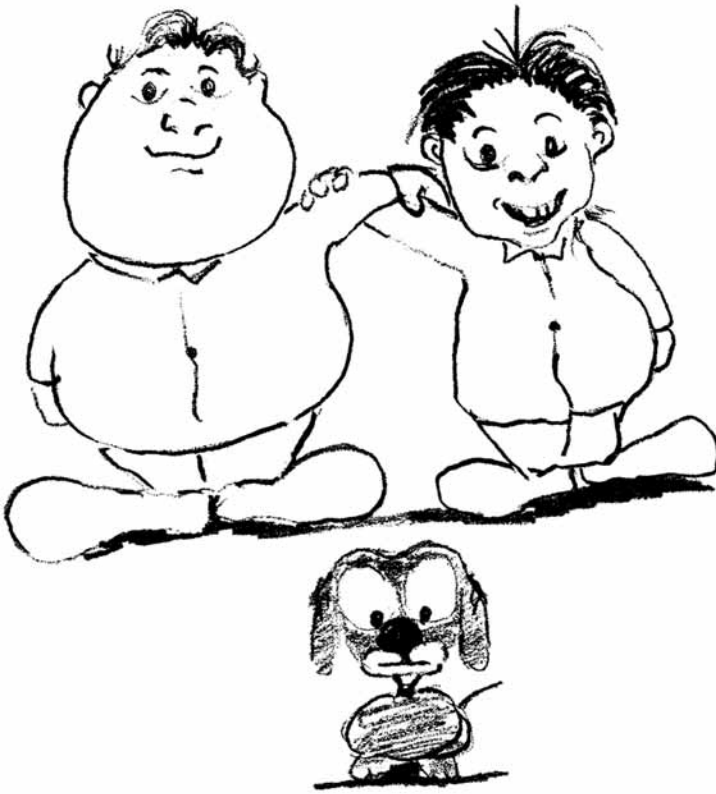
## Discovering Christlike Habits

### Teacher's Guide

Before there was a law requiring building standards for roller coasters, many people were killed riding them. Now, I put my faith in those legal requirements and in the state inspectors who check to make sure they are followed.

To be reasonable, faith must be based on something that is true.

2. If you found out your best friend had been lying to you, would you keep having faith in that friend?



3. Some people say they know something is true because it 'feels' right. Can you think of a popular song that gives you this idea?

4. However, Christian faith cannot be based on feelings. Think about the roller coaster again. How are your feelings like a roller coaster?

### Teacher's Notes

2. Faith is based on observed facts. When we observe that someone is untrustworthy, we lose our faith in that person.

3. The idea that we can trust our 'feelings' or be guided by our 'heart' has been a popular one through the years. A popular song in the 90's included the line, "If loving you is wrong, then I don't wanna' be right." Though you may not know the popular songs of today, your students will probably know such a song.

4. Our feelings go up and down, back and forth, and around and sideways, just like a roller coaster. Talk about some things that make your students feel 'up' or 'down.'

5. If your faith relied on your feelings, what would happen?
6. Demonstration.

**Homework:** Since faith cannot depend on feelings, what does it depend on? Write what you think, then read Rom. 10:14 and 17 and write another answer based on those two verses.

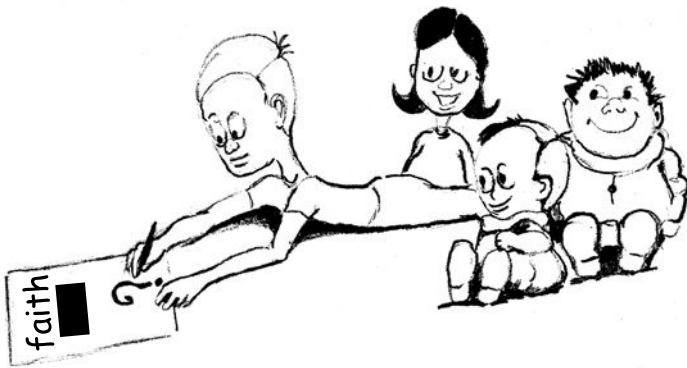
Your Memory Challenge is due tomorrow.

## Day 5 Flourishing Faith

Read the following tongue twister aloud.

If faith follows fickle feelings, it will fail. When faith fully follows facts, it will flourish.

Make a poster to illustrate this truth. Include a verse about faith on your poster.



**Homework:** Finish your poster. It is due tomorrow.

### Teacher's Notes

5. Faith would go up and down too.

**Demonstration:** Note: This demonstration is not for the fainthearted. If you have a class that is too rowdy or difficult to control, you can skip the demonstration and move directly to the posters.

Tell your students: Faith cannot follow feelings. Let's make a roller coaster. (Have three to five of your students stand with hands on the shoulders of the person in front to make a 'train.' Then tell them to go around the room like a roller coaster, up and down and making sharp turns.) If we base our faith on feelings, we will be as dizzy and unsure as a person on a roller coaster.

What does faith follow? Faith follows the facts of God's Word. God's Word is like the express train that travels across Canada—it runs straight and true and can be relied on. (Have three to five students make another 'train' that goes straight across the front of the classroom.) When we base our faith on the facts of God's Word, it is like following a straight, steady train.

**Homework:** Remind your students that their Memory Challenge is due tomorrow.

Faith relies on hearing (or reading) God's Word.

### Day 5

Have your students write or recite the Memory Challenge.

**Review:** Why can faith not depend on feelings? *Because feelings go up and down based on our daily experiences, so feelings would drag our faith up and down as well.*

What does faith depend on?  
*It has to depend on the facts of God's Word. These facts don't change, so our faith can be steady and firm.*

Have two or three of your students read the tongue twister in the first paragraph. Explain that they are going to make a poster to illustrate this truth. Divide your class into pairs and pass out the poster board and markers, colored pencils, crayons, or whatever medium you want your students to use. Give them the rest of the class time and homework time to make their posters.

Note: If you can coordinate this lesson with the art teacher, your students could make their posters in art class rather than Bible class.



# Discovering Christlike Habits

## Teacher's Guide

### Day 6 How Important Is Faith?

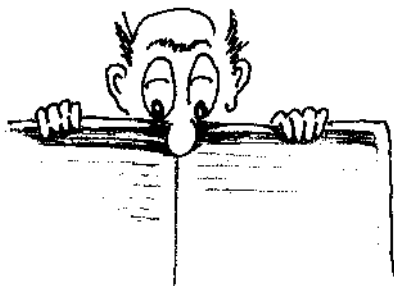
Now that you have a good definition for faith, how important do you think faith is in a believer's life?

Look up the following verses and fill in the blanks. Then under each verse write what you think it means.

1. Heb. 11:3 By faith we \_\_\_\_\_ that the universe was formed at \_\_\_\_\_, so that what is seen was not made out of what was visible.  
It means: \_\_\_\_\_

2. Heb. 11:6 And without faith it is \_\_\_\_\_ God, because anyone who comes to him must \_\_\_\_\_ that he \_\_\_\_\_ and that he rewards those who earnestly seek him.  
It means: \_\_\_\_\_

3. Eph. 2:8 For it is by grace you have been saved, \_\_\_\_\_ and this not from yourselves, it is the gift of God...  
It means: \_\_\_\_\_



4. Rom. 5:1 Therefore, since we have been \_\_\_\_\_ through \_\_\_\_\_, we have peace with God through our Lord Jesus Christ...  
It means: \_\_\_\_\_

5. Rom. 1:17b ...just as it is written: "The righteous will live \_\_\_\_\_."  
It means: \_\_\_\_\_

### Teacher's Notes

#### Day 6

**Review:** Briefly review the definition of faith that your class has agreed on.

Allow some time for the class to admire one another's posters. Collect the posters to display in the classroom.

Read the introductory question and allow some discussion. Work the Bible study together in class.

1. Understand...God's command (KJV by the Word of God).

Without faith we would not be able to understand that God is a Creator-God.

2. Impossible to please...believe...exists (KJV is).

When we come to God, we must believe that He is who He says He is. That pleases Him.

3. Through faith.

We were saved through our faith in Jesus. Moreover, our salvation is a gift from God—not something that we earned or could ever earn.

4. Justified...faith.

We have been justified (made right with God or given a right relationship with God) through faith in Jesus Christ.

Note: You will want to define *justified* for your students. Justified means we have been "brought into an unmerited, (undeserved) right relationship..."\* In Romans, Paul is speaking of our right relationship with God which is possible through our faith in Christ's death and resurrection.

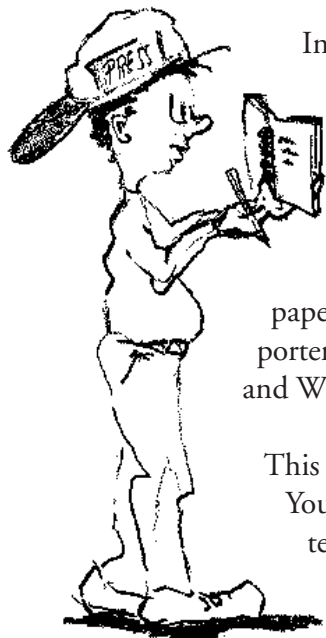
5. By faith.

We were made "right" with God when we believed by faith the simple gospel message—Jesus died for our sins and rose from the dead. It is this faith in Him that allows us to live a righteous life.

\*Holman Bible Dictionary, Holman Bible Publishers, 1991.

**Summary:** Faith invades every part of our Christian life. We understand that God is the \_\_\_\_\_ by faith. We believe in His existence by \_\_\_\_\_. We are \_\_\_\_\_—given a right relationship with God—through faith. And, we are able to live the \_\_\_\_\_ life by faith. No wonder it is “impossible to please God” without faith! Our trusting in Him is the foundation of our entire life.

### Writing Opportunity



Interview one of your relatives. Ask him or her to tell you about a time when they faced challenging circumstances and chose to exercise faith in God. Find out what happened. Take good notes. Write the story as a newspaper article. Remember a good reporter asks, Who? What? When? Where? and Why? Include a headline.

This assignment will be due on Day 7. You have tonight to conduct your interview and tomorrow night to write the article.

### WRITING SCOREBOARD

Thoughtful questions. (20%)

Clear notes. (15%)

Chronological organization. (15%)

Supporting details. (20%)

Good topic sentence. (10%)

Appropriate headline. (10%)

Grammar, spelling, etc. (10%)

### Teacher's Notes

This is an important lesson. **Take time to discuss the summary** to help your students understand how faith undergirds their Christian life.

**Summary:** *Creator...faith... saved...Christian.*

Then do the following demonstration.

**Demonstration:** You will need an old kitchen sponge that is dried out and somewhat shriveled. (You can make it look that way by drying it in your dryer.) Show your students the sponge and tell them that this sponge looks like a Christian life without faith. Then lay the sponge on a tray and pour water on it slowly. Give it time to soak and enlarge to its original size. Tell your students that the water is to the sponge what faith is to the Christian life. Faith should enter into every part of our life and fill us as the water fills the sponge.

**Note:** You may want to try this ahead of time to see how long it will take the dried sponge to soak up the water.

Make the Writing Opportunity assignment. Remind your students that a newspaper article covers the five-W's—who, what, when, where, and why. Go over the Writing Scoreboard with them so they know how they will be graded.

Make sure your students understand that they should conduct the interview before classtime tomorrow, as you will check their notes in class tomorrow.

Give them any remaining class time to begin writing questions. Help as needed.

Use the rest of the time in class today to write down at least five questions you might ask besides, "What happened?" Leave space after each question to write the answers you will get.

**Homework:** Interview a relative, ask good questions and take good notes.

## Day 7 Honored For Faith

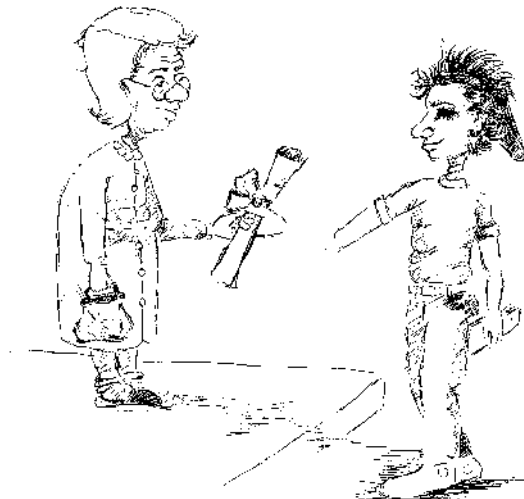
<b>Memory</b>	<i>And without faith it is impossible to please God, because anyone who comes to him must believe that he exists and that he rewards those who earnestly seek him. Heb. 11:6</i>	<b>Challenge</b>
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Everyone likes to be on an Honor Roll. Most schools have an honor list for academics, for sports, for music, etc.

God has an Honor Roll, too. His list, found in Heb. 11, names people whom God honored because of their faith.

1. Today we're going to play charades! Your teacher will divide you into groups and give each group some verses from Hebrews 11. As one team acts out their *honored* person, the other teams will try to guess who they are portraying.

2. All the people you showed in your charades were honored—by God—for their faith. Take some time to think of someone you know who is a 'hero' of the faith. Your teacher will give you an Honor Roll certificate to design and fill out. Complete the certificate and honor your 'hero' by giving it to him or her.



### Teacher's Notes

#### Day 7

**Review:** Ask a student to give the definition for faith worked out by the class.

Review the importance of faith in the Christian life by displaying the following sentences on an overhead or chalkboard. Ask your students to fill in the blanks.

(a) Faith in God enables us to \_\_\_\_\_ that we worship a Creator-God. *Understand.*

(b) Faith in God enables us to \_\_\_\_\_ God. *Please.*

(c) Faith in God is necessary for our \_\_\_\_\_, our \_\_\_\_\_, and our daily \_\_\_\_\_ with God. *Salvation... justification... life (walk).*

Read the new Memory Challenge. Ask: According to this verse what two things does God want us to believe about Him? *That He is real-He exists-and that He will bless-reward-those who truly seek Him.*

Tell your students that this verse—and the first Memory Challenge verse—will both be due on Day 10.

Read the paragraphs about the Honor Roll in the student text.

**1. Charades:** Divide your class into groups of three to five students.

I have designated enough verses for eight groups, but you may use fewer verses or choose others from Heb. 11.

Note: If you are going to omit one, omit Enoch, as his life seems the most difficult to portray.

To prevent some students looking for answers to the other's charades, it would be better if you copy the verses ahead of time (see the Appendix pages for Lesson 1) so you can pass out only the pertinent verses (or parts of verses) to each group. Instruct your students to concentrate on portraying the verse(s) from Hebrews, although they may want to add things they already know about their character as well. Allow some time for the groups to meet and plan what they will do.

If you have students who are not familiar with these Bible characters, you will need to give them the Old Testament sources (included below) and allow them time to read about the character. This will take much more time, so, if possible, put people with little Bible background in groups with people who will be familiar with all these characters.

Before the groups present their charades, remind the *guessers* that these are all Old Testament characters who showed great faith.

Suggested verses: (a) v. 4, Abel-Gen. 4:1-10; (b) v. 5, Enoch-Gen. 5:21-14; (c) v. 7, Noah-Gen. 6:13-22; (d) v. 8-10 and 17-19, Abraham-Gen. 11:26; (e) v. 20, Isaac-Gen. 21:25; (f) v. 23-25, Moses-Exodus; (g) v. 32, Gideon-Judg. 6-8; (h) v. 32, Samson-Judg. 14-16.

2. After the charades, remind your students that each person they have represented was a hero of the faith.

**Homework:** Use the notes from your interview to write your news story.

## *Day 8*      **Seed-Sized Faith**

1. Last week we studied the role of faith in the life of a believer. How important is faith in the Christian life?

Explain your answer.

2. Think back to the video we watched last week. What role did faith play in Paul Dye's life?

3. Since faith is absolutely necessary for living the Christian life, how do we get it? Where does it come from? How can we develop it and watch it grow? What other questions do you have about faith? Write one or two of your questions.

This week we'll look for answers to these questions.

In Luke 17, Jesus was traveling toward Jerusalem—where He knew He would be crucified. He must have been thinking about leaving His disciples. How they would miss Him! In His last days on earth, Jesus spent a lot of time teaching them.

Picture Jesus walking down the road with the disciples around Him, teaching as they travel. Or imagine them all sitting around Jesus under a tree beside the road, learning while they rest.

4. Read Luke 17:3-5.

(a) What command did Jesus give the disciples in these verses?

(b) The disciples' response is interesting. They didn't say, "Yes, Lord. Certainly, Lord." What did they say?

## *Teacher's Notes*

Provide your students with blank Honor Roll certificates. (See Appendix pages for Lesson 1.) Ask them to think of someone they know whose faith inspires them. Let them talk about these people as time allows. Then instruct them to fill out and decorate a certificate for their person. Encourage your students' creativity in decorating and writing on their certificates.

If anyone does not get finished, they may finish at home. They also have to complete their news stories, so encourage them to finish the certificates in class. Tell them they will have four days to deliver or mail the certificate to the person they chose.

**Homework:** Remind your students that their news stories are due tomorrow.

## *Day 8*

Collect your students' articles. Tell them that after you have graded them, you will use them to make a newspaper. (Invite students to help as an extra credit project.) When the newspaper is done, distribute it to the class.

**Review:** Ask your students to name some of the Bible people who are listed on God's Honor Roll of faith.

1. Ask your students to answer this question-based on their classwork from Day 5. Write their answers on the overhead or chalkboard.

2. Discuss this question in light of your students' increased understanding of faith. Paul's faith in God gave him courage and boldness to act rather than just give up. His faith gave him calmness—even joy—in a dangerous situation. Other ideas are acceptable.

3. Encourage your students to share their questions about faith. Check to be sure that everyone writes at least one question.

Read the paragraphs to your students. Direct them to read the verses and work the Bible study on their own. When they are finished, discuss the questions in class.

4. (a) He told them to forgive even up to forgiving the same person seven times in one day. They undoubtedly realized that Jesus meant they should practice forgiveness without limits.

(b) "Increase our faith."



(c) Why do you think they responded in this way?

(d) Jesus' answer is also interesting. Read His answer in v. 6 and rewrite it in your own words.

(e) Using the context of these verses in Luke, imagine that you are a disciple. What would you think Jesus is trying to say?

**Homework:** 1. Read the following paragraph and answer the questions.

Perhaps Jesus was saying it's not the quantity (amount) of your faith, but the quality that is important. The important thing about faith is—who is your faith in?

(a) If your faith is in Jesus—that He is who He says He is—how much is enough?

(b) If your faith is in fame or money or power or any other thing the world can offer, how much faith is enough?

2. Study your Memory Challenge. Both Memory Challenges are due on Day 10.

### Teacher's Notes

(c) Perhaps they thought Jesus' command was too difficult. They realized that such continual forgiveness would require more faith than they had.

(d) "If you have faith as small as a mustard seed, you can say to this mulberry tree, 'Be uprooted and planted in the sea,' and it will obey you." If you have even a tiny amount of faith, you can do difficult (seemingly impossible) things.

(e) He seems to be saying that a small amount of faith is enough to overcome large obstacles.

**Demonstration:** Buy some mustard seeds—they are usually found at the spice counter in the grocery store. Give each student one, so they can see how tiny a mustard seed is.

Ask: Have you ever prayed to ask God to strengthen your faith? If a student is willing, he or she could share their experience. As a teacher, you should be able to share one of your own experiences when you prayed such a prayer.

#### Homework:

(a) A very small amount. Even a small amount of faith is enough if we are willing to use it.

(b) No amount of faith would be enough, because the faith would be placed in things that cannot satisfy fully and that will pass away.

Note: Share this true story with your students. A Chinese college student declared that his faith was in Michael Jordan. He had a book about Jordan which he read every day. He asked Jordan to help him when he had problems. That Chinese youth had not heard about the true God. Even so, no amount of faith in Michael Jordan would save him.

Day 9

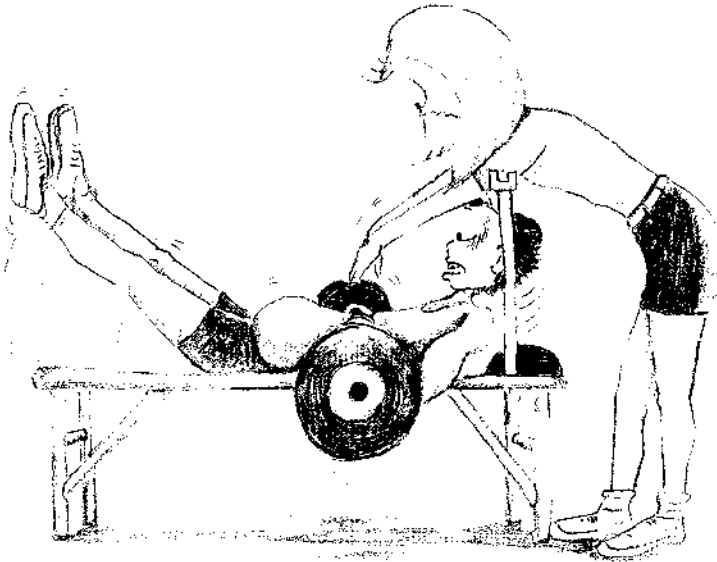
Building Faith

1. Even though Jesus indicated that a small amount of faith is \_\_\_\_\_, He also praised those who showed *great* faith.

2. Who did Jesus praise for having great faith?

I want to be someone Jesus could praise because of my faith. Don't you? There must be something we can do to increase our faith!

3. Have you ever been in training for a sport? What do athletes do to prepare their bodies to play football or soccer or tennis?



4. When an athlete wants to compete in an Olympic sport, he or she often trains for six to eight hours every day—for years.

In the same way, there are “exercises” we can do to strengthen our faith. How do you think we can do that?

This week we will study four “exercises” believers can use to increase their faith.

Teacher's Notes

Day 9

**Review:** Yesterday you read a request about faith.

(a) Who made the request? *The disciples.*

(b) What was their request? *Increase our faith.*

How much faith did Jesus seem to expect from His disciples? *A very little—the size of a mustard seed.*

Check the homework in class and discuss it as you check.

1. Sufficient or enough.

2. The centurion. (See also Matt. 9:20-22 and 27-29.)

3. They have to practice, train, work out, eat right, etc.

4. Write your students' ideas on the chalkboard or overhead. Some of them may suggest the points we are going to study. If so, you might circle those and let your students know that we will study them this week.



# Discovering Christlike Habits

## Teacher's Guide

### Homework:

1. Write the definition of faith.
2. Read James 2:17-18. In these verses, James is saying that if we have true faith in Jesus, we will demonstrate that faith through \_\_\_\_\_.
3. What actions do you think James is talking about?
4. Somehow, the more we demonstrate faith by obeying God's Word, the stronger our faith becomes. Explain how choosing to obey God's Word strengthens our faith.
5. Study both Memory Challenges. They are due tomorrow.

### Day 10

### Touchstones

The life-experiences we have that strengthen our faith can become *touchstones*. We can look back at those experiences as evidence of the value in trusting God.



### Teacher's Notes

#### Homework:

1. Faith is choosing to believe that God is real and what He says is true. (Or, use your class definition.)
2. Our actions.
3. He is talking about obeying Christ's commands. From the context, the commandment that he refers to is "Love your neighbor as yourself." (See verses 15-16.)
4. Every time we choose to obey God's Word we are demonstrating faith in Him. When we see the results of our choices, our faith is strengthened. Further, the more often we choose to trust in Him, the stronger the habit of faith becomes.

### Day 10

Have your students write or recite both Memory Challenges.

Pass out the newspapers you made from your students' articles. Allow some of your students to read their articles to the class.

**Review:** In your homework yesterday, you learned one way to strengthen your faith. What was it? *Choosing to trust and obey God.*

Check the homework in class and discuss it.

Read the words to the hymn "Trust and Obey." (See the Appendix pages for Lesson 1.)

Answers:

1. To live our lives in obedience to His Word.
2. The truth found in the Bible.
3. To trust Him and obey Him.

Today we'll talk about a second 'faith exercise.'

Read the first paragraph for Day 10.

**Demonstration:** Show your students a 'touchstone.' Ask if anyone knows what a touchstone is. Use something made of gold or silver to mark the stone. Compare a mark made by a nickel or other alloy.

Tell your students that today we use the word *touchstone* to mean any example we can use to determine the value of something.

Touchstone-- "a hard black stone (like jasper or basalt) once used to test the quality of gold or silver by comparing the streak left on the stone by one of these metals to that of a standard alloy." In present day use, touchstone can mean any example we use to determine the value of something by comparison.\*

\*College Dictionary, Houghton Mifflin, Boston, 1986.

The Hebrews of the Old Testament had certain *touchstones* which they remembered when things became difficult. What events do you think they might have remembered?

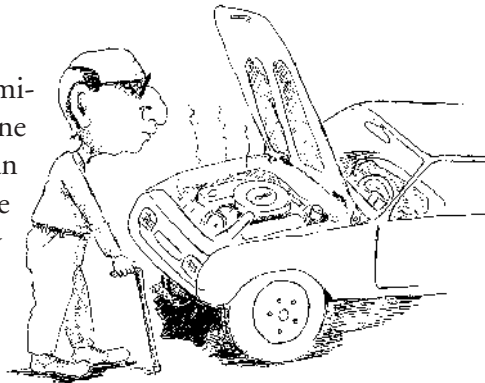
1. Read the following verses in Psalm 105. After each verse, list the important event(s) the psalmist is remembering.

### PSALM 105

(a) v. 5	
(b) v. 8-9	
(c) v. 17	
(d) v. 20-21	
(e) v. 23-24	
(f) v. 26	
(g) v. 37	
(h) v. 39-41	

2. Why do you think the recollection of these events strengthened the Hebrews' faith?

Most Christian families have touchstone events that they can recall to encourage their faith. My family has several stories about times our car



### *Teacher's Notes*

Read the second introductory paragraph with your students, and discuss the question briefly.

1. Read the assignment to your students. Work (a) and (b) together in class. Then ask your students to finish the Bible study on their own. When they are finished, discuss it in class.

(a) v. 5, God's miracles and His judgments.

(b) v. 8-9, God's covenant with Abraham and Isaac.

(c) v. 17, God sent Joseph into Egypt ahead of them.

(d) v. 20-21, The King made Joseph ruler over all he possessed.

(e) v. 23-24, All Joseph's family moved to Egypt, and God caused them to multiply there.

(f) v. 26, God sent Moses and Aaron to lead the people out of Egypt.

(g) v. 37, God brought the Israelites out of Egypt carrying silver and gold from the Egyptians.

(h) v. 39-41, God gave them a cloud and a fire to lead them and give them light at night. He gave them manna, quail, and water in the desert.

2. They could remember all the extraordinary things God had done to take care of them. They could see real evidence of His love and power.

## Discovering Christlike Habits

### Teacher's Guide

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broke down. Today, when life becomes difficult, we can remember the interesting and special ways God protected and provided for us each time we had car trouble.

Those touchstones encourage us and remind us of God's great love and care. They remind us that He is worthy of our faith, because He has never let us down!

**Homework:** Talk to your parents and ask them if there is an event which they look back on as a time God showed His love and care for your family in a special way.

Write one or two paragraphs describing this event.

If your family does not have such a touchstone, read Psa. 66 and write a paragraph about the special events which that Psalm tells the Hebrew people to remember.

Remember you should have delivered your Honor Roll certificate by Day 11.

### *Teacher's Notes*

**Homework:** Psa. 66 mentions the fact that God led the Hebrews through the sea on dry land and that later He laid affliction (caused great problems) on them to test and refine them. Eventually, He brought them out of the wilderness to a place where they had plenty of food, land, houses, etc.

**Day 11**

**Faith and Trust**

Share your paragraphs with the class.

1. Think about the people in your life that you trust. Write the name of the person you trust the most.
2. Why do you trust that person?
3. Can this help you think of something that would strengthen your faith in God?

We don't usually trust someone we don't know. Many times people have weak faith because they don't really know God.



4. How can you get to know God better?
5. The two most common ways we spend time with God are through \_\_\_\_\_  
and \_\_\_\_\_.

**Teacher's Notes**

**Day 11**

**Review:** What two methods of increasing our faith have we discussed?

(1) Choosing to obey God; therefore, experiencing that His will is always best and He can be trusted.

(2) Remembering times in the past when we trusted Him, and He cared for and/or protected us.

Ask a few of your students to share the paragraphs they wrote for homework.

1-3. Have your students answer these questions in writing. (Ask them not to choose Jesus or God.) Then discuss the reasons your students trust another person. Lead them to see that they don't usually trust people unless they know them well.

4. By spending time with Him. By reading, meditating on (reflecting and thinking deeply), and studying His Word.

5. Bible study and prayer.

# Discovering Christlike Habits

## Teacher's Guide

### Bible Study

(a) One of my Bible teachers once said, "Come to the Scriptures with one purpose—to meet the Master."\* What does that mean?

(b) In which part of the Bible can you learn about Jesus?

(c) Read Rom. 10:17. According to this verse, what can we do to strengthen our faith?

(d) Why do you think Bible study would be a good *faith exercise*?

### Prayer

(a) How does prayer help you get to know God better?

### Teacher's Notes

#### Bible Study

(a) When we read the Bible, our main goal should be to get to know God better. Sometimes we read the Word just because we're supposed to, sometimes to find comfort or an answer to a personal problem, sometimes because it's a habit. But the thing that helps our faith the most is to read the Word to get to know Jesus, the Father, and the Holy Spirit.

(b) This is a trick question. Actually, you can learn about Jesus all through the Bible. Remember Jesus is part of the Trinity, and He has always existed.

(c) We can read or listen to God's Word—that strengthens our faith.

(d) Answers will vary. It helps us know God better. It causes us to focus on God. It reminds us of who God is. It gives us details about how God works. Etc.

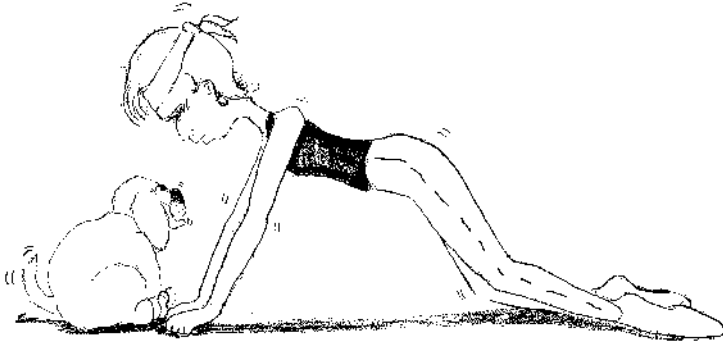
#### Prayer

Divide your students into small groups and direct them to brainstorm and list ways they think prayer can help them get to know God better. When they have at least five ways, they should read the verses in Exodus and answer question (b).

When all the groups are finished, record their answers on the overhead or chalkboard as they share with the class. Keep a tally of similar answers. Check question (b).

(a) There are numerous possible answers. *Praising* God in prayer opens our eyes to who He is—His power, His holiness, His wisdom, etc. *Thanking* Him in prayer reminds us of how much He loves us. *Petitioning* and then seeing those petitions answered—whether yes, no, or wait—helps us better understand His ways and His

(b) Read Ex. 33:7-8 and 12-13. What did Moses pray for in these verses?



**Summary:** The better you \_\_\_\_\_ God, the more you will \_\_\_\_\_ Him. You will learn that He is always worthy of your trust!

**Reflections:**

1. Read Psa. 111. Write down at least five characteristics of God named in this psalm.

2. Choose two of these characteristics and tell how knowing them strengthens your faith in God.

**Teacher's Notes**

will. *Confession* of sin reminds us of His holiness, grace, and mercy.

(b) Moses is an example to us of a man who prayed to know God better. When we pray this prayer sincerely, God will certainly reveal more of Himself to us.

**Summary:** Know...trust.

**Reflections:**

1. His works are great, v. 2.  
His deeds are glorious and majestic (KJV honorable and glorious), v. 3.  
His righteousness endures forever, v. 3.  
He is gracious and compassionate, v. 4.  
He provides for us, v. 5.  
He keeps His promises (KJV remembers His covenant), v. 5.  
His works are faithful and just (KJV The works of his hands are verity and judgment), v. 7.  
His precepts (KJV commandments) are trustworthy, v. 7.  
He provides redemption, v. 9.  
His name is holy and awesome (KJV reverend), v. 9.
2. Answers will vary.



Day 12      Adversity and Affliction

Memory	<i>These have come so that your faith — of greater worth than gold, which perishes even though refined by fire — may be proved genuine and may result in praise, glory and honor when Jesus Christ is revealed. 1 Pet. 1:7</i>	Challenge
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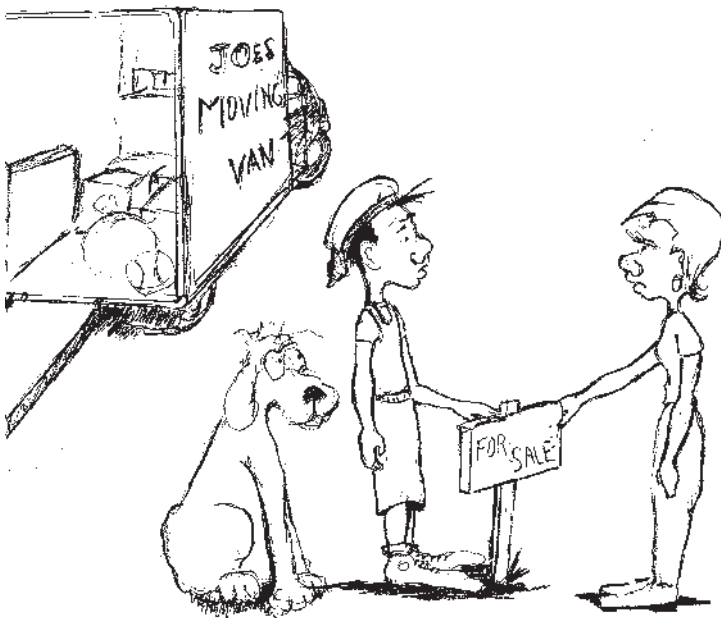
So far we have talked about things we can do to strengthen our faith. But God does not leave this important job to us alone.

1. Can you think of some action God might take to increase your faith?

God has a method of strengthening our faith that we do not especially like—adversity.

2. What does *adversity* mean?

Give an example of some adversity you or your family has faced.



Teacher's Notes

Day 12

By this date your students should have mailed or delivered their Honor Roll certificates. Check to be sure this is done. Ask some of them to share the responses of the person they honored.

**Review:** Have several students share some of the characteristics of God which they wrote down. Walk around to check that everyone completed the homework assignment.

Ask who would like to share their answer to the second homework question.

Read the introductory paragraph and the first question to your students.

1. Allow for some class discussion. Possibly one of your students will mention the difficult times we go through. Then you can transition into *adversity*.

2. Great hardships; difficulties.

Be prepared to share about one of your own adversities in case none of your students wish to share.

Read the Memory Challenge and discuss it.

(a) Look up verse 6 to learn what the first word of verse 7 is referring to. *Trials (KJV, temptations)*.

(b) According to this verse, why do we have trials and difficulties? *So our faith may be proved genuine (to us and to others watching us—God already knows), and it will result in praise for God.*

(c) How precious is your faith to God? *More precious than gold.*

Gold is of great value in this present world, but it will perish. Our faith, however, will remain into eternity,

3. When adversity comes into our lives, we do not usually like it. Certainly it is not a pleasant time. But David said, *It was good for me to be afflicted so that I might learn your decrees.*

Psa. 119:71

(a) What does *afflicted* mean?

(b) What do you think David meant?

Job was another man whose faith grew through adversity.

4. According to Job 1:1-4, Job was \_\_\_\_\_ and \_\_\_\_\_; a man who feared God.

5. What was the adversity Job faced? Read the following verses from Job and list the tragedy or tragedies in each one.

JOB'S TRAGEDIES	
(a) 1:13-15	
(b) 1:16	
(c) 1:17	
(d) 1:18-19	
(e) 2:7-8	
(f) 2:9	

### Teacher's Notes

and God will be praised because of it.

3. (a) Tried; having pain and distress.\*

(b) I think David knew the adversity he faced had taught Him more about God—therefore, increasing his faith. Note: A *decree* is a command from someone in authority.

Have your students work the rest of the lesson on their own. You will go over it in class tomorrow.

4. Blameless (KJV perfect) and upright.

5. (a) His oxen and his donkeys were stolen and some of his servants were killed.

(b) His sheep and the servants with them were burned up by a fire from heaven.

(c) An enemy tribe (the Chaldeans) stole all the camels and killed the servants with them.

(d) All his sons and daughters were killed when a great wind caused the house to fall on them.

(e) Job was covered with sores (KJV boils) from his head to his feet. Apparently they also itched, as he took a piece of pottery to scrape himself with.

Note: In Job 30:17 and 27, Job speaks of other symptoms of his illness.

(f) His wife apparently considered his disease incurable. Rather than encouraging him, she said he would be better off dead. She complained because he still trusted in God.

\*Webster's Concise Family Dictionary, Merriam Webster, Inc., 1975.

6. Truly, Job faced a lot of difficulties. His four closest friends felt sorry for him and came to comfort him. But wait—did they really give him comfort? Most of the book of Job is used to record the speeches of Job's four friends. In English we have the phrase *Job's comforters*. Find the meaning of this phrase in the dictionary. You may have to use a large 'library' dictionary.

**Homework:** Finish this lesson. Study your Memory Challenges. All three Memory Challenges will be due on Day 15.

### Day 13

### Job's Faith

1. Job's opinion of his friends' counsel is summed up in his sarcastic statement in 12:1-2. Write these verses in your own words.



Poor Job had a tough time. Not only did he lose all his wealth and his children, but also he was ill, and his wife turned against him. Even though in Job 1:8 God calls Job *blameless and upright*, his friends insisted he had done some evil to bring all this disaster on himself! Yet at the end of Job's adversity, we see that his faith was strengthened.

### Teacher's Notes

6. The phrase describes a *comforter* who does not really comfort but rather discourages. Explain to your students that rather than comforting Job, his friends believed that he had committed some sin which was the cause of all his problems. This was a common belief in Job's time. (Some people still believe it today.) They insisted that if he would confess his sin or sins, God would forgive him, and his life would improve once more. However, Job replied that he was blameless and a man of integrity. He didn't appreciate his friends' *comfort*.

**Homework:** This is a long lesson, so you probably won't be able to get through all of it in class. Have your students finish this lesson as homework.

### Day 13

**Review:** Go over yesterday's Bible study and discuss the answers.

1. Read Job 12:1-2 to your students with the sarcastic tone Job must have used. When they have written these verses in their own words, have some of them read their paraphrase in the same tone.

Sample answer: You guys think you're so smart, but you're not any wiser than I am. (Other answers are possible.)

Have a student read the summary paragraph below the picture. Have another student read Job 42:1-6. Work the rest of the study together as a class.

2. Read Job 42:1-6. According to Job, how had his faith grown?

3. Why do you think Job said, "I despise myself and repent in dust and ashes" ?

4. If Job could choose, do you think he would choose NOT to go through the hardship, therefore not getting to know God better, or would he choose to endure the hardship because of the final result of knowing God more fully?

5. There is a saying that "Trials can make you better or bitter." What do you think this saying means?

God designs and allows trials in our lives to make us more like Jesus, so that day-by-day we would change to look like Him. It is true that sometimes we have trials as the consequence of our sin. Yet, God uses even those trials to increase our faith.

6. Read James 1:2-4.

(a) How does James tell us to respond to trials?

(b) According to James, trials are good for us. How?

### *Teacher's Notes*

2. Job said that formerly he had heard about God, but now he "sees" God. John 1:18 states, "No one has ever seen God, but God the One and Only, who is at the Father's side, has made him known." The Hebrew word "sees" in this Old Testament context, means "to have access to." We could think of Job's encounter with God as experiencing deep and close "fellowship" with God for the first time.

3. When Job saw the awesomeness—the omnipotence, omniscience and holiness—of God, he realized his own sinfulness. Previously he had claimed to be righteous, (and by human standards he was) but he could not compare his righteousness to God's.

4. There is no sure answer to this question. I believe that Job would have chosen the hardship which brought him the blessing of seeing God with his own eyes because he expressed himself very strongly in Job 42:1-6. He seemed to be extremely grateful to know God better.

5. The results of the adversity we face depend on our attitude. We have a choice to become angry and bitter or to learn something more of God and grow to be more like Him.

Read the last paragraph in today's lesson with your students. Allow discussion and/or questions. You may want to refer to Rom. 8:28-29, Heb. 12:5-10, and 1 Pet. 1:6-7.

6. (a) To rejoice! To think of trials with joy!

(b) Trials produce perseverance (KJV, patience), which produces maturity (KJV, perfection).

Note: The word translated *perfect* in Scripture means *mature (growing into perfection)*.

# Discovering Christlike Habits

## Teacher's Guide

**Homework:** Draw a cartoon strip to illustrate the saying, "Trials can make us better or bitter." Your teacher will divide your class into pairs. The picture in the first box—showing a trial (a difficult problem)—should be the same for each partner. Then one of you will finish drawing the cartoon showing the results of a positive choice, and the other partner will finish drawing the results of a negative choice. You may use four to six boxes to show the results of each choice. As a team, your pictures should show the contrast between a negative and a positive reaction to a trial. Use *balloons* to write your characters' thoughts or words.


### Day 14      What Have You Learned?

Share your cartoons.

#### Writing Opportunity

Write a paragraph telling the most important thing you have learned about faith in the past three weeks. Explain why the thing you chose is important to you. (You may use your book to help you remember what you have studied.)



### Teacher's Notes

**Homework:** Go over the assignment with your students. Assure them that stick figures are acceptable. The important thing will be what the characters say and the results of their choices.

Divide your students into pairs to work on their cartoons. Allow them to begin working during the remaining class time.

### Day 14

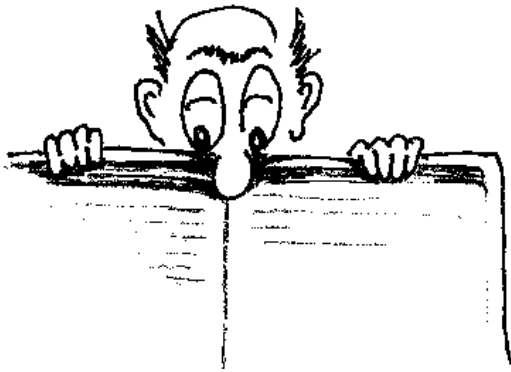
Allow some time in class for your students to share their cartoons. Collect the cartoons to post in the classroom.

First, ask your students to write the four methods of "exercising" our faith that we have studied. Second, write the four ways on the whiteboard or the overhead and have them check their own papers. (1) *Choosing to trust and obey God.* (2) *Remembering God's works on our behalf in our past.* (3) *Getting to know God better by studying the Bible and praying.* (4) *Adversity—when it is rightly accepted.*

# Discovering Christlike Habits

## Teacher's Guide

Write a second paragraph explaining steps you plan to take to 'grow' in your faith. Be specific.



### WRITING SCOREBOARD

Content—Have you really learned anything important? (25%)

Logic of Your Explanation. (20%)

Workability of your plan for growing. (20%)

Use of specific steps in your plan. (15%)

Organization. (10%)

Spelling, grammar, etc. (10%)

**Homework:** Finish your writing opportunity.

Study all three of your Memory Challenges. They are due tomorrow. The grade you achieve will be worth 30 points on your test.

*Day 15*

**Review**

Work the review sheet in class.

**Homework:** Study for the test over Lesson 1.

*Day 16*

**Test Day**

### Teacher's Notes

Assign the writing opportunity to be started in class and finished for homework.

**Homework:** Students should finish the writing assignment. Also, all three of the Memory Challenges are due tomorrow.

*Day 15*

Have your students write or recite their Memory Challenges. This grade will be worth 30 points on the test, Part V.

Work through the review sheet in class.

*Day 16*

Test.



*Lesson 1—Study Sheet*

*I. Vocabulary:*

Define:

Faith

Justified

Touchstone

Adversity

Afflicted

Job's comforter

Trial

*II. Fill in the blanks*

1. Jesus praised the centurion for his faith because the centurion believed that \_\_\_\_\_.
2. Faith cannot follow \_\_\_\_\_; faith must follow the \_\_\_\_\_ of \_\_\_\_\_.
3. Believers are able to overcome the world because of their \_\_\_\_\_.
4. It is impossible to please God without \_\_\_\_\_.
5. By faith we are able to understand that \_\_\_\_\_.
6. Jesus asked His disciples to have faith the size of a certain thing—the size of a \_\_\_\_\_.
7. \_\_\_\_\_ wrote that if we have true faith in Jesus, we will demonstrate that faith through \_\_\_\_\_.
8. “Come to the Scriptures with one purpose—to \_\_\_\_\_.”
9. Your faith is of greater worth than \_\_\_\_\_.
10. God helps your faith increase by bringing you \_\_\_\_\_.
11. Trials can make you \_\_\_\_\_ or \_\_\_\_\_.

*Discovering Christlike Habits*  
*Teacher's Guide*

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*III. Listing*

1. In the video *When Things Seem Impossible*, faith was extremely important to Paul Dye. List four ways Paul's faith in God helped him.
2. List six people who were on God's 'Honor Roll' of faith in the book of Hebrews.
3. There are three exercises *you* can do to increase your faith. List them. (Hint: One of these has two parts.)
4. List five of the bad things that happened to Job.

*IV. Short answer*—answer each question with two to four sentences.

1. Some people say it doesn't matter what you believe in as long as you believe in something. Explain what is wrong with that belief.
2. What happens to our faith when we rely on feelings? Explain your answer.
3. Look at question #3 in part III above. Choose one of the 'exercises' and explain HOW it strengthens our faith. (Be prepared to explain all of them for the test.)
4. How does adversity make our faith stronger? Include an example of a biblical character who grew to know God better through adversity.

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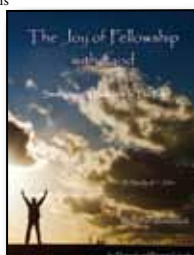
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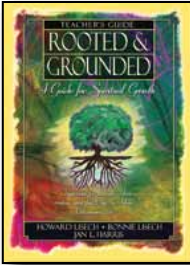
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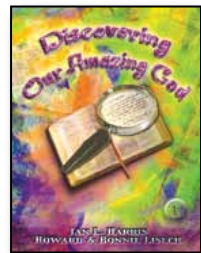
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## 7th, 8th, 9th & 10th Grade Bible Curriculum

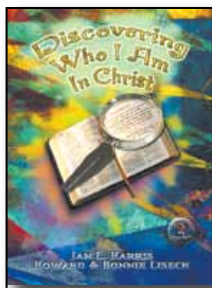
### **DISCOVERING OUR AMAZING GOD,** Best for 7th Grade Bible Curriculum (Book 1) *Jan L. Harris, Howard & Bonnie Lisech,*



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

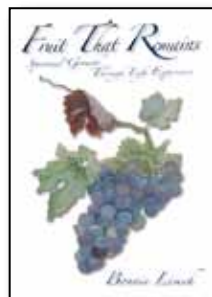
pdf eBooks: pdf105EHSM1.....\$3.95, pdf106EHMS2.....\$3.95

## 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



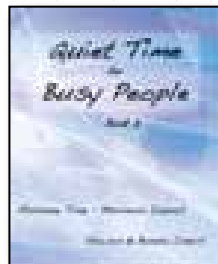
## QUIET TIME FOR BUSY PEOPLE BOOK 1, BOOK 2, AND BOOK 3

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.

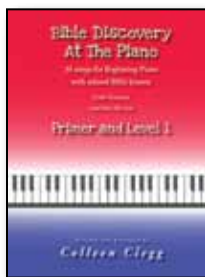
Many people desire to have a quiet time in their lives but find themselves stretched by a busy lifestyle. From professionals to students to homemakers it's just so difficult to find time to be alone with God. For convenience and to save time these short but powerful studies include the written scripture 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**.



Paperback: 121Quiet1, 122Quiet2, 123Quiet3 \$6.95 each  
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

art drawings help the student visualize the truths related in each song and lesson. The book is designed to complement most standard piano methods.

Spiral bound, 64 pages #124BiblePiano1. ....\$12.95

## DISCOVERING HYMNS AT THE PIANO – PRIMER LEVEL

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

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.

Stapled, 36 pages #125PianoHymns1 ....\$10.95



## 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.

Stapled, 36 pages #136PianoHymns2 ....\$10.95

(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.

4 pages #137StarSM ....\$4.95



# 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,

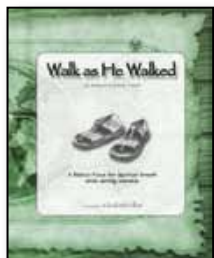
Book 2    670PPF2-14....\$7.95,    671PPF2-7....\$4.50

### 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



601WAHW-50.....\$12.95

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

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

604WAHW-14.....\$7.95

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

*Howard & Bonnie Lisech,*

Deeper Roots Publications



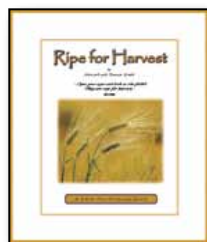
These spiritual journals and devotional Bible studies are endorsed by Don Richardson and are great for those who finish *Walk as He Walked*. These too, were designed for short-term missionaries and will add an important dimension to any STM trip experience. Topics are sequenced for the culture shock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

621AITV-50....\$12.95

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."



652CHA-14....\$7.95



**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*

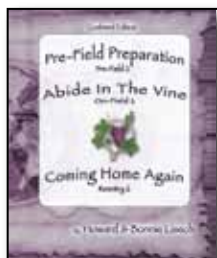
At last! By popular demand - 3 NEW books combined into ONE volume

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.

The 7 day Pre-Field + 14 day On-Field + 14 day Reentry "COMBO" edition  
 616WAHW3pCombo.... \$14.50



## 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*

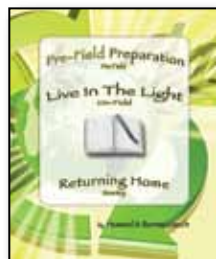
*as He Walked* and/or *Coming Home* studies. In fact, many churches and organizations can cycle through brand new studies each year for 3 years.

**629Abide3pCombo..... \$14.50**

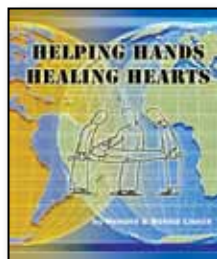
## LIVE IN THE LIGHT COMBO BOOK #3

*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*

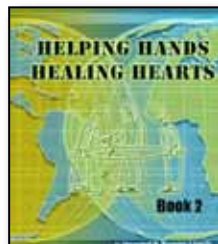
These three different devotional Bible study/journals are especially written with *medical health teams* in mind.

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](http://www.DeeperRoots.com)**