

Discovering A Christ-Like Character

7th, 8th, or 9th Grade Bible Curriculum

Discovering Series—Book 4



Developed and Written
by

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Teacher's Guide
Home School School Edition

DISCOVERING A CHRIST-LIKE CHARACTER

(DISCOVERY SERIES—BOOK 4)

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

HOME 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 7th, 8th, or 9th grade students beyond the facts of Bible stories and challenge them to a deeper understanding of Christ's character in a way that will affect them throughout their Christian life. The students will learn that Christ desires to 'grow' His character in each of them, and they'll experience practical means of cooperating with Him in gaining a Christlike character. Using thought provoking questions, opportunities to make application, and assigned meditation and journaling—"Reflections"—these lessons encourage your students to focus on Jesus and follow Him.

The lessons are enlivened especially for students through many creative hands-on exercises, writing projects, videos and DVDs, 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*, *Discovering Who I Am In Christ*, and *Discovering Christ-Like Habits*

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 grow and become more like Christ.

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

There are several different options for handling the inductive Bible studies in 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 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.

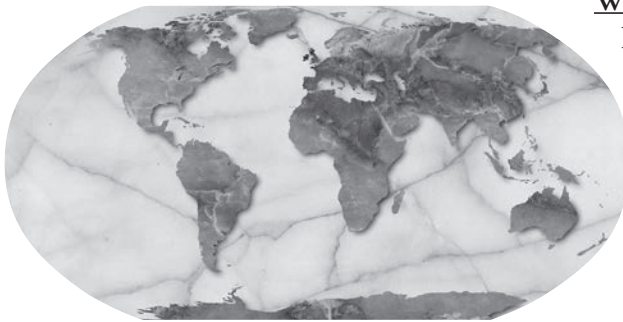
World Perspectives

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.



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 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.

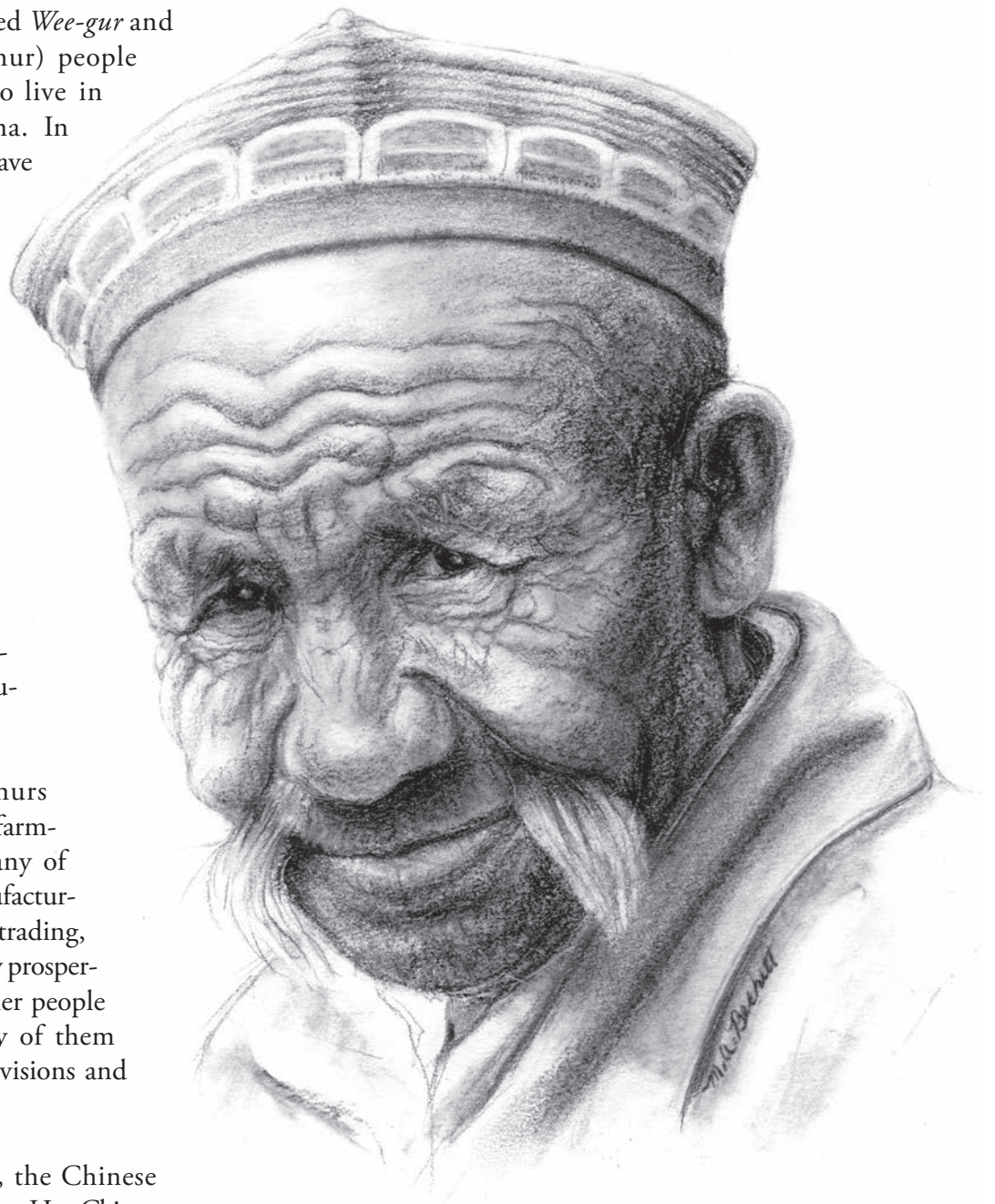
1	2	3	4	5	6 Test MC #1	7 Review MC #1
8 Review MC #1	9	10 Review MC #1	11	12	13 Review MC #1	14
15	16	17	18	19	20 Review MC #1	21
22	23	24	25	26	27 Review MC #1	28
29	30	31				

The Uyghur People

The Uyghur (pronounced *Wee-gur* and sometimes spelled Uighur) people are an ancient tribe who live in the western part of China. In 840, they were forced to leave their homeland in the former Soviet Union, and most of them moved to the Xinjiang province in China. For centuries, the Uyghurs were an important link between China and the rest of the world. They lived along the 'silk road' and worked as caravan drivers transporting Chinese goods. They became the 'middlemen' for trade between the orient and Europe.

Traditionally, the Uyghurs were shepherds and oasis farmers. Today, however, many of them are involved in manufacturing, mining, oil drilling, trading, etc. The Uyghurs are fairly prosperous in comparison to other people groups in China. Many of them even own things like televisions and cassette recorders.

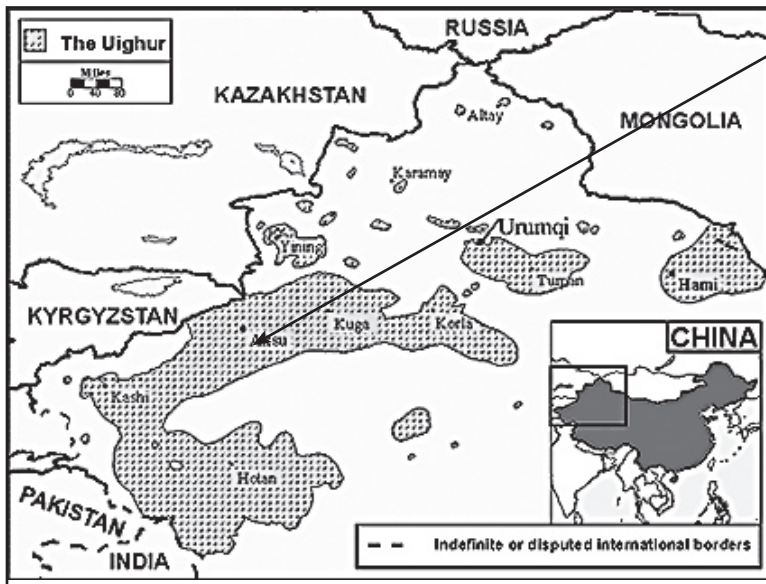
Over the past few years, the Chinese government has moved many Han Chinese into the Uyghurs' area. In that way, the Chinese are forcing the Uyghurs' self-governed villages to become communes. Though the Uyghurs want to remain self-governing, their thousand-year-old traditions are slowly disappearing.



Discovering Christ-Like Character

Teacher's Guide

The Uyghurs, who number about 10.5 million people today, have been primarily Muslim since the 10th century. Currently, they claim that they are one hundred percent Muslim although there are about 50 known believers at this time. Mosques in the capital city Urumqi overflow with followers. On the pavement surrounding the mosques, worshippers kneel on their prayer mats to pray. They are taught that Christians are their enemies. Even school children are indoctrinated against Christians, and Christians in this area of China are sometimes persecuted.



Prayer Focus:

The Bible has been translated into the Uyghur language; Christian broadcasts and the *Jesus* film are available. Yet, the Uyghur people have never heard that salvation comes through Jesus Christ.

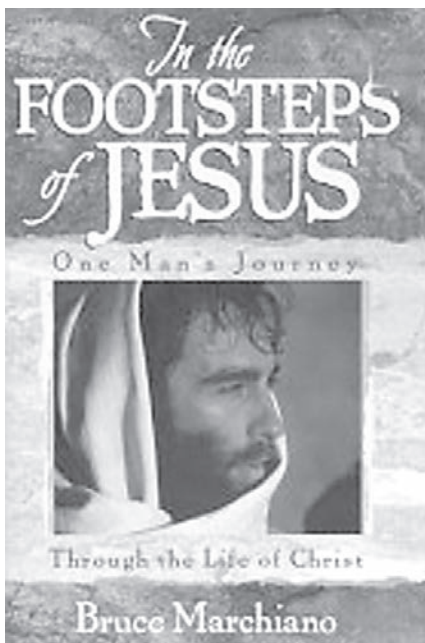
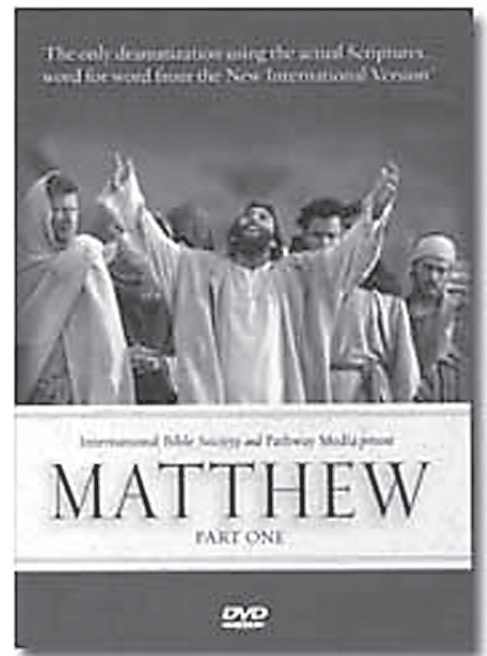
- *Pray that the doors of China will soon open to missionaries.*
- *Ask the Holy Spirit to soften the hearts of the Muslim Uyghurs towards Christians so they will be receptive to the Gospel.*
- *Ask the Lord of the harvest to send laborers into the fields of western China.*
- *Pray that the small number of Christians in western China will stay strong, even in persecution.*

This description is adapted for younger students from the original text source: *Bethany World Prayer Center* © 1999. The map showing the general areas where the Uyghur people live is from *Joshua Project/Adopt-A-People Clearinghouse* © 2003

Discovering a Christ-Like Character

IMPORTANT! READ THIS FIRST

The emphasis in this semester study is on Jesus Christ—His character as displayed by His words and actions. To help make Jesus more real and understandable to your student(s), we frequently ask you to show clips from a movie called *Matthew* (originally *The Gospel According to Matthew—The Visual Bible*). This DVD will show your student(s) the clothing, buildings, occupations, environment, etc. that were a part of Jesus' life. It will increase your student(s)' recognition of Jesus as a real, historical person who lived out the message He taught. You will need this DVD (or vhs video) from the first day of the semester. It's available from the International Bible Society at www.ibsdirect.com or from www.DeeperRoots.com.



Optional resource for your family library:

The book *In the Footsteps of Jesus* by Bruce Marchiano (Harvest House) is about the filming of *Matthew*. It's a powerful story and also has several pictures taken from the movie. If you could add it to your family library, many of your student(s) would enjoy it. You may find used copies at www.Amazon.com. A limited number of new copies are available from www.DeeperRoots.com.

For the introductory lesson, you will need to make a colorful poster of the information contained in the final paragraph of the Teacher's Notes on page 7.

Introductory Lesson

Have you ever played “Follow the Leader”? Remember that game that took you through mud puddles and over the jungle-gym and sometimes into trouble? The most fun in that game, of course, was being the leader! I would only agree to be a follower for awhile if I could have a turn being the leader!

Our culture today values leaders. You can buy books or attend class timees on “Becoming a Leader.” On the other hand, no one teaches class timees on being a follower. Followers are often thought of as less important; you know, “Those people you have to tell what to do.”

But Jesus values followers!

As Jesus was walking beside the Sea of Galilee, he saw two brothers, Simon called Peter and his brother Andrew. They were casting a net into the lake, for they were fishermen.



“Come, follow me,” Jesus said, “and I will make you fishers of men.”

At once they left their nets and followed him.

Going on from there, he saw two other brothers, James son of Zebedee and his brother John. They were in a boat with their father Zebedee, preparing their nets. Jesus called them, and immediately they left the boat and their father and followed him. (Matt. 4:18-22)

Teacher's Notes

(Note: This lesson will work best if you can get it all done in one day. If you don't have time, you may assign the last set of questions for **On Your Own**. If you do that, you will need to be sure to go over those questions and the paragraphs in class time on the following day.)

Read the first paragraph to your student(s). Let them talk about playing “Follow the Leader” for awhile. Ask: Do you prefer to be the leader or a follower?

Read the next two paragraphs.

Show a clip from Matthew: “The Calling of the First Disciples,” scene 9 (about 2 1/2 minutes long).

(Note: We will be asking you to show several clips from this DVD during the lessons in this semester. Seeing the locations, clothing, actions, etc. of the New Testament events will strengthen your student(s)'s concept of Jesus as a real person who lived in history.)

We've included references to the verses so your student(s) will have them for help in answering the questions.

Discovering Christ-Like Character

Teacher's Guide

1. What did Jesus ask Peter and Andrew to do?
2. What did they do?
3. What do you think Jesus said to James and John?
4. Why do you think that?
5. Think about what you know of Jesus' life. How long did these four men follow Jesus?
6. Are you a follower of Jesus? Do you want to be?

The lessons in this book are all about following Him, because "Following (Jesus) is the beginning and end of what it means to be a Christian." (Dr. Joseph Stowall)

Christianity is not about things we do—going to church, giving to the poor, praying—those things are all good, but people in other religions do "good things." No, Christianity is not about things we do—it is about who we are.

Christianity is about following Christ—getting to know Him and becoming like Him—it's about discovering a Christ-like character.

7. What does character mean? _____

8. List three qualities that are a part of your character right now.

9. List three qualities that are a part of Jesus' character.

10. Is it possible for your character to become like Jesus' character? _____

Teacher's Notes

Discuss questions #1-5.

1. "Follow me."
2. They left everything and followed Him.
3. Probably, "Follow me."
4. Because they left everything and followed Him.
5. From that day until they died.
6. Read the questions to your student(s). Ask them to sit and think quietly about how they would answer these two questions.

After a few minutes, read the next three paragraphs, or have some of your student(s) read them.

Discuss Q. #7 together in class time. Write a good definition for character on the board and have your student(s) copy it in their workbooks.

7. (Note: Following is one definition. You, or your student(s), may think of a better one.) *The qualities of someone's personality or nature that make him or her different from everyone else.* Remind your student(s) that these aren't physical qualities like being tall or blonde. These are internal qualities like honesty, loyalty, kindness, or optimism.

Have your student(s) answer questions 8-10 on their own. When they have finished, discuss the questions.

8. Answers will vary. Examples: Loyalty, kindness, patience, etc. Don't spend much time discussing this question.

9. Love, patience, justice, truth, kindness, holiness, etc. (As your student(s) share their answers, write the correct ones on the board.)

10. Yes. (Note: Your student(s) may answer this question 'no.' The important part is the discussion that follows. Agree with your student(s) who say that we can never be totally sinless as Jesus was. But tell them that we will gradually become more like Jesus as we allow Him to live His life in us.)

Read Gal. 2:20 with your student(s). Work through Q. #11 together in class time. Have your student(s) write in the answers as the class time arrives at them.

11. Read Gal. 2:20.

(a) What radical thing happened to us the moment we accepted Jesus as our Savior? We were _____ with _____.

(b) That means that we are no longer under the power of the old _____.

(c) Paul wrote that he no longer lived. Rather, _____ lived in Him.

Discovering a Christ-like character begins with discovering this mysterious and wonderful truth—Christ lives in you! (Col. 1:27) He is forming His character in you so that He might be glorified. (Rom. 8:29)

Day-by-day Jesus calls you, “Come. Follow me.” And then, by His life living in you, He enables you to obey His call.



12. Read 2 Cor. 3:18.

(a) According to this verse, what is happening to believers? We are being _____ into _____.

(b) Who is doing this to us? _____

(c) Where the NIV uses *reflect* both the KJV and the NASB translations use *beholding*. What does beholding mean? _____

Teacher's Notes

11. (a) Crucified...Christ.

Tell your student(s), “The moment you were saved, the Holy Spirit included you in the death of Jesus. When Paul wrote in Galatians that he was “crucified with Christ,” he was writing about a real, supernatural experience which happens to everyone who is saved. Through the power of the Holy Spirit, when Jesus died, so did we. When He rose from the dead, so did we. The life we live now, we live through the presence of the Lord Jesus Christ who lives within us.” (See the Expositor's Bible Commentary note on Gal 2:20.)

(Note: If you used *Discovering Who I Am In Christ*, this will be review for your student(s). Nevertheless, take time to discuss it, as review is always valuable.)

(b) Sinful life or sinful nature.

(c) Christ.

Read the next two paragraphs to your student(s).

Have your student(s) answer Q. #12 on their own. When they finish, discuss their answers.

12. (a) Transformed...Christ's likeness.

(b) The Lord (the Holy Spirit).

(c) Looking at.

(d) Our part in the transformation process is to

(e) What does that mean? _____

Did you know you will become like what you focus on?

One of my friends vowed he would never get drunk and be mean like his dad was. He spent years thinking about how much he hated his father. Then one day he woke up with a hangover, kicked the dog, looked in the mirror and realized, "I'm just like my dad!"

My friend realized that focusing on his father had made him like his father. He decided to change his thinking habits! Now he spends a lot of time focusing on Jesus, and he is becoming more and more like Christ.

Do you want to become like Jesus? Then spend time beholding Him.

We can become like Jesus:

(a) Through the power of the _____ who has promised to change us.

(b) Through spending time with _____ and _____ Him.

(c) Through Christ's life _____ in us.

Teacher's Notes

(d) Behold (look at) Jesus.

(e) To read about Him, talk to Him, worship Him, focus our thoughts on Him, etc.

Copy the "We can become like Jesus:" exercise in the Student Workbook on a large poster board in bright colors. Fill in the answers with a black marker. After your student(s) have written the answers in their workbooks, show them the poster so they can check their work. Display the poster so your student(s) can see it every day.

We can become like Jesus:

(a) Holy Spirit.

(b) Jesus...beholding (focusing on).

(c) Living.

Lesson 1 – Christ-Like Joy

Introductory Notes

Lesson Goals:

Christians cannot always be happy, but the Christian life should be one of deep joy. Even in times of hardship, we have much to rejoice about. This lesson is designed to introduce your student(s) to Jesus as a man of joy. He didn't walk through the towns and villages of Israel with a long face and downcast heart. Rather, He was "anointed with the oil of joy" (Heb. 1:9b). This lesson will also teach your student(s) some of the countless reasons they have for joy and challenge them to change their thinking to focus on these truths. We encourage you to participate in the Joy Experiment with your student(s). It will be a good model for them and an encouragement for you.

Looking Ahead:

(Note: **There is no test for this lesson.** Rather, your student(s) will write an essay and give a speech. These two projects, plus the two Memory Challenges, should make up the equivalent of a test grade.)

Make arrangements for the **field trip** on Day 9. We suggest that you invite another home school family (or families) to participate in this activity with you. Make arrangements with a nursing or retirement home you plan to visit. Copy the sign up sheet for activities found in the Appendix.

Plan to sing a **song of joy** each day at the beginning or end of your class time. Suggested titles: "He Has Made Me Glad," "Rejoice in the Lord Always," "This is the Day," "Shout to the Lord," "I've got the Joy, Joy, Joy...", "Joyful, Joyful, We Adore Thee," "I've Got Joy Like a Fountain" ("...Peace Like a River"), "Joy is the Flag that Flies," "Therefore, the Redeemed of the Lord," "We Will Dance." Some of these songs can be found in the *Maranatha!* music praise chorus book, published by Word, Inc. For Day 1, find a copy of *Matthew, The Visual Bible* (DVD or VHS) and locate the clip you want to show; plan the **demonstration** with your student(s) who doesn't mind getting wet. You will need a **pitcher** to use for the water. Also for Day 1, you will need one or more **Bible concordances** for your student(s) to use.

You will need a **two-cup measuring cup, a plate or bowl, and a bag of rice** for the **demonstration** on Day 4. Also, prepare an **answer key for Q. #3** using bright colors on an overhead or a poster board, so the student(s) can see the answers to that question and check their own answers. Visualizing the answers will help them remember better than simply hearing them.

For Day 5, if you are going to use the **extra lesson** on the believer's identity in Christ, make copies of the lesson in the Appendix for your student(s). Prepare for the game, "Who Are You?", by copying the **directions and the game sheet** from the Appendix, one for each participant. You may want to plan this game for a family time.

For Day 6, **make copies of the keys** in the Appendix for each student(s). There are four keys, but you will only use the first set for Day 6. You will also need a **poster board and bright markers** for your student(s). Make copies of the **Choral Reading** for each participant, and have them ready to hand out.

Discovering Christ-Like Character

Teacher's Guide

On Day 7 you need a piece of **cord, yarn, or ribbon** for each student(s) to put their keys on. Copy the page with the **second set of keys** to pass out for work On Your Own.

For Day 10, prepare your speech about the impact the **Joy Experiment** had on your life. Make copies of the **Speech Scoreboard** so you have one to mark for your student(s) as they give their speeches. Bring enough balloons (with a few extra) for your student(s) to have one. Bring **pieces of string or yarn** for them to tie on their balloons and bright markers for writing on them.

For Lesson 4, you will need a recording of the song, “How Should a King Come?” by Jimmy and Carol Owens if possible. You will find ordering information in the Bibliography in the Appendix.

Bulletin Board:

We suggest that you encourage your student(s) to participate in making the bulletin boards.

Use a blue background to represent the sky. Cut large balloons out of different colored pieces of paper, draw lines for writing on, and post them on the board. Put some balloons in a group and have some ‘floating’ away. Tape string to the end of each balloon. Draw all the strings together for the balloons in the group. At the end of the lesson in Day 3, Day 4, and Day 5, your student(s) will go to the bulletin board and write on balloons reasons for believers to have joy.

Write the following verse (or any verse you prefer) in large letters and post across the bottom of the bulletin board.

“Come, let us sing for joy to the LORD; let us shout aloud to the Rock of our salvation.” Psa. 95:1

KJV, “O come, let us sing unto the LORD: let us make a joyful noise to the rock of our salvation.” Psa. 95:1

Christ-Like Joy



Memory

As the Father has loved me, so have I loved you. Now remain in my love... I have told you this so that my joy may be in you and that your joy may be complete.

John 15:9, 11

Challenge

Day 1 Jesus, Man of Joy

When you think of Jesus, do you picture Him as someone who is full of joy?

People often think of Jesus as serious, reverent, and holy. He was all those things—but He was much more. Jesus was full of joy!

...God, your God, has set you (the Son) above your companions by anointing you with the oil of joy. Heb. 1:9b

KJV, ...God, even thy God, hath anointed thee with the oil of gladness above thy fellows. Heb. 1:9b

1. What does anoint mean? _____

2. Name one Bible character who was anointed.

3. The words "anointed with the oil of joy" are meant to give us a picture of Jesus being _____

_____.



Samuel

David

Teacher's Notes

Day 1

Introduce this lesson by showing a 3-4 minute clip from the DVD *Matthew*, "Jesus Heals a Paralytic" #18.

(Note: You'll read and discuss the Memory Challenge on Day 2.)

Read the introductory paragraphs and the verse from Hebrews to your student(s). (Note: This verse is a quote from Psalms 45:7.)

Work through questions 1-3 together in class time. If your student(s) doesn't know what anoint means, have them look it up in a Bible dictionary.

1. To apply oil to a person or thing, usually in order to dedicate them to God. (Note: "The oil symbolized the Holy Spirit.")

2. Aaron, Elisha, Saul, David, Solomon, etc.

3. Covered with joy.

Do the demonstration and discuss it with your student(s).

Demonstration:

Plan ahead with your student(s) and/or family members. Ask one to 'volunteer' to be anointed. (The volunteer will need an extra shirt or blouse to change into after the demonstration.) You should use water rather than oil for the demonstration. The important thing is to provide your student(s) a visual picture of the water flowing down from over the head to the shoulders. Ask your student(s) to think of the "oil" (water) as joy pouring down over Jesus.

Tell your student(s): "If you've always pictured Jesus as serious and maybe just a little boring, I hope this lesson will change that picture. You are about to discover that Jesus lived a life of joy like no one else has ever done."

*NIV Bible Dictionary

4. List at least four synonyms for joy.

5. In each of the following situations, make a picture in your head of Jesus speaking, walking, and smiling or laughing with JOY.

- Jesus attended a wedding with his disciples. While He was there He added to the celebration by turning water into a delicious wine. (John 2)
- Jesus used a playful nickname for His disciples John and James—He called them ‘Sons of Thunder.’ (Mark 3:17)
- Jesus compared Himself to a bridegroom, certainly a joyful person! (Matt. 9:15)

6. (a) Think of three more events in Jesus’ life in which you can picture Him overflowing with JOY. List those events here.

(b) Why do you think Jesus was joyful in those situations?

On Your Own: Use your concordance to find the biblical account of one of the events you listed. Read about it, then draw a picture of the event including as many details as possible. Write the Scripture reference on the bottom of your picture.



Teacher's Notes

4. Have your student(s) work Q. #4 on their own. As they finish their lists, ask them to go to the board and write the synonyms they chose.

Gladness, elation, ecstasy, exhilaration, delight, bliss, gaiety, mirth, merriment, festivity, glee, pleasure (others are possible).

5. Ask your student(s) to close their eyes as you read each description.

(Note: John the Baptist also referred to Jesus as the Bridegroom and spoke of the joy he (John) felt at being a friend of the Bridegroom. John 3:27-29)

Have your student(s) work Q. #6 on their own. When finished, ask them share their answers to (a). Write their answers on the board as they share. Encourage them to visualize Jesus’ joy during His actions.

Discuss their answers to (b).

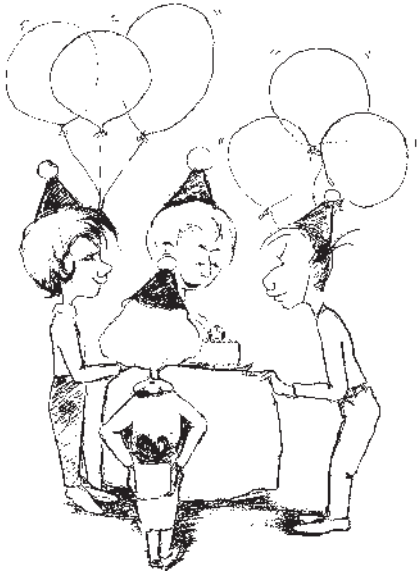
6. (a) Possible answers: His baptism by John; feeding the 4000 or the 5000; any healing; raising someone—the little girl or the widow’s son—from the dead. Whatever incident your student(s) choose, encourage them to visualize Jesus’ joy during His actions.

(b) Jesus’ great love for people caused Him to delight in serving, helping, healing, etc.

On Your Own: Read the assignment with your student(s). If there’s time, provide Bible concordance(s) and help in finding the events as needed. This is a good opportunity for your student(s) to practice using a concordance, but you may have to help them think of the key words.

Day 2

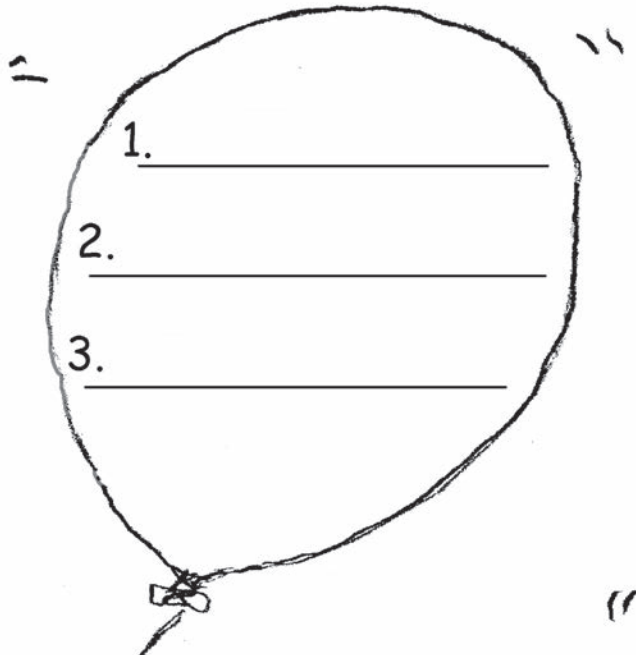
What Is Joy?



Charlie Brown once said, "Happiness is a warm puppy." Of course, Lucy didn't agree. To her happiness was a fistful of cold cash.

Just as different things mean happiness to different people, so different things give us joy.

1. List at least three things, events, or people that give you joy.



Teacher's Notes

Day 2

Review: Ask your student(s) to share the picture they drew and explain why they chose that particular event.

Ask: (a) What does anoint mean? *To apply oil to a person or thing, usually in order to dedicate them to God.*

(b) What was Jesus anointed with? *The oil of joy.*

Read the introductory paragraphs.

1. When your student(s) has written in the balloons, ask your student(s) to share their answers.

Read the transition paragraph together. Work Q. #2-3 together.

When we list things like these, we're talking about a kind of joy that comes from our circumstances—*circumstantial joy*. We all like that feeling of joy, but it does have a disadvantage.

2. What is the disadvantage of circumstantial joy?

There's a difference in *circumstantial joy*—the joy we feel when good things happen like getting an A on a test or winning the soccer championship—and *spiritual joy*, which is the kind of joy Jesus felt all the time.

3. What are the advantages of *spiritual joy*?

- (a) It doesn't depend on _____.
- (b) It lasts _____. (How long?)
- (c) It's a _____ of the Holy Spirit which we experience when we abide in Him. (See Gal. 5:22.)

"Spiritual joy means being glad about what you know is true."*

This is the kind of joy Jesus was talking to His disciples about. It's the kind of joy He wanted them to know. And it's the kind of joy He wants you to have!

4. Read the Memory Challenge.

As the Father has loved me, so have I loved you. Now remain in my love.... I have told you this so that my joy may be in you and that your joy may be complete.

John 15:9, 11

As the Father hath loved me, so have I loved you: continue ye in my love.... These things have I spoken unto you, that my joy might remain in you, and that your joy might be full.

John 15:9, 11 KJV

(a) Jesus wanted the disciples to have His _____.

Teacher's Notes

2. Joy we experience due to circumstances is fleeting—it lasts only a few hours or a few days. When the circumstances change, or the excitement wears off, circumstantial joy is gone.

3. (a) Any thing, person, or circumstance.

(b) Forever.

(c) Fruit.

Read the quotation in the box. Ask your student(s) to explain what it means.

Sample answer: It means that when we think about spiritual truths we believe—who God is, how much He loves us, that Jesus died for us, how much Jesus loves us, that we're totally accepted by God, that we have a home in Heaven, etc.—those truths give us joy.

Read the transition paragraph.

4. Read the Memory Challenge with your student(s). Have them work through Q. #4 on their own. When finished, check their answers in class time and discuss.

(a) Joy.

*Harris, Joanna, *Sunshine for a Cloudy Day*.

(b) How did Jesus love His disciples? In the same way that _____.

(c) How does Jesus love you? _____.

Reflections: Think about a time when you experienced real joy. Write a paragraph describing how you felt and the reasons why you felt that way.

Study your Memory Challenges. They are due on Day 6.

Day 3 Joy to the World

Joy to the world! The Lord is come;

Let earth receive her King;

Let ev'ry heart prepare him room,

And heav'n and nature sing...

Joy to the earth! The Savior reigns;

Let men their songs employ;

While fields and floods, rocks, hills, and plains

*Repeat the sounding joy...**

1. You've probably sung (or listened to) this old hymn hundreds of times in your lifetime. Today, let's study it like a poem.

(a) According to the author of this poem, why should the world feel joy? _____

(b) Why should the heavens and all of nature sing? _____

(c) What three names are given to Jesus in this poem? _____

Teacher's Notes

(b) God loves Him.

(c) In the same way that God loves Him.

Reflections: Read the assignment with your student(s). Remind them to study their Memory Challenges.

Sing a song of joy.

Day 3

Review: (a) What was Jesus anointed with?
The oil of joy.

(b) What is the difference in circumstantial joy and spiritual joy? *The first depends on what is happening at the time, and it is temporary. The second doesn't depend on any thing or any person, it is a fruit of the Holy Spirit, and it lasts forever.*

(c) Why does Jesus want you to have His joy?
Because He loves you in the same way as God the Father loves Him.

Ask a few of your student(s) to share their **Reflections** paragraph in class time.

Read the hymn to your student(s) with feeling.

Read Q. #1. Have your student(s) work Q. #1-2 on their own. When finished, go over the answers in class time.

1. (a) Because the Lord has come.

(b) Because the Savior reigns.

(c) Lord, King, Savior.

*Watts, Isacc. *Joy to the World! The Lord Is Come* (Psa. 98:4).

2. Yesterday you read, "Spiritual joy means being glad about what you know is true."

(a) Which of the truths in this poem make you glad?

(b) Explain why this truth makes you glad.



3. Reread John 15:11. When Jesus said, "I have told you this..." in John 15:11, He was referring to all the things He had said in verses 1-11. Read these verses and find four truths that give joy to anyone who believes in Jesus.

REASONS FOR JOY

Verse

_____ (a) I will _____ in you.

_____ (b) You will bear a lot of _____.

_____ (c) You will be given what you _____.

_____ (d) I _____ you in the same
way God the Father _____ me.

4. (a) What kind of joy did Jesus want His disciples to have?
_____ (See v. 11.)

(b) What do you think that means? _____

Teacher's Notes

2. Answers will vary. See sample answers below:

(a) The Savior reigns.

(b) I feel comforted and secure knowing Jesus is in charge of everything.

Read Q. #3 to your student(s). Ask your student(s) to read John 15:1-11 aloud, then have them do Q. #3-4 on their own. When they've finished, check and discuss in class time.

3. (a) Remain...v. 4 (KJV, Abide). (Note: Tell your student(s) that the moment they accept Christ's payment for their sins and trust in Him for their salvation, Jesus comes *to live in them* through the power of the Holy Spirit. In verse 4, Jesus is reminding us that once He comes to live in our hearts, He will never leave us.)

(b) Fruit...v. 5. (Note: Tell your student(s) that *fruit* here probably refers to the *fruit of the Spirit* listed in Gal. 5:22-23. However, *fruit* can also refer to the good deeds which flow naturally from the life of a believer who *remains* in fellowship with Christ through obedience moment-by-moment.)

(c) Ask for...v. 7. (Note: Remind your student(s) that this promise has the *qualification*—*you remain in me and my words remain in you*, ie. obedience and asking according to God's will. See the lesson on prayer in *Discovering Christ-Like Habits*.)

(d) Love...loves...v. 9.

4. (a) Complete...v. 11. (KJV, Full.) (Note: The Greek meaning of this word is *accomplished* or *abounding*.)

(b) *Complete* means lacking nothing. Jesus wanted His disciples to have such joy in Him that they would not wish for joy from other sources. (Note: According to the *Expositor's Bible Commentary*, "Jesus intended that the disciples' lives should be both spontaneous and happy rather than burdensome and boring.")

The more truth we learn about Jesus—who He is and what He's like—the more joy we'll have. I think Jesus was so full of joy that it "rubbed off" on the people around Him.

*"People liked being with Jesus;
(because) where he was, joy was."**

Reflections: Write your own poem—at least eight lines—about Jesus and joy. Your poem doesn't have to rhyme.

Teacher's Notes

Read the final paragraph and the quote. Ask your student(s) to share any new ideas about Jesus that they've gained in the past three days.

Sing "Joy to the World."

Reflections: Read the assignment with your student(s).



*Yancy, Philip, *The Jesus I Never Knew*

Day 4 What Do You Think About?

What's your JQ—your Joy Quotient? Can you take your eyes off your circumstances, whatever they are, to find spiritual joy?

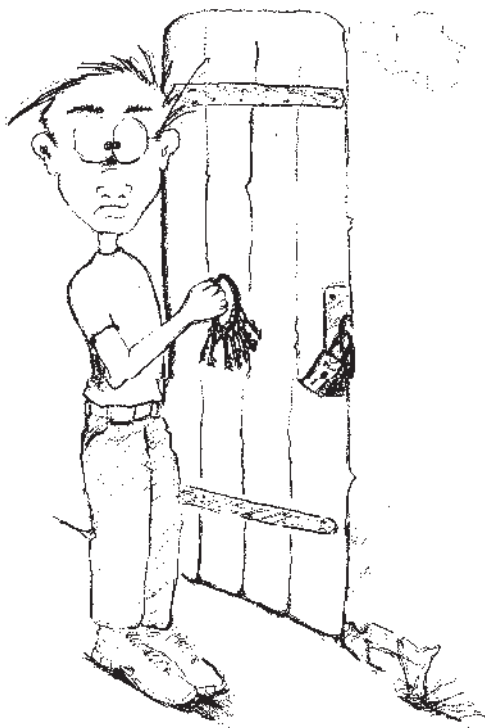
Jesus wanted His disciples to be full of His joy. That's also one of His goals for you! In John 17, Jesus prayed for His disciples, but He was praying for YOU at the same time. In John 17:20, He said, *"My prayer is not for them alone. I pray also for those who will believe in me through their message..."* John 17:20

Neither pray I for these alone, but for them also which shall believe on me through their word... John 17:20, KJV

1. Read John 15:9-11. What kind of joy does Jesus want you to have? _____

2. Read John 17:13, part of Jesus' prayer for you. Jesus wants you to experience the _____ of HIS joy! How much joy is that? _____

Certainly all of us would like to have the *full measure* of Jesus' joy. No one enjoys being grumpy or depressed—do we? How do we experience this joy? What's the secret that brings us the *complete* joy that Jesus prayed we would have?



I can't promise to give you the secret to joy, but I can share some KEYS that will help you unlock the joy the Holy Spirit has already stored in your heart.

Teacher's Notes

Day 4

Review: (a) What's the difference between circumstantial joy and spiritual joy?

Circumstantial joy comes from what happens; spiritual joy comes from Jesus.

(Note: Your student(s) may include the answer to (b) in their answer to (a). If they do, just move on to (c).)

(b) What are some advantages of spiritual joy?

It doesn't depend on people or things, it is eternal, and it is a gift from the Holy Spirit.

(c) People who believe in Jesus have many reasons for joy. Name some of those reasons.

Christ lives in us, we get to bear spiritual fruit, our prayers (in Jesus' will) will be answered, Jesus loves us!

(There are countless others.)

Read the introductory paragraphs and the verse.

Have your student(s) work Q. #1-2 on their own. When finished, go over their answers together in class time.

1. Complete joy.

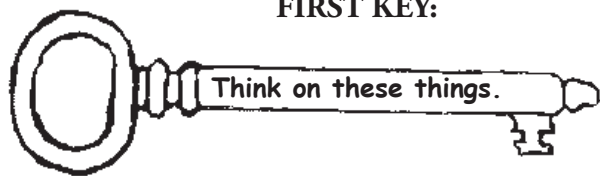
2. Full measure. It's joy to the top of the cup. (Other answers are acceptable.)

Demonstration: Show your student(s) a measuring cup (Use a two-cup measure if possible.). Set the cup on a plate (for easier clean-up). Open a bag of sugar or rice and pour into the cup until the cup runs over and there is sugar or rice in the plate. Tell your student(s): "This is how much joy Jesus wants you to experience—joy until you're full and running over."

Sing, "I've Got Joy Like A Fountain."

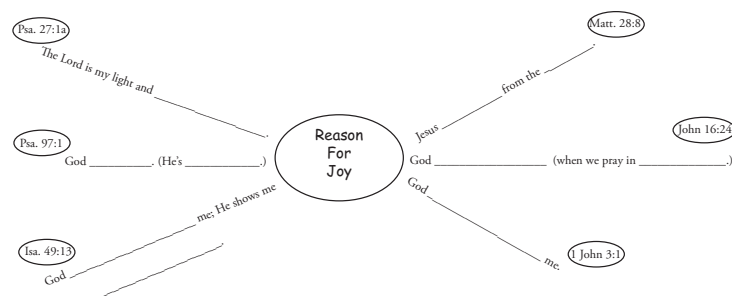
Read the two transition paragraphs to your student(s).

FIRST KEY:



The NASB translates Prov. 23:7 as, *For as he thinks within himself, so he is.* The KJV reads, *For as he thinketh in his heart, so is he.* According to this verse, what we think about has a lot to do with how we act and how we feel. Certainly, your joy will be affected by what you think about.

3. Read the following verses. List the thoughts that give you joy.



4. Which of these truths do you think about the most?

5. Which of these things gives you the most joy when you think about it? _____

If you were honest, you might admit that you seldom or never think about these wonderful truths. Let's try a **Joy Experiment**. During the next three days, spend as much time as possible thinking about any and all of these reasons for joy. Your teacher will assign you a partner in this class time; you should remind each other to think and talk about these things. At the end of the three days, evaluate your JQ (joy quotient).

On Your Own: To remind yourself to think about the spiritual truths in the First Key, get some notecards (or cut pieces of paper into notecard size) and write one spiritual truth on each card. (If there are other truths you would like to use—*God has forgiven my sins*, for example—write them on cards, too.) Tape these cards around your house, on your books, etc. Make a list telling how many cards you posted and where you put them. You should turn this list in tomorrow.

Remember, your Memory Challenges are due on Day 6.

Teacher's Notes

Read the **First Key** and the paragraph to your student(s). Have them look up the references in Q. #3 and fill in the chart on their own. Give help as needed.

When finished, go over the answers in class time. Have a poster board with the answers already written and show the answers one at a time as your student(s) shares the answers they wrote. Allow them variation in the wording. Take time to discuss each point.

3. CHART

Reference	Reason for Joy
Psa. 27:1	Salvation.
Psa. 97:1	Reigns (The Ruler of all).
Isa. 49:13	Comforts...compassion.
Matt. 28:8	Rose...dead (grave).
John 16:24	Answers prayer (... Jesus name.)
1 John 3:1	Loves.

4 & 5. Discuss these questions in class time.

Read the final paragraph to your student(s). Tell them that at the end of the three days they will write a paragraph to share how the Joy Experiment succeeded. Tell them that you will join in the experiment. They should feel free to remind you and to talk to you about these truths. Commit to them that you will also share with them how the experiment works in your own life.

(Note: A big part of being an excellent Bible teacher is your willingness to share your life with your student(s). They need to see a model of authentic Christianity. God will bless you for your willingness to be humble and open before your student(s).

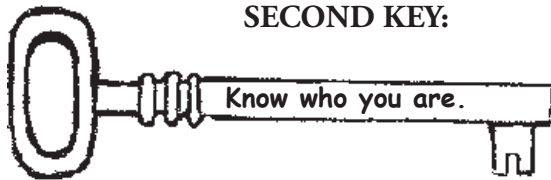
On Your Own: Read the directions to your student(s) and make sure they understand what they are supposed to do.

Remind your student(s) that their Memory Challenges are due on Day 6.

Day 5 Who Are You?

A favorite movie plot features a character who has lost all memory. Such a dilemma can spark a comedy or create strong suspense, as the main character desperately seeks to answer the question, "Who am I?"

While such memory loss rarely happens in real life, there is a sad ignorance among Christians as to who we really are.



In *Discovering Who I Am in Christ*, you studied your identity as a believer. When you remember who you are, who God has made you because of Jesus, that is a reason for joy!

1. Who are you? List at least five things that are true about the identity of everyone who believes in Jesus Christ.

2. How does knowing who you are in Christ give you joy?

Teacher's Notes

Day 5

Collect your student(s)' lists from their **On Your Own**.

Review: (a) What kind of joy does Jesus want you to have? *Complete; a full measure.*

(b) What is the first key to joy? *Think on these things.*

(c) Name something that gives you joy when you think about it.

Salvation. God reigns. (He's in control of the world). God gives comfort and shows compassion. Jesus rose from the dead (the resurrection). Answered prayer (when we pray in Jesus' name). God loves me. Others are also possible.

Read the introductory paragraphs to your student(s). Read the Second Key and the following paragraph.

Have your student(s) write their answer to Q. #1, then discuss the question as suggested below.

If your student(s) hasn't studied *Discovering Who I Am in Christ* (the second book in the *Discovering* series), you will need to help them some with this question. As your student(s) finishes their list, have them go to the board and write their lists there. (Note: In case you have not used *Discovering Who I Am in Christ*, we have included an extra lesson in the Appendix, so you can have your student(s) look up the Scriptures and find these truths for themselves if you wish. If you haven't used that book—the second one in the *Discovering* series, we strongly encourage you to request an examination copy. It is filled with life-changing truths for your student(s).

1. Possible answers: *An adopted child of God (a child of the King), a new creation, a brother/sister of Jesus, a citizen of Heaven, a royal priest, a sheep in His pasture, a branch of the vine, a saint, redeemed, washed, forgiven, precious in His sight, etc.*

When finished, ask if they have anything to add to the lists on the board. Write any additional answers from your student(s) or yourself on the board.

Have your student(s) write the answer to Q. #2 on their own. When finished, discuss their answers together in class time.

2. Sample answer: *When I remember that God has adopted me, I'm a part of His family, Jesus is my brother, etc., that makes me feel loved and protected—a reason for joy. Or... When I remember I'm a new creation—that all my old life is finished and I have a fresh start, that is cause for joy. Etc.*

Introduce the **WHO ARE YOU** game. The purpose of this game is to reinforce their memory of who they are in Christ.



WHO AM I?

On Your Own: Make at least five notecards listing different identities you have in Jesus. Post them around your home, your class room, etc. as you did the other cards. Spend time thinking about these things, too.

Study your Memory Challenges. They are due tomorrow.

Day 6 Who Do You Trust?

January 1994. What a week it was! On Sunday the guerrillas came onto our mission school base in South America and took two of our friends hostage. On Monday, we evacuated to a nearby town and moved into a borrowed apartment. We were keeping a 'low-profile' and being careful to use a different route each time we walked to the store, to our improvised school, or to visit a friend. On Thursday, my teenage daughter didn't return home on time! Panic! My heart was racing; my brain was whirling. All joy flew out the window.

The psalmist tells us, "... *our heart **rejoices** in Him, because we trust in His holy name.*" Ps. 33:21 (Bold added.)

*...our heart shall **rejoice** in him, because we have trusted in his holy name.* Ps. 33:21 KJV (Bold added.)

Teacher's Notes

WHO ARE YOU?—A GAME

(Consider this activity for your family time.) Leave the lists telling who we are in Christ on the board. Give each student(s) a paper with a list of who we are in Christ and the directions for the game which you have copied from the Appendix pages. **(You'll need to erase any answer on the board that's not on the paper.)** Read the directions for the game to the participants.

Directions: Do not start 'til I say "Go." In this game you will take turns being the Questioner and the Answerer. The Questioner will ask "Who are you?" The Answerer can give any **ONE answer** from the board, but no one can just keep saying the same answer over and over. As an Answerer, you must work your way through all the different possibilities in a random order. The Questioner will write the name of each person on the paper next to the answer that person gives. Then switch roles, so you both get a turn being the Questioner and the Answerer before you go on to the next person.

It's important NOT to allow anyone else to see your paper. There will be two winners. #1, the person who gets a name for each identity on the paper first; that will be the end of the game. #2, the person who has the most names on any one identity when the game ends. So, it's OK when someone gives you an answer where you already have a name; just add that person's name to that answer. When you get a name for all the identities on the paper, tell me and I'll stop the game.

Ask if there are any questions. When everyone is ready, say 'Go' and let the game begin. (Note: You will need to set a time limit. If no one has a completed paper by the end of the time, give a prize to the person who has the most answers filled in.)

Have prizes ready.

On Your Own: Remind your student(s) that their Memory Challenges are due tomorrow.

Sing a joyful song.

Day 6

Have your student(s) write or recite the Memory Challenge.

Review: Ask your student(s) to name one of their identities in Christ. See the answer to Q. #1, Day 5.

Give your student(s) the handout from the Appendix pages for Day 6. Tell them to write one of the "keys to joy" on each key. When finished, check their answers and allow them to correct as needed. Tell them that for **On Your Own** they should glue the keys on cardboard and cut them out. They should decorate their keys as they wish, and complete them by the next class time. (Note: Tomorrow you should give them a piece of cord or ribbon to use as a 'key chain,' so they can hang their keys somewhere in the class room (possibly on the back of their chairs).

Trust and fear are opposites. When we fear, there's no room left for trust—which leaves us without joy. We could write this as a formula.

Trials + Trust=Joy OR Trials–Trust=Fear

On that day in 1994, God began to calm my heart and reassure me that He was in charge—I could trust Him to watch over my daughter. Sure enough, five phone calls later I located her safely eating cookies at a friend's house.

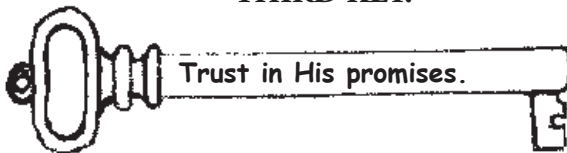


God is always there for us.
He helps us choose to trust
in His promises and live in
His joy.

*May the God of hope
fill you with all joy
and peace as you trust
in him... Rom.
15:13a*

*Now the God of
hope fill you with
all joy and peace in
believing... Rom.
15:13a KJV*

THIRD KEY:



1. Do you know what God has promised you? In the space below, write as many of God's promises to believers as you can think of in five minutes.

Teacher's Notes

Read the introductory paragraphs and the title of the third key.

1. Time your student(s) for five minutes as they write the answer to Q. #1. When finished, ask your student(s) to share the promises they wrote. Write these on the board as they share. They are going to look up several promises during class time today, so don't spend too much time on Q. #1.

2. Make a PROMISE POSTER. Look up the references and list the things God has promised from each verse. If you have time, illustrate your poster.

Isa. 43:2

Jn. 5:24

Luke 11:9

1 Cor. 10:13

Rom. 8:28

Prov. 3:5-6

Paul prayed for the Romans, *"May the God of hope fill you with all joy and peace as you trust in him...."* Rom. 15:13a. Please pray this same prayer for your partners in class time today.

Now the God of hope fill you with all joy and peace in believing...
Rom. 15:13a KJV

Reflections: 1. Choose one of the promises that you wrote on your poster today. Think about what that promise means to you. Write your thoughts.

2. Finish your keys.

3. Begin practicing for your field trip activity.



Teacher's Notes

2. Give your student(s) a piece of poster board and some bright markers. They should put the title on the poster, then list each reference and the key words in the promise(s) found in that verse.

Isa. 43:2--God will be with us.

Jn. 5:24--Eternal life.

Luke 11:9--Answered prayer.

1 Cor. 10:13--A way out of temptation.

Rom. 8:28--God works all things together for our good.

Prov. 3:5-6--He'll direct our paths.

When finished, have a representative from three of the groups show their posters and read the promises. Display all the posters in your class timeroom.

Read the last paragraph to your student(s) and spend some time praying.

Tell your student(s) about the field trip on Day 9. We suggest that you invite another home school family (or families) to participate in this activity with you. Show your student(s) or family members where you've posted the activity sign-up sheet. Explain that whatever they choose, they must practice and be well prepared. Allow them some time to read the sheets and sign up. Have copies of the Choral Reading ready to hand out to your readers who sign up for that activity. Tell your student(s) they can take part in the Choral Reading and one other activity if they wish.

Choose three readers (you may want to use family members) to read the short drama in tomorrow's lesson. Ask them to practice tonight so they can read it smoothly and with meaning.

Reflections: Read the Reflections assignment with your student(s).

Sing a song of joy.

Discovering Christ-Like Character

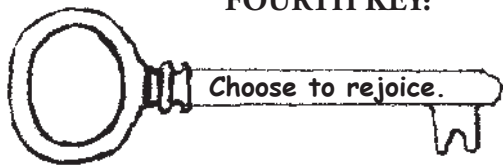
Teacher's Guide

Day 7 What Do You Choose?

Memory	<i>Rejoice in the Lord always. I will say it again: Rejoice! Phil. 4:4</i> <i>I will be glad and rejoice in you; I will sing praise to your name, O Most High. Psalms 9:2</i>	Challenge
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Joy is a gift. Joy is affected by what we think about and by the strength of our trust in God. But joy is also a command. Did you know you can choose to rejoice?

FOURTH KEY:



Narrator: Come! Jump in the time machine with me! We're traveling back to Rome. Back...back...back...to AD 59. Watch out! Oof! No...it's OK.; we're safely down.

Look around! This is Rome! Ah, (Softly.) See those two men just meeting up on the street? Let's see if we can get closer and eavesdrop on their conversation.

Antony: Hey there, Brutus. Come along with me. I'm on my way to hear a new teacher.

Brutus: Where does he teach, in the public square?

Antony: Well, no. Actually he teaches in a little house not too far from the market.

Brutus: From his house? This is a strange kind of teacher! Why from his house?

Antony: (Hesitates.) Well...well.... He's under arrest. He's not allowed to leave his house. He's chained to a Roman soldier day and night.

Brutus: OK. Just hold your chariot right there, Antony. I'm not interested in listening to a Roman prisoner. He'll probably spend half the time complaining about his living conditions and the other half begging for money or food.

Teacher's Notes

Day 7

Check to see if their 'keys.' Pass out the pieces of cord, yarn, or ribbon for the student(s) to hang the keys on. Tell them they'll add two more keys later.

Review: Have your student(s) name the three keys to joy we've discussed so far. *Think on these things. Know who you are in Christ. Trust in God's promises.*

Read the new Memory Challenges and ask the following questions.

(a) Which of these verses is a command?
Phil. 4:4.

(b) Why do you think Paul repeats the word rejoice? *Because he wants people to do it. Other answers are possible.*

(c) In the verse from Psalms, David says that he has made a choice—what has he chosen to do?
To be glad and rejoice—to sing praises to God.

Have your student(s) read the introductory paragraph and the Fourth Key to joy.

Have the three student(s) and/or family members you chose yesterday read the drama.

Antony: (Laughs.) No, no. Paul's no complainer. As a matter of fact, he's the most joy-filled man I've ever known.

Brutus: Joyful? Chained to a Roman soldier? What does he have to be joyful about?

Antony: That's what I'm trying to find out. That's why I listen to his teaching. I don't understand all of it yet, but it has something to do with a Jew called Jesus Christ.

Brutus: Under house arrest, chained to a Roman soldier, but full of joy? I think I wanna' see this for myself. Lead on, Antony.

Narrator: Wow! How could anyone live in such difficult circumstances and yet be full of joy? I'd like to know the answer to that question myself! OK, gang, back in the time machine. Sorry, but we've gotta' get back to school before the bell rings.



Paul wrote the book of Philippians while he was imprisoned, probably in Rome. Some fellow Christians found a little house where he was allowed to live, chained day and night to a Roman soldier. These were not circumstances to rejoice in.

Teacher's Notes

Read the transition paragraphs to your student(s).



Yet the book of Philippians is filled with joy. Paul used the word joy—or some form of it—at least 16 times in the four chapters!* I'm sure Paul did all the things you've been practicing as you've studied this chapter. But he also did one more thing. Let's read about it.

1. Read Phil. 2:17-18.

(a) Paul compared himself to a _____
used as a _____.

(b) In spite of his circumstances, Paul chose _____
_____.

(c) How did he want the Philippians to feel about his difficulties? _____

2. Read Phil. 3:1 and 4:4.

(a) What did Paul command the Philippians to do? _____
_____.

(b) In the four verses you've just read, how many times did Paul give the Philippians this command? _____

3. Jesus commanded His disciples to be joyful—even when things were difficult. Read Luke 6:22-23.

(a) List three unpleasant things that Jesus said might happen to His disciples because of their loyalty to Him.

(b) How did Jesus tell His disciples to act when these things happened? _____.

(c) It's not easy to rejoice when someone ignores you, insults you, or rejects you. It might be easier if we remember that Jesus said when we're mistreated FOR HIS SAKE, we will have _____.

*NIV Study Bible

Teacher's Notes

Have your student(s) work Q. #1-4 on their own. When finished, go over the answers in class time.

1. (a) *Drink offering...sacrifice. (KJV, Sacrifice.)*

(b) *To rejoice (joy).*

(c) *He wanted them to rejoice, too.*

2. (a) *Rejoice in the Lord.*

(b) *Four times.*

3. (a) *People might hate them, leave them out, insult them, (KJV, reproach) and reject them as evil.*

(b) *They should rejoice.*

(c) *A great reward in Heaven.*

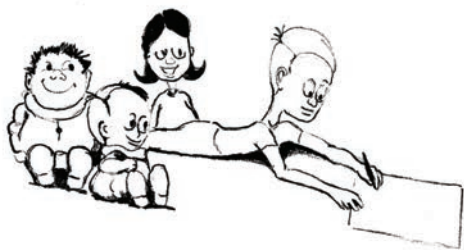
Peter wrote to the early Christians, *...rejoice that you participate in (share in) the sufferings of Christ, so that you may be overjoyed when his glory is revealed.* 1 Pet. 4:13

...rejoice, inasmuch as ye are partakers of Christ's sufferings; that, when his glory shall be revealed, ye may be glad also with exceeding joy. 1 Pet. 4:13 KJV

None of us *enjoy* suffering, but by the power of the Holy Spirit who lives in us, we can *choose to rejoice* during our difficult times.

The next time things get rough for you—whether it's a sprained ankle, a tired brain, or a broken heart—ask God to give you the grace and the strength to REJOICE IN THE LORD!

- On Your Own:** 1. Practice for your field trip activity.
2. Study your Memory Challenges. All the verses for this lesson are due on Day 10.
3. Write the third and fourth Keys to Joy on the keys your teacher gives you. Glue them and cut them out as you did the first two. Tomorrow, you can add them to the first two keys.



Day 8 Writing What You've Learned

Write an essay about your **Joy Experiment**—thinking on God's truths for the past three days. Use the following outline:

First paragraph: Tell about how much time you actually spent thinking on God's truths and which truths you thought about the most. (Include your identity in Christ.)

Second paragraph: Tell one or two general statements about how the past few days impacted you. Tell one or two specific incidents in which thinking on God's truths influenced you.

Third paragraph: Evaluate a change—or not—in your JQ.

Teacher's Notes

Read the last three paragraphs to your student(s). Sing the chorus "Rejoice in the Lord Always."

On Your Own: Remind your student(s) to practice for their field trip activity and study the Memory Challenges. Pass out copies of the next two keys from the Appendix pages. Tell your student(s) they should write the third and fourth Keys to Joy and glue and cut out as they did the first two.

Day 8

Check your student(s)' 'keys' and make sure they add them to the first two.

Review: (a) What is the Fourth Key to Joy? *Choose to rejoice.*

(b) Which one of Paul's letters is filled with joy, even though he was in prison when he wrote it?
Philippians.

(c) How did Jesus command His disciples to act when they were treated badly for His sake?
Rejoice (and leap for joy).

(d) What did Peter tell the early Christians to do about suffering? *Rejoice.*

Have your student(s) write an essay about their **Joy Experiment**—thinking on God's truths for the past three days. Before they begin writing, go over the outline and the Writing Scoreboard with them. Tell them this will be an important part of their grade for this lesson.

Ask your student(s) to finish their essay. They may spend any remaining time preparing for the field trip tomorrow.

First paragraph: Tell about how much time you actually spent thinking on God's truths and which truths you thought about the most.

Second paragraph: Tell one or two general statements about how the past few days impacted you. Tell one or two specific incidents in which thinking on God's truths influenced you.

Third paragraph: Evaluate a change—or not—in your JQ.

When your student(s) finishes the essay, they should practice for the field trip tomorrow. You will not collect the essay at this time, as they'll need their papers to write their speeches.



Writing Scoreboard

Content: Did you include all the information asked for? 40%

Organization: Did you follow the required order? 30%

Integrity: Was your evaluation honest? 10%

Vocabulary: Did you use clear and exact language? 10%

Grammar, spelling: 10%

On Your Own: Instead of taking a test for this lesson, you will be giving a speech that tells some of the things you learned about joy. Your speech should be based on the second and third paragraphs of your essay, so you may keep the essay until Day 10. However, you will have to turn it in before you make your speech. **YOU CANNOT JUST READ—or recite—YOUR ESSAY FOR YOUR SPEECH.** You should write a separate speech that is more casual than the essay and include other things you learned during this lesson. You should include at least one Scripture verse from the lesson and tell what it means to you.

Your speech should be at least two minutes long. You should write it, practice it, and time it.

You will be graded on content, not on eye-contact or gestures, but using these things will make your speech more interesting and effective.

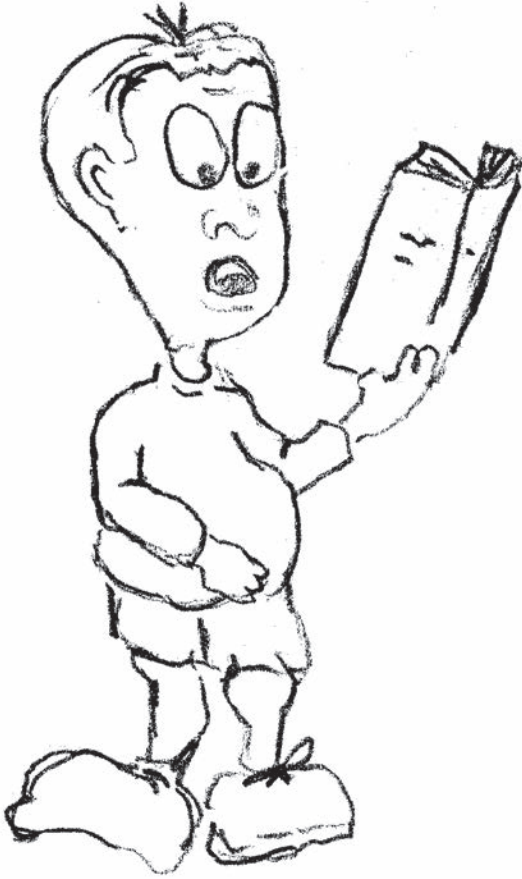
Teacher's Notes

On Your Own: Read the **On Your Own** assignment with your student(s). Go over the Speech Scoreboard in the **On Your Own** assignment for Day 9 with your student(s). Answer any questions.

Tell them they should begin working on their speeches tonight. Speeches will be due on Day 10 and you will collect their essays at the beginning of class time on that day. Stress that they cannot just read their essays for their speech!

Day 9 Share the Joy!

Go on a field trip to share the joy you have discovered in Christ.



On Your Own: Work on your speech. Use the Speech Scoreboard to help you prepare. Be sure to practice and time your speech. Study your Memory Challenges. All are due tomorrow.

Teacher's Notes

Day 9

Take your student(s) and other participants on a field trip. Go to a retirement home or other place where people are shut in. Sing songs of joy or read from Psalms of joy, etc.

Take some time to plan what you will share tomorrow about the impact the **Joy Experiment** (thinking on God's truths for three days) had on your life. (Remember, you told them you would do the experiment with them.)

Day 10

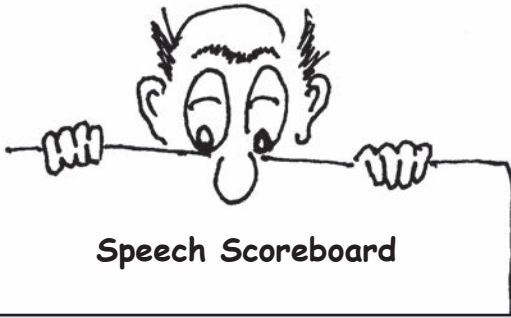
Compliment your student(s) on their sharing on the field trip. Allow them time to talk about their experiences on the trip. Collect the essay.

Have your student(s) write or recite all the Memory Challenge verses from this lesson. This will be a part of their "test" grade.

Have copies of the Speech Scoreboard for your student(s). As your student(s) gives the speech, use a copy of the Scoreboard to make notes and grade them on each point. Remember you are majoring on content, not style.

Don't grade on eye contact, gestures, etc., though you should compliment them on such things at the end of their speech.

When finished, give your student(s) the score sheet and their grade.



Was your speech well organized? (10 pts.)

Did you include one or two specific incidents telling how thinking about scriptural truth influenced you during the past few days? (30 pts.)

Did you include some other things you learned during this lesson? (10 pts.)

Did you tell how your JQ changed during this lesson? (15 pts.)

Did you include a Scripture verse? (10 pts.)

Was your explanation of what the verse means to you clear? (15 pts.)

Was your speech at least two minutes long? (10 pts.)

Teacher's Notes

When finished with the speech(es), you should share with your student(s) what impact the **Joy Experiment** had on your life.

Give each student(s) several light colored balloons and pieces of string or yarn. They should blow up the balloon and write their favorite reasons for joy on it with a felt marker. Be sure to participate with them and write several reasons for your joy.

Ask your student(s) to evaluate the importance of changing what they think about to spend more time thinking about God's Word, His promises to them, who they are in Christ, etc.

Ask if they have any suggestions for things that will help them change their patterns of thinking to include more of God's truths.

Celebrate joy! End the lesson by singing as many joyful songs as you have time for.

There is NO TEST for this lesson.

The combined grades on the essay, the speech, and the Memory Challenges will equal the "test" grade.

Day 10 Speech Day

Give your speech.

Discovering Christ-Like Character

Teacher's Guide

Introductory Lesson

NIV

Matt. 4:18 As Jesus was walking beside the Sea of Galilee, he saw two brothers, Simon called Peter and his brother Andrew. They were casting a net into the lake, for they were fishermen. Matt. 4:19 Come, follow me, Jesus said, and I will make you fishers of men. Matt. 4:20 At once they left their nets and followed him. Matt. 4:21 Going on from there, he saw two other brothers, James son of Zebedee and his brother John. They were in a boat with their father Zebedee, preparing their nets. Jesus called them, Matt. 4:22 and immediately they left the boat and their father and followed him.

Gal. 2:20 I have been crucified with Christ and I no longer live, but Christ lives in me. The life I live in the body, I live by faith in the Son of God, who loved me and gave himself for me.

Col. 1:27 To them God has chosen to make known among the Gentiles the glorious riches of this mystery, which is Christ in you, the hope of glory.

Rom. 8:29 For those God foreknew he also predestined to be conformed to the likeness of his Son, that he might be the firstborn among many brothers.

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

Lesson 1

Day 1

John 3:27-29 To this John replied, A man can receive only what is given him from heaven. John 3:28 You yourselves can testify that I said, I am not the Christ but am sent ahead of him. John 3:29 The bride belongs to the bridegroom. The friend who attends the bridegroom waits and listens for him, and is full of joy when he hears the bridegroom's voice. That joy is mine, and it is now complete.

Mark 3:17 James son of Zebedee and his brother John (to them he gave the name Boanerges, which means Sons of Thunder);

Matt. 9:15 Jesus answered, How can the guests of the bridegroom mourn while he is with them? The time will come when the bridegroom will be taken from them; then they will fast.

Day 2

Gal. 5:22 But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness,

Day 3

John 15:11 I have told you this so that my joy may be in you and that your joy may be complete.

John 15:1-10 I am the true vine, and my Father is the gardener. John 15:2 He cuts off every branch in me that bears no fruit, while every branch that does bear fruit he prunes so that it will be even more fruitful. John 15:3 You are already clean because of the word I have spoken to you. John 15:4 Remain in me, and I will remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me. John 15:5 I am the vine; you are the branches. If a man remains in me and I in him, he will bear much fruit; apart from me you can do nothing. John 15:6 If anyone does not remain in me, he is like a branch that is thrown away and withers; such branches are picked up, thrown into the fire and burned. John 15:7 If you remain in me and my words remain in you, ask whatever you wish, and it will be given you. John 15:8 This is to my Father's glory, that you bear much fruit, showing yourselves to be my disciples. John 15:9 As the Father has loved me, so have I loved you. Now remain in my love. John 15:10 If you obey my commands, you will remain in my love, just as I have obeyed my Father's commands and remain in his love.

Gal. 5:22-23 But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, Gal. 5:23 gentleness and self-control. Against such things there is no law.

Introductory Lesson

KJV

Matt. 4:18-22 And Jesus, walking by the sea of Galilee, saw two brethren, Simon called Peter, and Andrew his brother, casting a net into the sea: for they were fishers. Matt. 4:19 And he saith unto them, Follow me, and I will make you fishers of men. Matt. 4:20 And they straightway left their nets, and followed him. Matt. 4:21 And going on from thence, he saw other two brethren, James the son of Zebedee, and John his brother, in a ship with Zebedee their father, mending their nets; and he called them. Matt. 4:22 And they immediately left the ship and their father, and followed him.

Gal. 2:20 I am crucified with Christ: nevertheless I live; yet not I, but Christ liveth in me: and the life which I now live in the flesh I live by the faith of the Son of God, who loved me, and gave himself for me.

Col. 1:27 To whom God would make known what is the riches of the glory of this mystery among the Gentiles; which is Christ in you, the hope of glory:

Rom. 8:29 For whom he did foreknow, he also did predestinate to be conformed to the image of his Son, that he might be the firstborn among many brethren.

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

Lesson 1

Day 1

John 3:27-29 John answered and said, A man can receive nothing, except it be given him from heaven. John 3:28 Ye yourselves bear me witness, that I said, I am not the Christ, but that I am sent before him. John 3:29 He that hath the bride is the bridegroom: but the friend of the bridegroom, which standeth and heareth him, rejoiceth greatly because of the bridegroom's voice: this my joy therefore is fulfilled.

Mark 3:17 And James the son of Zebedee, and John the brother of James; and he surnamed them Boanerges, which is, The sons of thunder:

Matt. 9:15 And Jesus said unto them, Can the children of the bridechamber mourn, as long as the bridegroom is with them? but the days will come, when the bridegroom shall be taken from them, and then shall they fast.

Day 2

Gal. 5:22 But the fruit of the Spirit is love, joy, peace, longsuffering, gentleness, goodness, faith,

Day 3

John 15:11 These things have I spoken unto you, that my joy might remain in you, and that your joy might be full.

John 15:1-10 I am the true vine, and my Father is the husbandman. John 15:2 Every branch in me that beareth not fruit he taketh away: and every branch that beareth fruit, he purgeth it, that it may bring forth more fruit. John 15:3 Now ye are clean through the word which I have spoken unto you. John 15:4 Abide in me, and I in you. As the branch cannot bear fruit of itself, except it abide in the vine; no more can ye, except ye abide in me. John 15:5 I am the vine, ye are the branches: He that abideth in me, and I in him, the same bringeth forth much fruit: for without me ye can do nothing. John 15:6 If a man abide not in me, he is cast forth as a branch, and is withered; and men gather them, and cast them into the fire, and they are burned. John 15:7 If ye abide in me, and my words abide in you, ye shall ask what ye will, and it shall be done unto you. John 15:8 Herein is my Father glorified, that ye bear much fruit; so shall ye be my disciples. John 15:9 As the Father hath loved me, so have I loved you: continue ye in my love. John 15:10 If ye keep my commandments, ye shall abide in my love; even as I have kept my Father's commandments, and abide in his love.

Gal. 5:22-23 But the fruit of the Spirit is love, joy, peace, longsuffering, gentleness, goodness, faith, Gal. 5:23 Meekness, temperance: against such there is no law.

Discovering Christ-Like Character

Teacher's Guide

Day 4

John 17:13 I am coming to you now, but I say these things while I am still in the world, so that they may have the full measure of my joy within them.

Psa. 35:9 Then my soul will rejoice in the LORD and delight in his salvation.

Psa. 97:1 The LORD reigns, let the earth be glad; let the distant shores rejoice.

Is. 49:13 Shout for joy, O heavens; rejoice, O earth; burst into song, O mountains! For the LORD comforts his people and will have compassion on his afflicted ones.

Matt. 28:8 So the women hurried away from the tomb, afraid yet filled with joy, and ran to tell his disciples.

John 16:24 Until now you have not asked for anything in my name. Ask and you will receive, and your joy will be complete.

1 John 3:1 How great is the love the Father has lavished on us, that we should be called children of God! And that is what we are! The reason the world does not know us is that it did not know him.

Day 4

John 17:13 And now come I to thee; and these things I speak in the world, that they might have my joy fulfilled in themselves.

Psa. 35:9 And my soul shall be joyful in the LORD: it shall rejoice in his salvation.

Psa. 97:1 The LORD reigneth; let the earth rejoice; let the multitude of isles be glad thereof.

Is. 49:13 Sing, O heavens; and be joyful, O earth; and break forth into singing, O mountains: for the LORD hath comforted his people, and will have mercy upon his afflicted.

Matt. 28:8 And they departed quickly from the sepulchre with fear and great joy; and did run to bring his disciples word.

John 16:24 Hitherto have ye asked nothing in my name: ask, and ye shall receive, that your joy may be full.

1 John 3:1 Behold, what manner of love the Father hath bestowed upon us, that we should be called the sons of God: therefore the world knoweth us not, because it knew him not.

Day 6

POSTER

Is. 43:2 When you pass through the waters, I will be with you; and when you pass through the rivers, they will not sweep over you. When you walk through the fire, you will not be burned; the flames will not set you ablaze.

John 5:24 I tell you the truth, whoever hears my word and believes him who sent me has eternal life and will not be condemned; he has crossed over from death to life.

Luke 11:9 So I say to you: Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.

1 Cor. 10:13 No temptation has seized you except what is common to man. And God is faithful; he will not let you be tempted beyond what you can bear. But when you are tempted, he will also provide a way out so that you can stand up under it.

Rom. 8:28 And we know that in all things God works for the good of those who love him, who have been called according to his purpose.

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

Day 7

Phil. 2:17-18 But even if I am being poured out like a drink offering on the sacrifice and service coming from your faith, I am glad and rejoice with all of you. Phil. 2:18 So you too should be glad and rejoice with me.

Phil. 3:1 Finally, my brothers, rejoice in the Lord! It is no trouble for me to write the same things to you again, and it is a safeguard for you.

Phil. 4:4 Rejoice in the Lord always. I will say it again: Rejoice!

Luke 6:22-23 Blessed are you when men hate you, when they exclude you and insult you and reject your name as evil, because of the Son of Man. Luke 6:23 Rejoice in that day and leap for joy, because great is your reward in heaven. For that is how their fathers treated the prophets.

Day 6

POSTER

Is. 43:2 When thou passest through the waters, I will be with thee; and through the rivers, they shall not overflow thee: when thou walkest through the fire, thou shalt not be burned; neither shall the flame kindle upon thee.

John 5:24 Verily, verily, I say unto you, He that heareth my word, and believeth on him that sent me, hath everlasting life, and shall not come into condemnation; but is passed from death unto life.

Luke 11:9 And I say unto you, Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you.

1 Cor. 10:13 There hath no temptation taken you but such as is common to man: but God is faithful, who will not suffer you to be tempted above that ye are able; but will with the temptation also make a way to escape, that ye may be able to bear it.

Rom. 8:28 And we know that all things work together for good to them that love God, to them who are the called according to his purpose.

Prov. 3:5-6 Trust in the LORD with all thine heart; and lean not unto thine own understanding. Prov. 3:6 In all thy ways acknowledge him, and he shall direct thy paths.

Day 7

Phil. 2:17-18 Yea, and if I be offered upon the sacrifice and service of your faith, I joy, and rejoice with you all.

Phil. 2:18 For the same cause also do ye joy, and rejoice with me.

Phil. 3:1 Finally, my brethren, rejoice in the Lord. To write the same things to you, to me indeed is not grievous, but for you it is safe.

Phil. 4:4 Rejoice in the Lord alway: and again I say, Rejoice.

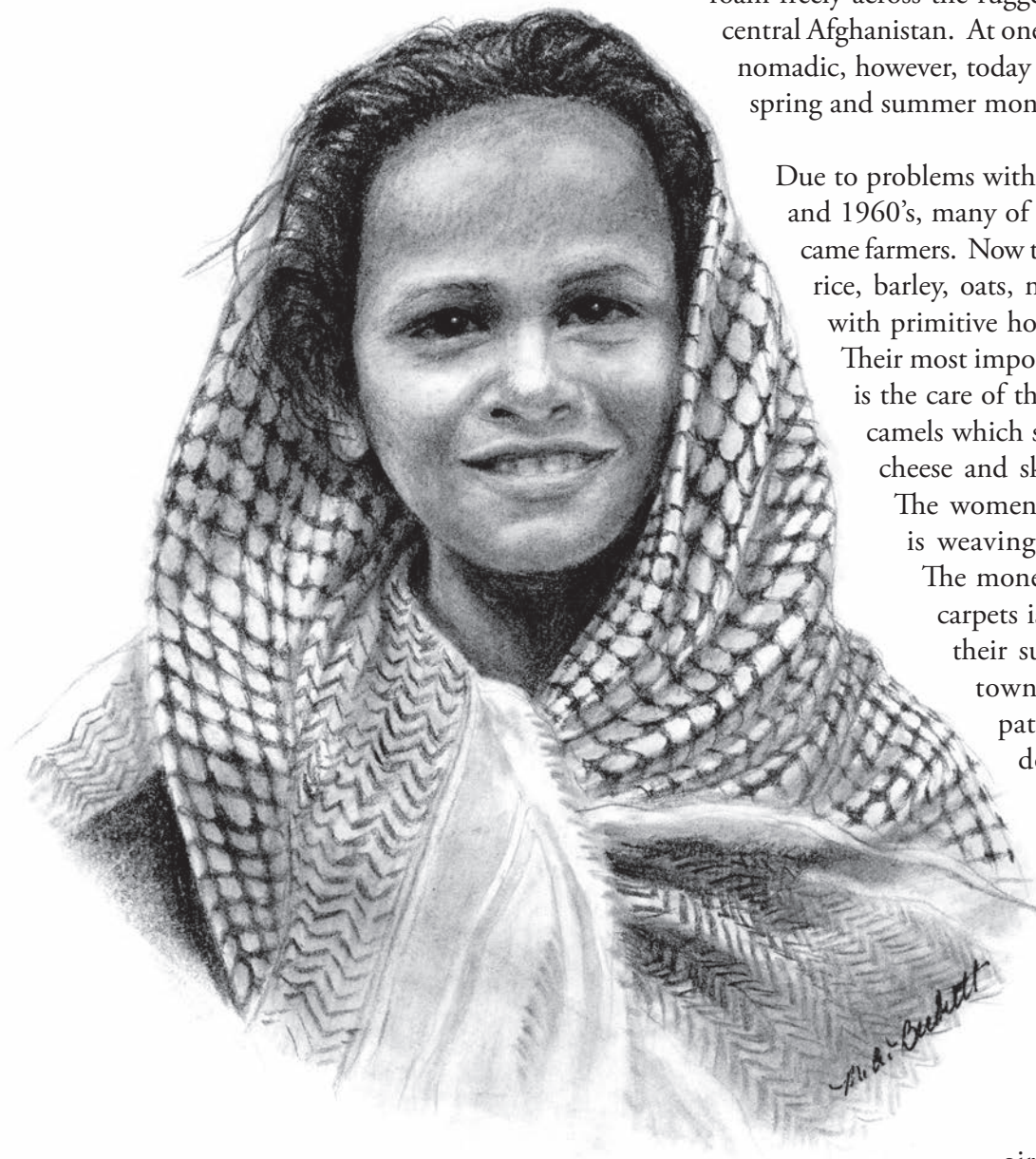
Luke 6:22-23 Blessed are ye, when men shall hate you, and when they shall separate you from their company, and shall reproach you, and cast out your name as evil, for the Son of man's sake. Luke 6:23 Rejoice ye in that day, and leap for joy: for, behold, your reward is great in heaven: for in the like manner did their fathers unto the prophets.

The Aimaq-Hazara People

The Aimaq-Hazara are a semi-nomadic people who roam freely across the rugged mountain ranges of central Afghanistan. At one time they were totally nomadic, however, today they travel only in the spring and summer months.

Due to problems with drought in the 1950's and 1960's, many of the Aimaq-Hazara became farmers. Now they raise wheat, grapes, rice, barley, oats, melons, and vegetables with primitive hoes and wooden plows. Their most important activity, however, is the care of their herds of sheep and camels which supply meat, milk, fat, cheese and skins for making tents. The women's primary occupation is weaving fine woolen carpets. The money they earn by selling carpets is an important part of their survival. Each tribe or town has its own unique pattern, which is passed down from mother to daughter.

To the Aimaq-Hazara, the nuclear family is the most important unit of society, with three generations often living in the same house. Once a young girl marries, she is considered part of her husband's immediate family.

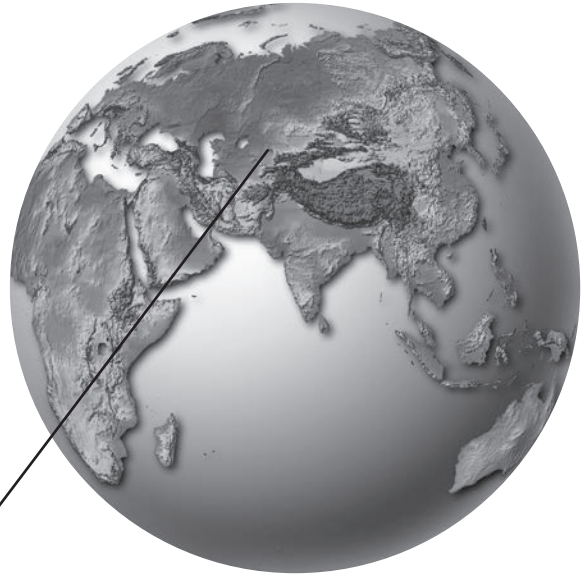


Today Afghanistan is one of the poorest countries in the world. Few people have safe drinking water, and fighting is still going on in some areas.

Discovering Christ-Like Character

Teacher's Guide

The Aimaq-Hazara are devout Muslims though they trace their spiritual lineage to Abraham. The remote location and wide dispersion of the Aimaq-Hazara have made them hard to reach with the Gospel. At the present time, there is no known Christian witness available to them.



Prayer Focus:

- *Ask God to raise up prayer teams to intercede for the Aimaq-Hazara people.*
- *Pray that God will bring linguists to translate the Bible into the Aimaq-Hazara language.*
- *Pray that Christian humanitarian aid workers and medical teams will have opportunities to work among the Aimaq-Hazara and share God's love with them in practical ways.*

This description is adapted for younger student(s) from the original text source: *Bethany World Prayer Center* © 1999. The map showing the general areas where the Aimaq-Hazara people live is from *Joshua Project/Adopt-A-People Clearinghouse* © 2003

Lesson 2 – Christ-Like Integrity

Introductory Notes

Lesson Goals:

In our modern times, integrity doesn't seem to be a common virtue. Though most people value it in others, few are willing to pay the price to live a life of integrity. Jesus was a man of integrity in the smallest matter. Our first goal for this lesson is that your student(s) will understand what integrity is, see Jesus' integrity, and desire to emulate it. The second goal is to provide your student(s) with principles from Scripture which will strengthen their inner character so that their integrity will not be a facade but will flow from the heart.

Looking Ahead:

Make copies of the **drama for Day 4** from the Appendix pages for each participant. You will need 3 or 4 participants.

You will need to write your personal **Reflections assignment** for Day 5.

On Day 7, bring to class time a **teaspoon and a shovel** to give your student(s) a real understanding of the quotation, "Temptation doesn't come by the shovelful, but by the teaspoonful."

Day 9 provides you an opportunity to present the **Gospel message**. Study this lesson in advance, so you'll be well prepared to share the Gospel with your student(s). For Day 11, you'll need a **globe** to demonstrate the distance between east and west. (Note: This is a simple demonstration, but your student(s) will always remember better something they've seen.) For Day 12, try to arrange for a **computer(s)** for writing their plays.

Bulletin Board:

Enlarge the picture of Mr. Integrity from Day 9. Add real cloth for his cape and boots. Post him in the center of the bulletin board. Give your student(s) colored notecards and ask them to print brief descriptions of Mr. Integrity to place around him, for example, 'He's honest.' 'He keeps his promises.' etc. Write the Memory Challenge from Day 1 in large letters and post it at the top center of the board. (Don't forget to take it down on the days your student(s) have to recite their Memory Challenges.)

Christ-Like Integrity

Lesson

2



Memory

Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much.

Luke 16:10

Challenge

Teacher's Notes

Day 1

Read the introductory story to your student(s).

Day 1 Jesus Showed Us Integrity

When we were in missionary training, we had very little money. One day while we were shopping in a discount store, my four-year-old daughter sat down in a toy chair to try it out. And just like Goldie Locks—she broke it! The tiny amount of money I had was dedicated to groceries. How I wanted to walk out of that store and pretend like nothing had happened! I argued with God that I needed all the money I had; I didn't want my children to go hungry. But the voice of the Holy Spirit was persistent. Finally, I carried the broken chair to the front of the store and told the clerk I would pay for my daughter's mishap.

"Oh," he answered. "It's not your daughter's fault. That chair was already broken."



What a relief! And what a lesson. If I had refused to listen to the Holy Spirit, I would have gone away with a stained conscience. Instead, God honored my obedience and taught me a valuable lesson about the importance of integrity.

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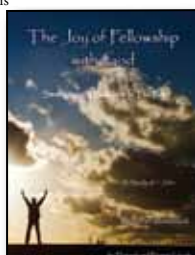
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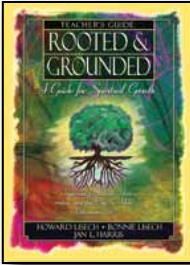
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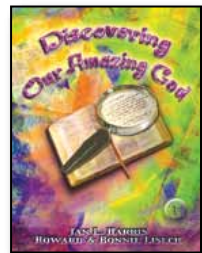
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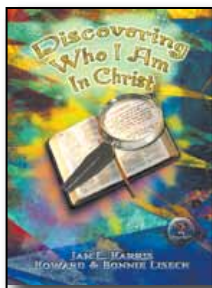
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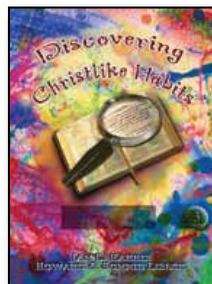
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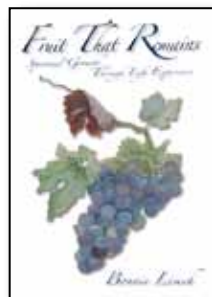
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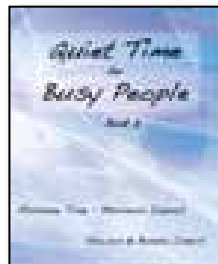
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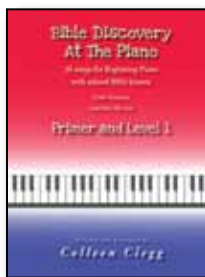
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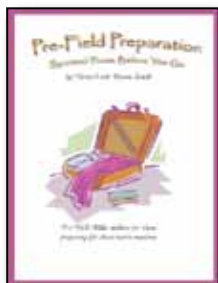
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Short-Term Missions Resources

Devotional Bible Study/Journals



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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,

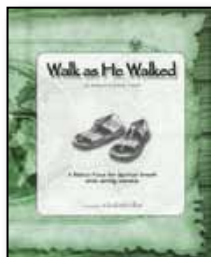
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WALK AS HE WALKED— ON-FIELD BOOK 1 OF 4

Howard & Bonnie Lisech,

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



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

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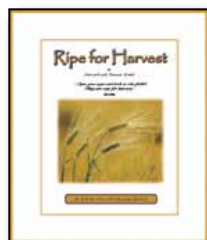
These spiritual journals and devotional Bible studies are endorsed by Don Richardson and are great for those who finish *Walk as He Walked*. These too, were designed for short-term missionaries and will add an important dimension to any STM trip experience. Topics are sequenced for the culture shock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

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

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

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Four Essential Reentry Resources

COMING HOME – REENTRY BOOK 1

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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.

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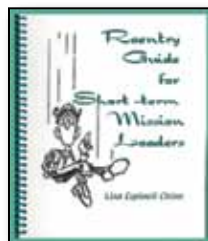
RETURNING HOME— REENTRY BOOK 3
Howard & Bonnie Lisech, Deeper Roots Publications

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

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Lisa Espinelli Chinn, Deeper Roots Publications

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



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3 books combined into ONE volume



WALK AS HE WALKED 3 PART COMBO BOOK #1
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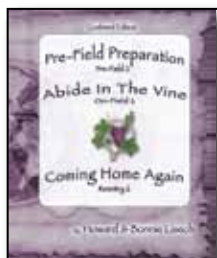
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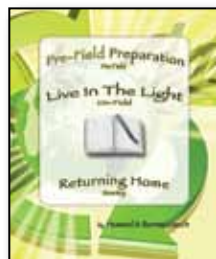
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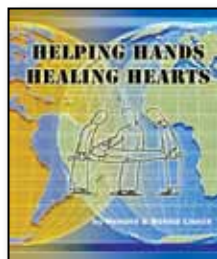
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