

Discovering A Christ-Like Character

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

Discovery Series—Book 4



Developed and Written

by

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Teacher's Guide
Christian School Edition

DISCOVERING A CHRIST-LIKE CHARACTER

(DISCOVERY SERIES-BOOK 4)

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

CHRISTIAN SCHOOL EDITION

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(Note: For your convenience, we have listed some of the Bible passages and verses that we have used in this curriculum. Many other verses are also studied.)

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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 discipled 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.

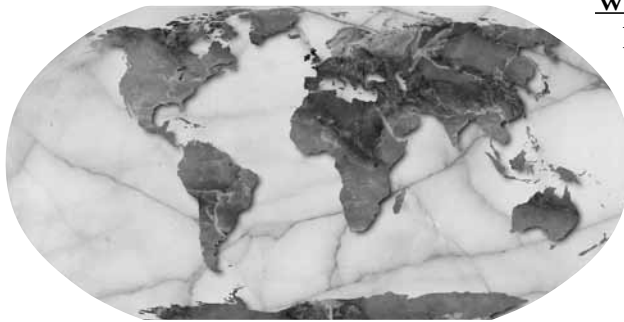
World Perspectives

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?

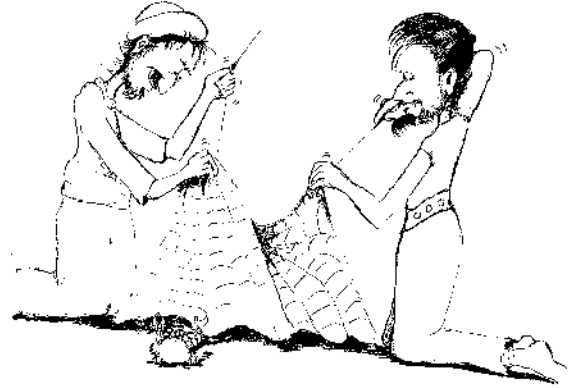
When we say unreached people, we're using the word "people" to represent a collection of individuals who are linked together by common language, culture, or ethnicity. "People" in this context does not refer to a plural form of person, but rather a group, a people.

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

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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.

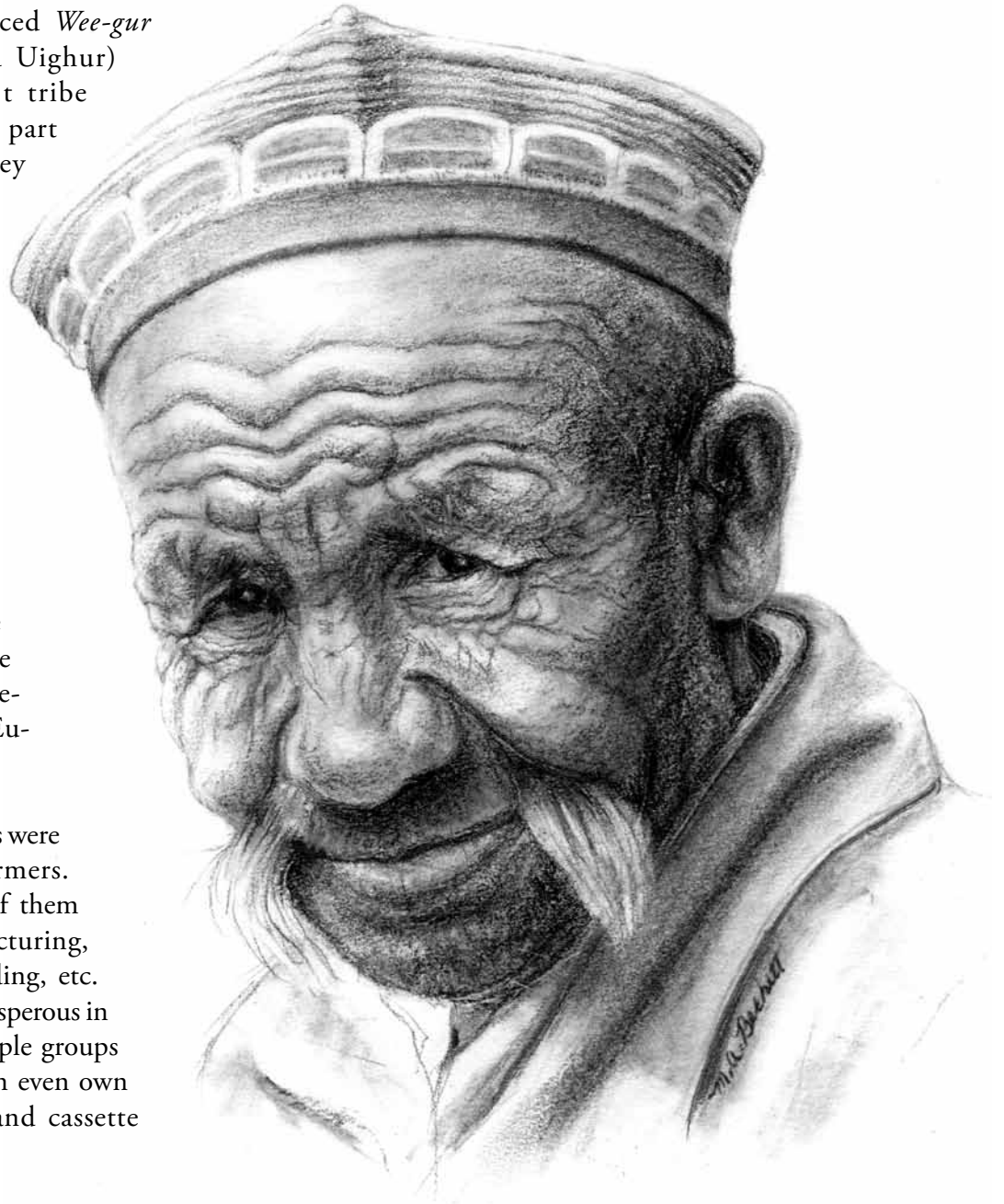
1	2	3	4	5	6 Test MC #1	7 Review MC #1
8 Review MC #1	9	10 Review MC #1	11	12	13 Review MC #1	14
15	16	17	18	19	20 Review MC #1	21
22	23	24	25	26	27 Review MC #1	28
29	30	31				

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.

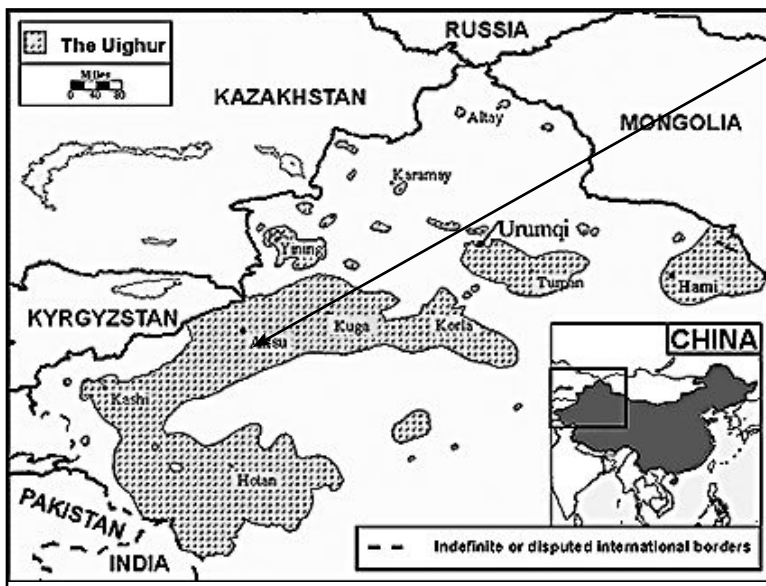
Over the past few years, the Chinese government has moved many Han Chinese into the Uyghurs' area. In that way, the Chinese are forcing the Uyghurs' self-governed villages to become communes. Though the Uyghurs want to remain self-governing, their thousand-year-old traditions are slowly disappearing.



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.

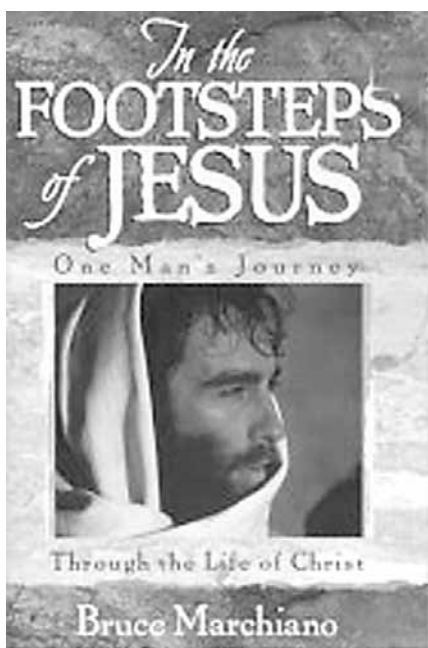
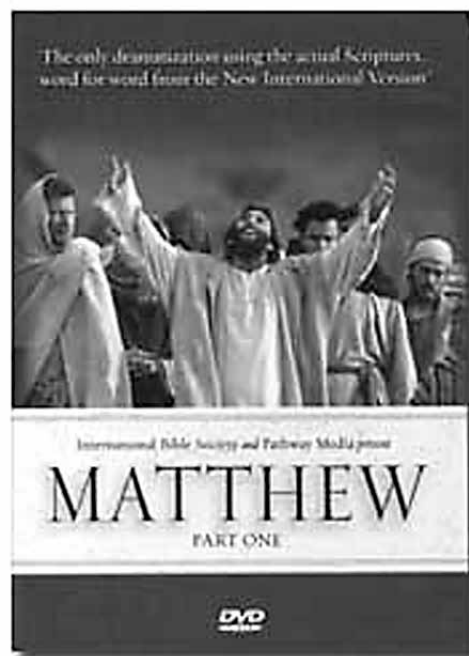
- *Pray that the doors of China will soon open to missionaries.*
- *Ask the Holy Spirit to soften the hearts of the Muslim Uyghurs towards Christians so they will be receptive to the Gospel.*
- *Ask the Lord of the harvest to send laborers into the fields of western China.*
- *Pray that the small number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

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 students, 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 students the clothing, buildings, occupations, environment, etc. that were a part of Jesus' life. It will increase your students' 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 www.DeeperRoots.com.



Optional resource for your school 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 classroom library, many of your students might enjoy it.

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.

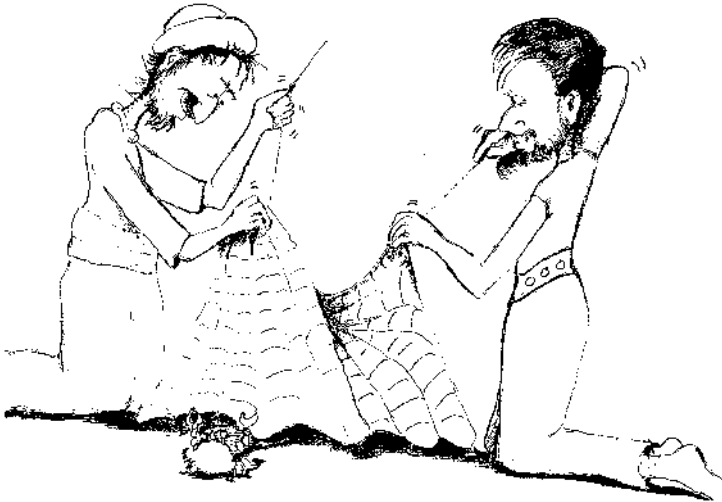
Introductory Lesson

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 classes on “Becoming a Leader.” On the other hand, no one teaches classes 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 homework. If you do that, you will need to be sure to go over those questions and the paragraphs in class on the following day.)

Read the first paragraph to your students. 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 students' concept of Jesus as a real person who lived in history.)

We've included references to the verses so your students will have them for help in answering the questions.

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 students. 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 students read them to the class.

Discuss Q. #7 together in class. Write a good definition for character on the board or overhead and have your students copy it in their workbooks.

7. (Note: Following is one definition. You, or your students, 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 students that these aren't physical qualities like being tall or blonde. These are internal qualities like honesty, loyalty, kindness, or optimism.

Have your students answer questions 8-10 on their own. When everyone has finished, discuss the questions in class.

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 students share their answers, write the correct ones on the board or overhead.)

10. Yes. Note: (Some of your students may answer this question 'no.' The important part is the discussion that follows. Agree with your students 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 students. Work through Q. #11 together in class. Have your students write in the answers as the class 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 students, “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 students. 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 students.

Have your students answer Q. #12 on their own. When everyone has finished, discuss their answers in class.

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 students have written the answers in their workbooks, show them the poster so they can check their work. Display the poster in your classroom so your students 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 students 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 students 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 students. 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 students 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. You will need to clear this trip with your principal and discuss it with other teachers whose classes might be affected. Make arrangements with the nursing or retirement home you plan to visit. Copy permission slips and arrange transportation. 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 the class. 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 one student who doesn't mind getting wet. Bring a **pitcher** to use for the water. Also for Day 1, you will need several **Bible concordances** for your students 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 students 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 each student. Prepare for the game, "Who Are You?", by copying the **directions and the game sheet** from the Appendix, one for each student.

For Day 6, **make copies of the keys** in the Appendix for each student. 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 up to seven groups. (You will be dividing your class into groups of three or four, so plan accordingly.) Make a copy of the **sign-up sheet** for the field trip activities and post it in your classroom. Make ten to fifteen copies of the **Choral Reading** to have ready

Discovering Christ-Like Character
Teacher's Guide

to hand out to the students who want to sign up for that activity. Have **permission slips** for the field trip ready to pass out.

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

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 each student as they give their speeches.

On Day 11, bring enough **balloons** (with a few extra) for each student 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:

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, choose different students to go to the bulletin board and write on a balloon a reason 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

Discovering Christ-Like Character
Teacher's Guide

Teacher's Notes

Christ-Like Joy

Lesson 1

Memory	<p><i>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.</i></p> <p>John 15:9, 11</p>	Challenge
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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 students. (Note: This verse is a quote from Psalms 45:7.)

Work through questions 1-3 together in class. If no one knows what anoint means, have someone 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 the class.

Demonstration:

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

Tell your students: "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.

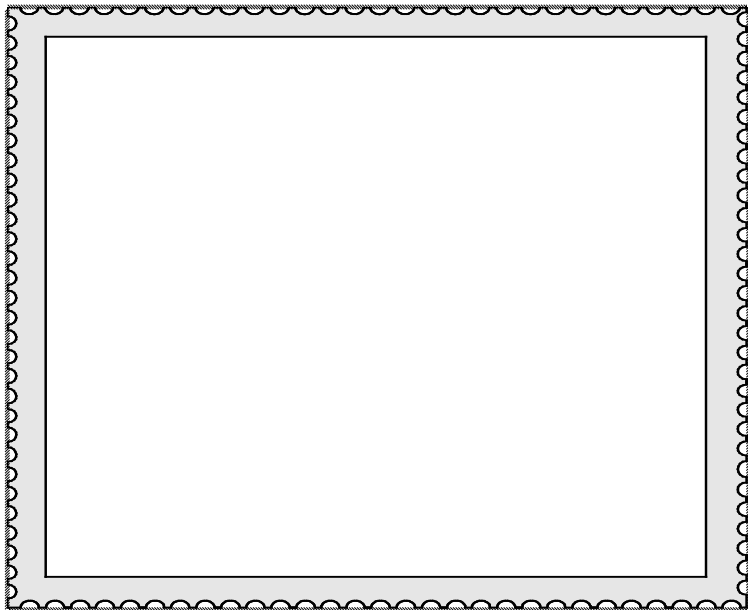
5. In each of the following situations, make a picture in your head of Jesus speaking, walking, and smiling or laughing with JOY.

- 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?

Homework: 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 students work Q. #4 on their own. As they finish their lists, ask some of them to go to the board and write two of the synonyms they chose.

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

5. Ask your students 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 students work Q. #6 on their own. When everyone has finished, have them share their answers to (a). Write their answers on the board or overhead as they share. Encourage them to visualize Jesus’ joy during His actions.

Discuss their answers to (b).

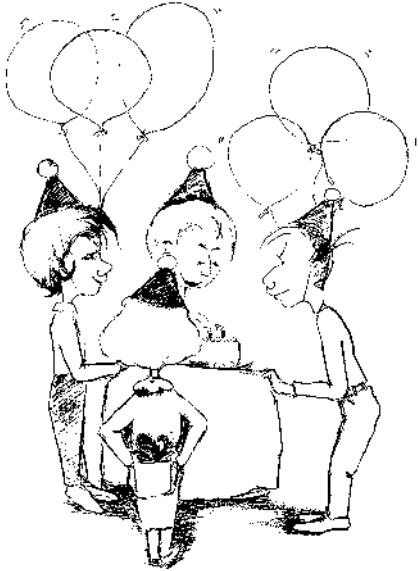
6. (a) Possible answers: His baptism by John; feeding the 4000 or the 5000; any healing; raising someone—the little girl or the widow’s son—from the dead. Whatever incident your students choose, encourage them to visualize Jesus’ joy during His actions.

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

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

Day 2

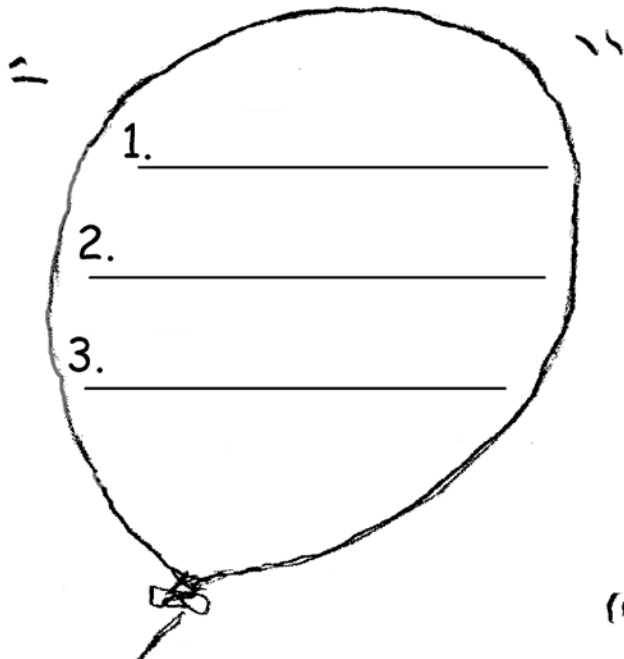
What Is Joy?



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 several of your students to share the picture they drew and explain why they chose that particular event. (Allow ten to fifteen minutes for this sharing.)

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 everyone has written in the balloon, ask some of your students to share their answers.

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

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

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 some of your students 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 students. Have them work through Q. #4 on their own. When everyone has finished, check their answers in class 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?

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

Teacher's Notes

(b) God loves Him.

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

Reflections: Read the assignment with your students. 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 students to share their Reflections paragraph in class.

Read the hymn to your students with feeling.

Read Q. #1. Have your students work Q. #1-2 on their own. When everyone has finished, go over the answers in class.

1. (a) Because the Lord has come.

(b) Because the Savior reigns.

(c) Lord, King, Savior.

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 students. Choose some students to read John 15:1-11 aloud, then have your students do Q. #3-4 on their own. When they've finished, check and discuss in class.

3. (a) Remain...v. 4 (KJV, Abide). (Note: Tell your students 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 students 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 students 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 students 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 students.

*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?

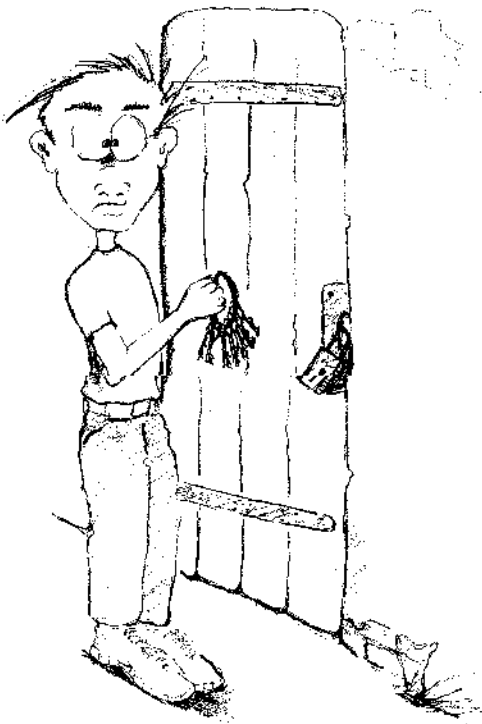
Jesus wanted His disciples to be full of His joy. That's also one of His goals for you! In John 17, Jesus prayed for His disciples, but He was praying for YOU at the same time. In John 17:20, He said, "My prayer is not for them alone. I pray also for those who will believe in me through their message..." 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 students 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 students work Q. #1-2 on their own. When everyone has finished, go over their answers together in class.

1. Complete joy.

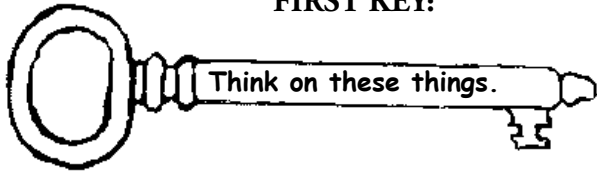
2. Full measure. It's joy to the top of the cup. (Other answers are acceptable.)

Demonstration: Show your students 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 students: "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."

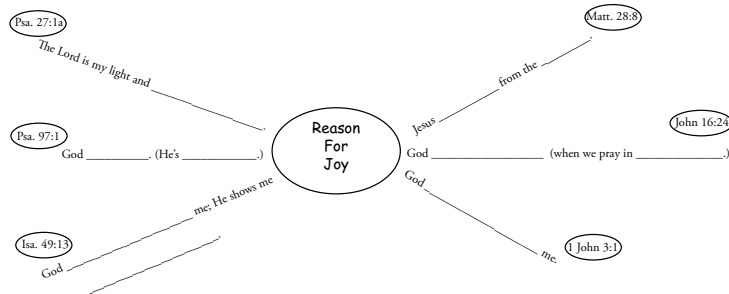
Read the two transition paragraphs to your students.

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; you should remind each other to think and talk about these things. At the end of the three days, evaluate your JQ (joy quotient).

Homework: 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, in your locker, 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 students. Have them look up the references in Q. #3 and fill in the chart on their own. (If you enjoy having your students work in groups, you could divide them into pairs for this task.) Give help as needed.

When everyone has finished, go over the answers in class. Have an overhead or a poster board with the answers already written and show the answers one at a time as your students share 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.

Read the final paragraph to your students. 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 students. They need to see a model of authentic Christianity in the classroom. God will bless you for your willingness to be humble and open before your students.)

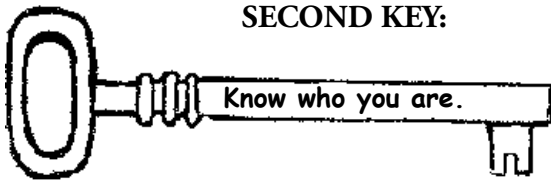
Homework: Read the directions to your students and make sure they understand what they are supposed to do. Based on your knowledge of your class, assign them partners they will feel comfortable to share with.

Remind your students 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 students' lists from their homework.

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 students. Read the Second Key and the following paragraph.

Have your students write their answer to Q. #1, then discuss the question as suggested below.

If your students haven'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 students finish their lists, have some of 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 students 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 students.)

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 everyone has finished, ask if anyone has anything to add to the lists on the board. Write any additional answers from your students or yourself on the board.

Have your students write the answer to Q. #2 on their own. When everyone has finished, discuss their answers together in class.

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?

Homework: Make at least five notecards listing different identities you have in Jesus. Post them around your room, your locker, 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." Psalms 33:21 (Bold added.)

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

Teacher's Notes

WHO ARE YOU?--A GAME

Leave the lists telling who we are in Christ on the board or overhead. Give each student 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 or overhead that's not on the paper.) Read the directions for the game to your students.

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 or overhead, 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 four prizes ready in case of a tie.

Homework: Remind your students that their Memory Challenges are due tomorrow.

Sing a joyful song.

Day 6

Have your students write or recite the Memory Challenge.

Review: Ask different students to name one of their identities in Christ. See the answer to Q. #1, Day 5.

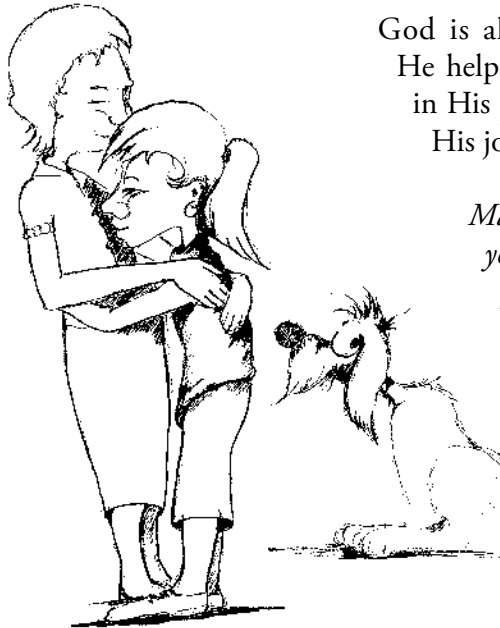
Give your students the handout from the Appendix pages for Day 6. Tell them to write one of the "keys to joy" on each key. When everyone has finished, check their answers and allow them to correct as needed. Tell them that for homework they should glue the keys on cardboard and cut them out. They should decorate their keys as they wish, and bring them back to class tomorrow. (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 classroom (possibly on the back of their chairs).

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

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.

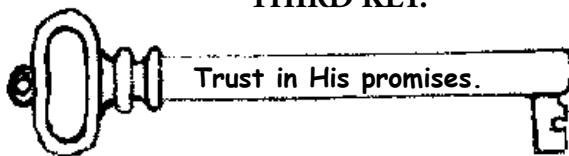


God is always there for us.
He helps us choose to trust
in His promises and live in
His joy.

*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

1. Time your students for five minutes as they write the answer to Q. #1. When everyone has finished, ask a few students to share one promise they wrote. Write these on the board or overhead as they share. They are going to look up several promises during class today, so don't spend too much time on Q. #1.

2. Divide your students into groups of three or four. Give each

2. Your teacher will divide you into groups to work on a PROMISE POSTER. Look up the references for your group and list the things God has promised from each verse. If you have time, illustrate your poster.

<u>Group I</u>	<u>Group II</u>	<u>Group III</u>	<u>Group IV</u>
Isa. 43:2	Jn. 14:1-2	Rom. 8:28	1 Jn. 3:1
Jn. 5:24	Psa. 34:18	Jn. 3:16	Prov. 8:17b
Luke 11:9	Rom. 8:28	1 Cor. 10:13	Jn. 14:14
Heb. 2:18	Deut. 31:8	Josh. 1:5b	1 Jn. 2:25
<u>Group V</u>	<u>Group VI</u>	<u>Group VII</u>	
Mark 11:24	Jn. 3:14-15	Heb. 13:5b	
Deut. 4:29	Prov. 8:17b	2 Tim. 2:13	
Heb. 2:18	Jn. 14:13	Rom. 8:38-39	
Prov. 3:5-6	1 Jn. 1:9	Deut. 4:29	

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 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.



THESE ARE THE BEST OF THE BEST

Teacher's Notes

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

Group I

Isa. 43:2--God will be with us.
Jn. 5:24--Eternal life.
Luke 11:9--Answered prayer.
Heb. 2:18--Help during temptation.

Group II

Jn. 14:1-2--A place in Heaven.
Psa. 34:18--His nearness in trials.
Rom. 8:28--God works all things together for our good.
Deut. 31:8--God will be with us; He won't forsake us.

Group III

Rom. 8:28--God works all things together for our good.
Jn. 3:16--Eternal life.
1 Cor. 10:13--A way out of temptation.
Josh. 1:5b--God will be with us; He won't forsake us.

Group IV

1 Jn. 3:1--We are His children.
Prov. 8:17b--If we seek Him, we'll find Him.
Jn. 14:14--Answered prayer.
1 Jn. 2:25--Eternal life.

Group V

Mark 11:24--Answered prayer.
Deut. 4:29--If we seek Him, we'll find Him.
Heb. 2:18--Help during temptation.
Prov. 3:5-6--He'll direct our paths.

Group VI

Jn. 3:14-15--Eternal life.
Prov. 8:17b--If we seek Him, we'll find Him.
Jn. 14:13--Answered prayer.
1 Jn. 1:9--Forgiveness when we confess.

Group VII

Heb. 13:5b--He'll never forsake us.
2 Tim. 2:13--He's always faithful.
Rom. 8:38-39--Nothing can separate us from Christ's love.
Deut. 4:29--If we seek Him, we'll find Him.

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

Read the last paragraph to your students and spend some time praying.

Tell your students about the field trip on Day 9. Show your students where you've posted the 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 the students who sign up for that activity. Tell your students they can take part in the Choral Reading and one other activity if they wish. Pass out the permission slips for the field trip. Ask your students to get them signed and return them tomorrow.

Choose three students 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 students.

Sing a song of joy.

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 6

Group I

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.

Heb. 2:18 Because he himself suffered when he was tempted, he is able to help those who are being tempted.

Group II

John 14:1-2 Do not let your hearts be troubled. Trust in God; trust also in me. John 14:2 In my Father's house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for you.

Psa. 34:18 The LORD is close to the brokenhearted and saves those who are crushed in spirit.

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.

Deut. 31:8 The LORD himself goes before you and will be with you; he will never leave you nor forsake you. Do not be afraid; do not be discouraged.

Group III

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.

John 3:16 For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.

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.

Josh. 1:5 No one will be able to stand up against you all the days of your life. As I was with Moses, so I will be with you; I will never leave you nor forsake you.

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

Group I

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.

Heb. 2:18 For in that he himself hath suffered being tempted, he is able to succour them that are tempted.

Group II

John 14:1-2 Let not your heart be troubled: ye believe in God, believe also in me. John 14:2 In my Father's house are many mansions: if it were not so, I would have told you. I go to prepare a place for you.

Psa. 34:18 The LORD is nigh unto them that are of a broken heart; and saveth such as be of a contrite spirit.

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.

Deut. 31:8 And the LORD, he it is that doth go before thee; he will be with thee, he will not fail thee, neither forsake thee: fear not, neither be dismayed.

Group III

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.

John 3:16 For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.

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.

Josh. 1:5 There shall not any man be able to stand before thee all the days of thy life: as I was with Moses, so I will be with thee: I will not fail thee, nor forsake thee.

Discovering Christ-Like Character

Teacher's Guide

Group IV

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.

Prov. 8:17 I love those who love me, and those who seek me find me.

John 14:14 You may ask me for anything in my name, and I will do it.

1 John 2:25 And this is what he promised us even eternal life.

Group V

Mark 11:24 Therefore I tell you, whatever you ask for in prayer, believe that you have received it, and it will be yours.

Deut. 4:29 But if from there you seek the LORD your God, you will find him if you look for him with all your heart and with all your soul.

Heb. 2:18 Because he himself suffered when he was tempted, he is able to help those who are being tempted.

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.

Group VI

John 3:14-15 Just as Moses lifted up the snake in the desert, so the Son of Man must be lifted up, John 3:15 that everyone who believes in him may have eternal life.

Prov. 8:17 I love those who love me, and those who seek me find me.

John 14:13 And I will do whatever you ask in my name, so that the Son may bring glory to the Father.

1 John 1:9 If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness.

Group VII

Heb. 13:5 Keep your lives free from the love of money and be content with what you have, because God has said, Never will I leave you; never will I forsake you.

2 Tim. 2:13 if we are faithless, he will remain faithful, for he cannot disown himself.

Rom. 8:38-39 For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, Rom. 8:39 neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.

Deut. 4:29 But if from there you seek the LORD your God, you will find him if you look for him with all your heart and with all your soul.

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.

Group IV

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.

Prov. 8:17 I love them that love me; and those that seek me early shall find me.

John 14:14 If ye shall ask any thing in my name, I will do it.

1 John 2:25 And this is the promise that he hath promised us, even eternal life.

Group V

Mark 11:24 Therefore I say unto you, What things soever ye desire, when ye pray, believe that ye receive them, and ye shall have them.

Deut. 4:29 But if from thence thou shalt seek the LORD thy God, thou shalt find him, if thou seek him with all thy heart and with all thy soul.

Heb. 2:18 For in that he himself hath suffered being tempted, he is able to succour them that are tempted.

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.

Group VI

John 3:14-15 And as Moses lifted up the serpent in the wilderness, even so must the Son of man be lifted up: John 3:15 That whosoever believeth in him should not perish, but have eternal life.

Prov. 8:17 I love them that love me; and those that seek me early shall find me.

John 14:13 And whatsoever ye shall ask in my name, that will I do, that the Father may be glorified in the Son.

1 John 1:9 If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness.

Group VII

Heb. 13:5 Let your conversation be without covetousness; and be content with such things as ye have: for he hath said, I will never leave thee, nor forsake thee.

2 Tim. 2:13 If we believe not, yet he abideth faithful: he cannot deny himself.

Rom. 8:38-39 For I am persuaded, that neither death, nor life, nor angels, nor principalities, nor powers, nor things present, nor things to come, Rom. 8:39 Nor height, nor depth, nor any other creature, shall be able to separate us from the love of God, which is in Christ Jesus our Lord.

Deut. 4:29 But if from thence thou shalt seek the LORD thy God, thou shalt find him, if thou seek him with all thy heart and with all thy soul.

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 always: 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.

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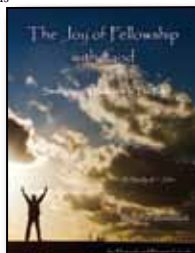
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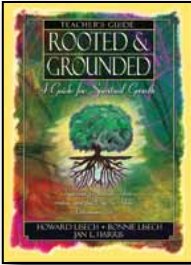
Correctly understanding these truths will revolutionize a believers' life as he or she learns how to deal with the sin that constantly drags a believer down and discourages. Confession is the key to restoring our right relationship with HIM on a moment-by-moment basis! This teacher's guide has wonderful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



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ROOTED & GROUNDED, A Guide for Spiritual Growth
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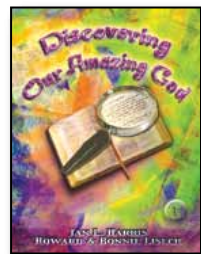
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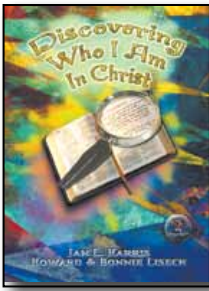
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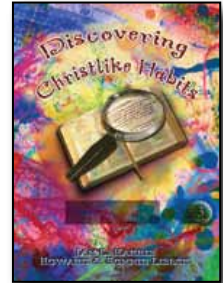
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ENCOURAGEMENT FOR HOME SCHOOL MOMS HARD COPY
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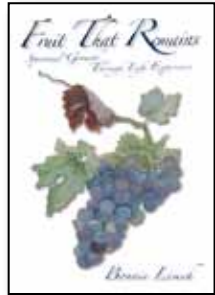
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Bonnie says, “My goals are to challenge women to grow in their faith and to see them enjoy God’s sovereignty, love, and power in all circumstances of life.”

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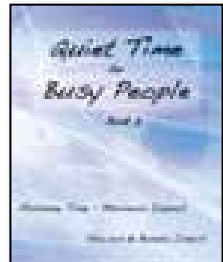


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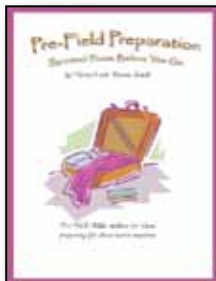
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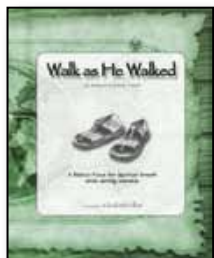
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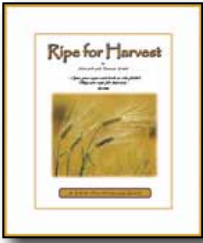
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These spiritual journals and devotional Bible studies are endorsed by Don Richardson and are great for those who finish *Walk as He Walked*. These too, were designed for short-term missionaries and will add an important dimension to any STM trip experience. 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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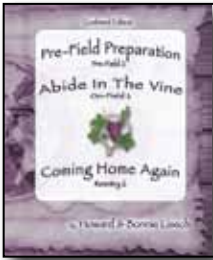
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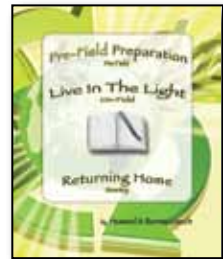
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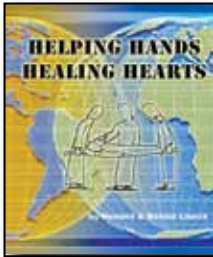
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HELPING HANDS–HEALING HEARTS– BOOK 1, BOOK 2, BOOK 3

For Medical Teams

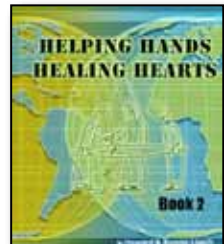
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