

— WINNING —  
**THE RACE**

## **Winning the Race - Teacher's Manual**

First Edition by Cherie Noel

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[positiveaction.org](http://positiveaction.org)

### **Fourth Edition, 2020**

First Printing

Printed in the United States of America

Print ISBN: 978-1-59557-343-8

Digital ISBN: 978-1-59557-344-5

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Published by



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# Introduction

As a capstone to an elementary Bible curriculum, these lessons encourage students to review essential New Testament doctrines and discuss how God strengthened various biblical figures to run their race.

## **Unit 1: Preparation (Ls. 1–3)**

A call to study God’s Word with humility and determination

## **Unit 2: Inner Strength (Ls. 4–8)**

An exploration of attitudes that reflect a confidence in God

## **Unit 3: The Path (Ls. 9–14)**

A survey of positive steps to follow God

## **Unit 4: Weights and Distractions (Ls. 15–21)**

A warning against desires and influences that distract us from God

## **Unit 5: The Goal (Ls. 22–28)**

A review of Christ’s teaching and ministry

## **Unit 6: The Prize (Ls. 29–35)**

An introduction to eschatology in the Book of Revelation

## Lesson Components

### **Content Objectives**

These summarize the primary biblical doctrines or points supported by the lesson.

### **Learning Objectives**

These are expected student outcomes. By the end of the lesson, students should be able to recall, explain, or discuss these points. Most of these objectives will be assessed in the lesson’s quiz.

### **Vocabulary**

On the first page of each lesson—in both the Teacher’s Manual and Student Manual—is a list of new vocabulary terms. Students may first encounter these words in the Student Manual or in Scripture. Occasionally, the word may only appear in the Teacher’s Manual Session Notes.

### **Session Notes**

Each weekly lesson includes three sessions (A, B, and C). The Session Notes suggest ways to explain, discuss, and illustrate the lesson content. The notes generally follow a three-part sequence:

- **Introduction** – Preview foundational ideas and terms.
- **Student Exercises** – Give students time to read Scripture and answer questions from the Student Manual.
- **Development** – Review the exercises and explore the topics further.

You will probably not use all of the suggested discussion questions or activities. Most sessions should last only a single class period, but you may choose to spend more time developing and discussing the material. You may also want to give your students more time to complete the Winning Your Race sections in the Student Manual.

## **Target Truths**

At the end of each session is a short devotional takeaway. You may choose to develop this thought throughout the session or simply offer it as a concluding point.

## **Character Trait Activities**

Excluding Lessons 34 and 35, each lesson includes at least one activity designed to help students practice a character trait relevant to the lesson topic. Most of these activities require little preparation, but you may choose to expand on the core ideas. These can greatly expand the social or kinesthetic dimensions of your lesson.

## **Student Manual Facsimiles**

You can find these pages at the end of each lesson in this Teacher's Manual. The facsimiles are near-exact copies of the pages in the Student Manual with suggested answers. In places where students might record different terms from different Bible translations, you will find multiple answers separated by forward slashes (/).

## **Quizzes**

Except for Lesson 35, each lesson includes a ten-point quiz. These assess the students' grasp of the Learning and Content Objectives.

Students can study for these quizzes solely by reviewing the Student Manual exercises. The quizzes do not assess material discussed exclusively in the Teacher's Manual.

# Optional Components

## **Music Curriculum**

Near the back of this Teacher's Manual, beginning on page 350, are the lyrics for nine classic hymns and one Christmas carol. You may wish to read the explanatory notes to introduce one song for each month of the school year.

- It Is Well with My Soul
- What Wondrous Love
- To Be a Pilgrim
- Now Thank We All Our God
- The Church's One Foundation
- O the Deep Deep Love of Jesus
- There Is a Fountain
- All Creatures of Our God and King
- O For a Thousand Tongues to Sing
- O Little Town of Bethlehem

Students can find the lyrics beginning on page 174 of the Student Manual.

## Scripture Memory

Each lesson includes a passage of Scripture that reinforces the topics of this study. Consider introducing the passage at the beginning of the week and then review the passage each day. At the end of the week, students could write the passage on the back of their weekly quiz, or you could ask parents and guardians to sign a sheet when their child recites the passage correctly at home.

A list of passages is also included on the last page of the Student Manual, along with signature blanks for a parent or guardian.

<i>Lesson 1</i>	Psalm 119:9–10	<i>Lesson 19</i>	James 1:6
<i>Lesson 2</i>	Psalm 119:11–12	<i>Lesson 20</i>	James 1:7–8
<i>Lesson 3</i>	<b>Review Psalm 119:9–12</b>	<i>Lesson 21</i>	<b>Review James 1:6–8</b>
<i>Lesson 4</i>	Galatians 5:16	<i>Lesson 22</i>	Philippians 2:5–6
<i>Lesson 5</i>	Galatians 5:17	<i>Lesson 23</i>	Philippians 2:7–8
<i>Lesson 6</i>	<b>Review Galatians 5:16–17</b>	<i>Lesson 24</i>	<b>Review Philippians 2:5–8</b>
<i>Lesson 7</i>	Galatians 5:22–23	<i>Lesson 25</i>	Philippians 2:9
<i>Lesson 8</i>	<b>Review Galatians 5:16–17, 22–23</b>	<i>Lesson 26</i>	Philippians 2:10
<i>Lesson 9</i>	Proverbs 3:1–2	<i>Lesson 27</i>	Philippians 2:11
<i>Lesson 10</i>	Proverbs 3:3–4	<i>Lesson 28</i>	<b>Review Philippians 2:9–11</b>
<i>Lesson 11</i>	<b>Review Proverbs 3:1–4</b>	<i>Lesson 29</i>	1 Thessalonians 4:13
<i>Lesson 12</i>	Proverbs 3:5–6	<i>Lesson 30</i>	1 Thessalonians 4:14
<i>Lesson 13</i>	Proverbs 3:7–8	<i>Lesson 31</i>	1 Thessalonians 4:15
<i>Lesson 14</i>	<b>Review Proverbs 3:5–8</b>	<i>Lesson 32</i>	<b>Review 1 Thessalonians 4:13–15</b>
<i>Lesson 15</i>	James 1:2–3	<i>Lesson 33</i>	1 Thessalonians 4:16
<i>Lesson 16</i>	James 1:4	<i>Lesson 34</i>	1 Thessalonians 4:17–18
<i>Lesson 17</i>	James 1:5	<i>Lesson 35</i>	<b>Review 1 Thessalonians 4:16–18</b>
<i>Lesson 18</i>	<b>Review James 1:2–5</b>		

## Extra Resources

You can purchase a packet of downloadable resources from the *Winning the Race* product page at [positiveaction.org](http://positiveaction.org).

### **Answer Slides (PDF)**

These presentations allow you to review the Student Manual exercises question by question, with answers appearing as you progress.

### **Editable Quizzes (DOC)**

Edit and print your own versions of the quizzes in this Teacher's Manual.

### **Piano Accompaniments (MP3)**

Sing along to these piano arrangements of hymns in the music curriculum.

### **Image Pack (PNG)**

Copy and print over 50 illustrations from this study—for use in handouts, bulletin boards, and presentations.

## K4–6 Curriculum Sequence

### **K4 Exploring God's Love**

Students find countless examples of God's love—from Creation through the life and ministry of Christ.

### **K5 Learning About God**

Students learn basic truths about God's character by studying the lives of major figures throughout Scripture.

### **1st Grade Enjoying God's Gifts**

Students explore God's grace, as revealed in Creation, various Old Testament figures, and the work of Christ.

### **2nd Grade Finding God's Promises**

By following the life of Moses, students see God's compassion, holiness, and faithfulness.

### **3rd Grade Growing with God**

Students examine the tools that God used to sustain and grow figures like Abraham, Jacob, Joseph, and Daniel.

### **4th Grade Building Life Castles**

Starting with the life of Christ and continuing with the journeys of Paul, students discover the impact of the gospel.

### **5th Grade Possessing the Land**

Students survey the structure, themes, and figures of the Old Testament, noting especially God's sovereign care.

### **6th Grade Winning the Race**

Students review doctrines from all of Scripture, with special emphasis on life principles from the New Testament.

# Suggested Weekly Schedules

## Five-Day Option

<b>Day 1</b>	Session A
<b>Day 2</b>	Session B
<b>Day 3</b>	Session C Winning the Race Section
<b>Day 4</b>	Character Trait Activity
<b>Day 5</b>	Review and Quiz

## Four-Day Option

<b>Day 1</b>	Session A
<b>Day 2</b>	Session B
<b>Day 3</b>	Session C Winning the Race Section
<b>Day 4</b>	Review and Quiz Character Trait Activity

## Three-Day Option

<b>Day 1</b>	Session A
<b>Day 2</b>	Session B
<b>Day 3</b>	Session C Review and Quiz Assign Winning the Race Section as Homework

## Feedback

As a non-profit publishing ministry, we consider teachers our co-laborers in the faith. Each curriculum remains a work in progress, and the people who teach these studies have a great impact on the scope and format of every new edition. If you have any comments, questions, or concerns, please don't hesitate to contact us—we'd love to hear from you.

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## A Final Word

We pray that this study will help you and your students know God's glory, grow in that knowledge, and share it with others. To benefit the most from this study, consider the following:

- Spend time each day in the Word. Use the material in this study to guide your devotional reading so that you can present God's truth and love from the heart. Spend time marking and adjusting the session notes to suit your students' needs.
- Pray for your students, and ask God to grow you.
- Be vulnerable to your students, expressing questions and confidence in equal measure. Encourage them to explore Scripture with you.
- Be the love and truth that you want to see from your students.
- Depend on God's strength and grace, even in your weakness.

## LESSON 1

# The Word of God

Scripture Memory – Psalm 119:9–10

## For the Teacher

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This lesson introduces some of the themes of the study and gives you the chance to explain the gospel. The earliest exercises can help students become comfortable looking up verses and answering basic questions from the text.

## Content Objectives

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- 1-A** The Bible includes many kinds of books written down over a long period.
- 1-B** The books of the Bible support a unified message from God.
- 1-C** Scripture helps us learn about the living Word, Jesus.

## Learning Objectives

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Students should be able to . . .

- Distinguish the Old and New Testaments
- Navigate books of the Bible by reference
- Recognize several different genres of writing in Scripture
- Answer questions from short passages of Scripture
- Affirm the centrality of Jesus to Scripture

## Vocabulary

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- **Prophet** – Someone who shares a spiritual message
- **Scripture** – Sacred writings; another name for the Bible
- **Testament** – A promise or record; the name for the two major divisions of books in the Bible
- **Gospel** – “Good news” or teaching about Jesus
- **Epistle** – A letter; one of the 21 letters in the New Testament
- **Tabernacle** – In Scripture, a tent compound where God showed His presence to Israel
- **Atonement** – When something wrong is erased or canceled

# Session 1-A Overview of the Bible

**Illustrate:** What is the difference between a sprint race and a marathon?

- In a marathon, people will run over 26 miles. Sprints may cover just a few hundred yards.
- People have to prepare in different ways for these two races. Sprints need speed, but marathons need grit and endurance.
- If you imagined your entire life as a race, would you call it a sprint or a marathon?

## Verse Look-Up

Ask volunteers to look up and read the following passages. As needed, explain how to locate book, chapter, and verse.

- **Hebrews 12:1–2** – The Christian life is a race to become more like Jesus. To follow Him, we must get rid of things that distract us.
- **1 Corinthians 9:25** – God will reward those who follow Him. Mature Christians will give up things that keep them from serving others well.

**Explain:** This year, our Bible curriculum is called *Winning the Race*. As we study through Scripture, we will look for ideas and principles to guide our walk with God. Most of these lessons focus on principles from the New Testament.

Each week, you'll work through exercises in the Student Manual, and we'll review and discuss the big ideas as a group.

- Each lesson is divided into A, B, and C sections.
- You should be able to answer most questions by looking up a passage or by thinking through it. Some questions will ask you to think about parts of your life. Sometimes there's no right or wrong answer—so just try to answer the questions carefully and honestly.

- If you find words you don't already know, check the Vocabulary section at the beginning of the lesson—or ask for help. Some passages in Scripture are difficult to read, so we'll try to read through many together.

**Prompt:** Complete the exercises in section 1-A of your Student Manual. You'll need to use the table of contents in your Bible.

Consider reviewing answers to the exercises immediately after students finish.

**Discuss:** What is the difference between the Old and New Testaments?

- The *Old Testament* includes the promises that God gave to His people, the Israelites. These books were written before the time of Jesus, mostly in the Hebrew language.
- The *New Testament* tells us about what Jesus said and did—and how we can be more like Him. These books were first written in Greek.

## Testament

A promise or record; the name for the two major divisions of books in the Bible

## Forms of Scripture

The second paragraph of this lesson (SM p. 5) lists six types of Scripture. Consider asking volunteers to look up the following passages and state the kind of Scripture they find there.

- **1 Kings 2:10–12** – History / Story
- **Psalms 96:1–3** – Poetry / Songs
- **Matthew 5:1–3** – Sermon
- **Matthew 13:3–8** – Story / Parable
- **Philemon 1:21** – Letter / Epistle
- **Revelation 22:7** – Prophecy

## Target Truth

The Bible is a library of books that teaches us about God.

# Session 1-B One Author, One Message

Before asking students to complete this section, consider reading the introduction and answering the first two questions from 2 Peter 1:19–21 as a group (SM p. 7).

**Prompt:** Complete the exercises in section 1-B of your Student Manual.

**Discuss:** How did you describe the Bible in one sentence (SM p. 7)? Now that you've completed these exercises, would you change your answer?

Consider reviewing answers in the table at the bottom of page 7 in the Student Manual. As needed, review the following definitions.

## **Tabernacle**

In Scripture, a tent compound where God showed His presence to Israel

## **Atonement**

When something wrong is erased or canceled

**Explain:** In the Old Testament, we read that God chose the people of Israel to be special and different from every other nation on Earth.

- They would be *His* people, and He promised to guide and protect them. He promised them that as long as they obeyed Him and worshiped Him, He would bless them.
- To show their devotion or commitment to God, they had to follow strict rules and rituals. They needed to offer animal sacrifices.

**Discuss:** But Christians today don't follow all of those rituals. Why?

**Explain:** All the rituals of the Old Testament pointed to the coming of Jesus.

- Jesus is God, and He came to Earth to save us from our sins. Every person ever born has sinned. Sin keeps us from knowing and enjoying God.

- But Jesus did nothing wrong. He helped people and taught them about God. He faced many difficult times, but He always did exactly the right thing.
- Jesus could therefore take all the punishment for our sins on Himself. He didn't deserve it, but He chose to face God's judgment in our place.
- So He died for our sins while nailed to a wooden cross. He endured a horrible death, and He was buried in a tomb.
- But after that, on the third day, He rose up out of the tomb, fully alive. He had complete power over sin and death. He spoke with His friends again, taught them a few more things, and then ascended into heaven.
- And now, if we accept Jesus' sacrifice—if we trust Him to be our Lord and Savior, if we ask Him to forgive our sins—we will not have to pay the penalty for the bad things we've done. God will welcome us into His family, and He will begin to change us so that we think and act more like Jesus.
- Now that we can read about what Jesus said and did, we don't need to learn through rituals. We don't need to worship God through sacrifices. We believers can talk to Him and sing to Him because we're His children.

## A Better Priest

Read and discuss **Hebrews 7:18–19, 23–27** as time allows. Jesus is infinitely better than Old Testament priests because . . .

- He is a priest forever (vv. 23–24)
- He can save us completely (v. 25)
- He only needed to offer one sacrifice—Himself (v. 27)

## Target Truth

All the Bible points to the work of Jesus.

# Session 1-C Jesus the Word

**Review:** What are the first four books of the New Testament called? What is the *gospel* or “good news” about Jesus?

**Explain:** The fourth Gospel was written by John, who was a student and follower of Jesus. John wrote his book to introduce people to what Jesus taught and why Jesus died and rose again.

**Discuss:** If you wanted to describe Jesus to someone who had never heard about Him, what would you say? What are the most important things to know about Jesus?

**Prompt:** Complete the exercises in section 1-C of your Student Manual. To answer these questions, you’ll read the very beginning of the Gospel of John. You’ll see that John talks about God’s Word in an unusual way.

**Explain:** The John mentioned in John 1:6–8 isn’t the one who wrote this passage. It’s John the Baptist, a man who preached to people about the coming of Jesus.

**Discuss:** What do you think John means by what he writes in John 1:12–13?

- Those who trust and believe Jesus become God’s children, but this “birth” is special.
- We’re not born like a baby born to a mother. Nor are we adopted into a group because some human said so.
- Instead, believers are born “of God” because He said we’re in His family. No one else can change that.

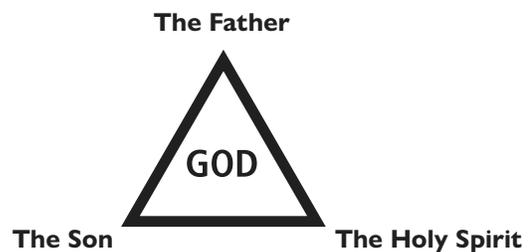
**Discuss:** What do you think John meant by the “darkness” in John 1:5, 9?

**Discuss:** Note **John 1:14** and **Philippians 2:5–8**. What did John mean when he wrote that the Word became flesh?

**Explain:** Jesus is God, but He also became human. When He came to Earth and Mary gave birth to Him, He was both God *and* a human boy.

**Explain:** It’s hard to understand God because there’s nothing and no one else like Him.

- Along with God the Father and God the Holy Spirit, Jesus is completely God.
- Christians call these three Persons the Trinity—the Three-in-One. The Three talk together (cf. John 17), move in different ways (cf. John 16:7), and show love to each other (cf. Matt 3:16–17; John 6:38; 17:24).
- But even though God is a Trinity, He’s just one God (cf. Deut. 6:4–5; Mark 12:29–30).



We cannot fully understand God, but Scripture helps us learn the most important things about Him:

- God is good and righteous.
- God is powerful and just.
- God made us.
- God loves us.
- God offers us a way out of our sin and back to Him.

We learn all of these things through Scripture.

**Discuss:** Why do you think God recorded His Word in a book—and not some other form?

At the end of the session, let students complete the Winning Your Race section. As time allows, ask volunteers to offer their questions and hopes—to the group or to you alone—and consider sharing your thoughts, as well.

## Target Truth

The written Word teaches us about the living Word.

# Character Trait Activity: Devotion

We show **devotion** when we commit ourselves completely to a good purpose.

Students will consider whether their regular activities would help or hinder their studies this year. We show devotion when we pursue God first and drop whatever keeps us from serving Him.

Ask students to take out a sheet of paper and list their answers to the following questions. Give them time to write as many activities as they can.

- What do you do to have fun?
- What are your responsibilities or chores?
- What sports or extracurricular activities do you participate in?
- What activities do you do with your church?
- How do you spend time with family?
- What do you do with friends?
- What hobbies do you have?
- What about entertainment? Movies? Games?
- Are there any other activities that take up your time each day or week?

As an icebreaker, consider prompting students with examples from your own schedule.

Once students are finished listing, encourage them to think about which activities will help them in their “race” this year. Ask students to sort or mark the activities with the following labels:

- **Keep It** – This activity helps me study hard and show love to other people.
- **Watch It** – This activity might not help my goals directly, but if I’m careful, it’s good to have in my life. I just can’t let it become more important than studying or serving.
- **Drop It** – This activity will not help me this year. I should put it aside, at least for now.

Students could break into small groups and share 1–2 activities from each category. They could also discuss ways to keep “Watch It” activities in the right place.



# LESSON 1

## The Word of God

### Vocabulary

- **Prophet** – Someone who shares a spiritual message
- **Scripture** – Sacred writings; another name for the Bible
- **Testament** – A promise or record; the name for the two major divisions of books in the Bible
- **Gospel** – “Good news” or teaching about Jesus
- **Epistle** – A letter; one of the 21 letters in the New Testament
- **Tabernacle** – In Scripture, a tent compound where God showed His presence to Israel
- **Atonement** – When something wrong is erased or canceled

### 1-A Overview of the Bible

The Bible was written down by different authors over a period of 1,600 years. The writers came from many different backgrounds. Some were poets, teachers, singers, kings, fishers, and **prophets**. They wrote in at least three languages: Hebrew, Aramaic, and Greek.

God worked through these writers to record His Word for us. In the Bible, God has given us history, prophecy, stories, sermons, letters, and even poetry. All of this **Scripture** teaches us about God.

- ▶ Turn to the table of contents in your Bible and complete the following statements.
  - The Bible has two main sections: the Old **Testament** \_\_\_\_\_ and the New.
  - There are a total of **66** \_\_\_\_\_ books in the Bible.
  - The *first* book is called **Genesis** \_\_\_\_\_.
  - The *last* book is called **Revelation** \_\_\_\_\_.

# STUDENT MANUAL PAGES

► Continue using the table of contents to write the missing books below.

The Old Testament		The New Testament	
Genesis	<b>The Law</b>	Matthew	<b>Gospels</b>
<b>Exodus</b>		Mark	
Leviticus		<b>Luke</b>	
Numbers		John	
Deuteronomy		<b>Acts</b>	<b>History</b>
Joshua			
Judges	Romans	<b>Letters / Epistles</b>	
<b>Ruth</b>	1 & 2 Corinthians		
1 & 2 Samuel	<b>Galatians</b>		
1 & 2 Kings	Ephesians		
1 & 2 Chronicles	Philippians		
Ezra	Colossians		
Nehemiah	1 & 2 Thessalonians		
Esther	1 & 2 Timothy		
Job	Titus		
<b>Psalms</b>	Philemon		
Proverbs	Hebrews		
Ecclesiastes	<b>James, 1 &amp; 2 Peter</b>		
Song of Songs / Song of Solomon	1, 2, 3 John		
Isaiah	Jude		
Jeremiah	<b>Prophecy</b>		
Lamentations			
Ezekiel			
<b>Daniel</b>			
Hosea			
Joel			
<b>Amos</b>			
Obadiah			
Jonah			
Micah			
Nahum			
Habakkuk			
Zephaniah			
Haggai			
Zechariah			
<b>Malachi</b>			



## 1-B One Author, One Message

Even though the Bible was written down by many different types of people, it has one true Author in God Himself. The books of the Bible seem very different, but they all support one unified message.

- Read **2 Peter 1:19–21** and answer the following questions.

- ◉ Since God's prophecy is like a light in the dark, what should we do? (v. 19)

***Take heed / pay attention to it***

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- ◉ If Scripture didn't come from people's imaginations, how *did* it come to us? (v. 21)

***People spoke/wrote as they were moved by the Holy Spirit/God.***

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- Imagine that a friend asks you to explain what the Bible is about in just one sentence. What would you say?

***Answers will vary.***

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- To answer this question better, let's see how God reached out to people throughout the Bible. Read the following verses and answer the questions.

<b>Exodus 29:45–46</b>	In the Old Testament, God told the people of Israel to build a <b>Tabernacle</b> so that He would live among them. What did God want them to know? <b><i>He was their God—the One who brought them out of Egypt.</i></b>
<b>Romans 3:20</b>	God also gave Israel His Law. Because of this Law, what do we know about? <b><i>Our own sin</i></b>
<b>Leviticus 4:27–31</b>	In the Old Testament, God gave people ways to show that they were sorry for their sin. If someone sinned but then offered the sacrifice God required, what would happen? <b><i>He would have atonement / be forgiven.</i></b>

So why don't Christians offer animal sacrifices today? Why don't we go to a Tabernacle to pray?

## STUDENT MANUAL PAGES

► Read **Ephesians 5:1-2** and answer the following questions.

- ◉ Who should we follow and imitate? (v. 1) **God / Christ** \_\_\_\_\_
- ◉ What did Jesus Christ do for us? (v. 2)

***He loved us and gave Himself as a sacrifice to God for us.*** \_\_\_\_\_

Jesus died on a cross to take the punishment for our sin. He became the perfect sacrifice, and then He rose from the dead to show His power. He offers to forgive and save people who turn from their sin and follow Him. We don't need Old Testament rituals anymore.

When we read the Old and New Testaments together, we can understand the big message of the Bible. Scripture tells us how a perfect God loves sinful people like us. Because of Jesus' sacrifice, we can know God and be close to Him.

### 1-C Jesus the Word

All of Scripture points toward Jesus:

- ◉ The Old Testament promises the coming of Jesus.
- ◉ In the New Testament, the four Gospels record what He said and did before dying and rising again.
- ◉ The Epistles explain how we can be like Him.
- ◉ And the Book of Revelation promises that He'll come back one day.

Scripture is the *written* Word of God, and it shows us the *living* Word, who is Jesus. So there are two "Words" of God. We read one Word to know the other Word better.

► Read **John 1:1**. What three things does John say about the Word?

1. ***The Word was in the beginning.*** \_\_\_\_\_
2. ***The Word was with God.*** \_\_\_\_\_
3. ***The Word was God.*** \_\_\_\_\_

► Continue reading in **John 1:2-18** and fill the blanks in the following summaries.

<b>Verses 1-3</b>	The Word was God, and everything was created by Him.
<b>Verse 4</b>	In the Word was <b>life</b> _____, which was the light of everyone.
<b>Verse 10</b>	The Word was in the world, but the people did not <b>know</b> _____ Him, even though He had made everything.
<b>Verse 12</b>	Those who received the Word became <b>children/sons</b> _____ of God.

## STUDENT MANUAL PAGES

- ▶ Look again at **John 1:14-17**. Which Word was John talking about in this chapter?

The written Word     The living Word     Some other word

- ▶ If the Word is like a light to us, what do you think the “darkness” is?

***Answers will vary. Separation from God; sin; the world system***

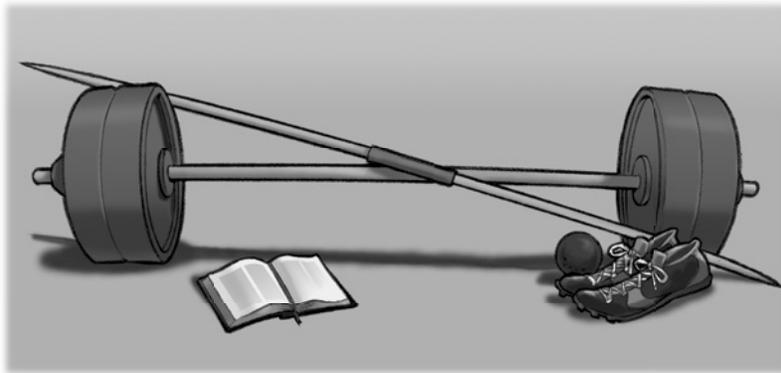
- ▶ Finally, read **John 1:14** again, along with **Philippians 2:5-8**. What do you think John meant when he wrote about the Word becoming “flesh”?

***That Jesus became human***

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Since Jesus is fully God and fully human, He is the perfect bridge between God and His people. As the living Word, Jesus brings us light and life. By studying Jesus, we can know God and enjoy His gifts better.

### Winning Your Race



If you rely on the truth of God’s Word, you can run your life’s race well. No matter what challenges you face, God can be your strength.

- ▶ What is something you want to learn about Scripture this year?

***Answers will vary.***

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- ▶ How do you want to change or grow?

***Answers will vary.***

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## LESSON 2

# Seeking God's Word

Scripture Memory – Psalm 119:11–12

## For the Teacher

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This lesson emphasizes the way God can use Scripture to correct our wrongdoing. When we study the Bible, we should prepare to be challenged and confronted. Sessions 2-B and 2-C introduce King Josiah as an example of someone who heard God's Word and responded with humility and repentance. Students will read longer passages than they did in the first lesson.

## Content Objectives

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- 2-A** Scripture is our best guide to knowing God and ourselves.
- 2-B** God's Law challenged Josiah and the kingdom of Judah to do right.
- 2-C** God blessed Josiah's humility with wisdom and peace from the Word.

## Learning Objectives

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Students should be able to . . .

- Explain imagery used to picture God's Word
- Affirm the importance of Scripture to spiritual growth
- Recall events surrounding Josiah's reign
- Discuss humble, selfless leadership

## Vocabulary

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- **Wisdom** – The ability to use knowledge well; insight and understanding
- **Inspiration** – The way God worked through human writers to record Scripture; “God-breathed”
- **Doctrine** – An important teaching or belief, often by a religious group
- **Reproof / Rebuke** – To tell people that they have done wrong
- **Idolatry** – The practice of worshiping idols or false gods
- **Covenant** – A binding agreement between two or more people; a promise

# Session 2-A Pictures of the Word

**Illustrate:** Imagine that you need to buy a birthday gift for a complete stranger—someone you don't know at all. How do you figure out what to get? How do you know what they want?

Consider drawing a simple figure on the board and choosing a name for him or her. Ask students to suggest possible gifts and how to determine whether the person would like them.

**Explain:** Many people worry about what God wants from them, but they don't take time to study His Word.

- The good news is that God loves us totally and unconditionally. If we've trusted Jesus, we don't have to worry about God's judgment.
- But if we're in God's family, we should study His Word and find out what He expects from His children. How can we show Him gratitude for being our Father?

**Review:** What are some of the things that the Bible *does*? Given what you've studied so far, how do you think God uses Scripture?

As needed, introduce this lesson's first four vocabulary words before students begin their exercises.

## **Wisdom**

The ability to use knowledge well; insight and understanding

## **Inspiration**

The way God worked through human writers to record Scripture; "God-breathed"

## **Doctrine**

An important teaching or belief, often by a religious group

## **Reproof / Rebuke**

To tell people that they have done wrong

**Prompt:** Complete the matching section on page 10 of your Student Manual. Read each passage and write its letter next to its main idea.

Consider reading the passages in the matching exercise as a class or in small groups.

**Discuss:** Look again at **2 Timothy 3:16**. Which vocabulary words are related to this verse?

**Discuss:** Can you remember reading a passage in the last lesson that also talked about *inspiration*? Note 2 Peter 1:19–21 at the top of page 7 in your Student Manual.

**Prompt:** Complete the rest of the exercises in section 2-B of your Student Manual (p. 11).

Allow students time to draw and reflect on the imagery they find in these passages. Consider discussing answers to the final question as a class or in small groups.

## **Target Truth**

God's Word will reveal things about us that we do not expect.

# Session 2-B The Boy King

**Review:** As needed, review a few major events in Israel's history, as covered in Grade 5 of this curriculum:

- God told Abraham and Sarah that He would make their descendants into a great nation. God promised Abraham that the nation would have a home in the land of Canaan.
- The Israelites lived in Egypt over 400 years—with most of that time spent as slaves.
- God chose Moses to lead Israel out of Egypt, and they eventually reached Canaan.
- The Israelites wanted to be ruled by kings, and the first three were Saul, David, and Solomon.
- After the death of Solomon, the Israelites fought over who would be the next king. So Israel divided into two separate kingdoms:
  - The Kingdom of Israel in the north
  - The Kingdom of Judah in the south
- All the rulers of Israel were evil. They rejected God and worshiped idols. Most kings in Judah were wicked, as well—but Judah had a few good kings. One of those was King Josiah.

**Prompt:** Complete the exercises in section 2-B of your Student Manual.

This lesson notes that Josiah may have had difficulties because of the poor spiritual environment in which he grew up. He was about 16 before making religious reforms in Judah.

If you or someone you know has had to overcome a difficult background, consider sharing some of those experiences with your students. We can honor the good we receive from our families even as we depend on God to overcome the bad.

**Discuss:** Who was Josiah's grandfather? Who was Josiah's father? Both Manasseh and Amon did terrible things. So what made them different from each other?

**Explain:** Amon never repented or turned from his sin. Manasseh, on the other hand, did.

As time allows, read **2 Chronicles 33:10–25** and note the differences between Manasseh and Amon. As a class or in small groups, discuss the following:

- **When Manasseh and the people ignored God's messages, what finally got their attention?** The invasion by Assyria/Babylon; Manasseh's capture (v. 11)
- **What did Manasseh do in verses 12–13 that Josiah would later do?** He humbled himself.
- **Did Manasseh succeed in leading the people back to God?** No. (v. 17)
- **Where did Amon learn his wickedness?** From his father (v. 22)
- **What did Amon refuse to do?** Humble himself (v. 23)
- **What happened to those who rebelled against Amon?** They were killed, too. (v. 25)

**Discuss:** After Hilkiyah discovered the Law of God in the Temple and read it to Josiah, why did Josiah tear his own clothes?

As you might have understood from the exercises, this was a sign of sorrow, fear, and anguish. In Old Testament Israel, people did not have machines to make clothes. It took a lot of time and work to weave fabric by hand. Cloth was one of the most valuable things people could have. Most didn't have more than a few sets of clothing. So when people tore their clothing, they did so to show that they were absolutely terrified or devastated.

King Josiah saw the difference between what his people were doing and what God's Law required. Josiah knew that big changes needed to happen.

## Target Truth

Scripture will challenge us to do right.

## Session 2-C Josiah's Humility

**Discuss:** Which books in the Old Testament contain God's Law for the people of Israel?

**Explain:** There are laws from God throughout the first five books of the Old Testament. The Book of Deuteronomy records the most laws because it reviews all of the Law for Israel in one place. Deuteronomy is probably the book that the priest Hilkiah found and read to Josiah.

**Review:** Probably the most famous laws of the Old Testament are the Ten Commandments. How many of these commands do you remember? Note **Deuteronomy 5:6–8, 11–12, 16–21**.

If your students completed Grade 5 of this curriculum, consider asking them to recall, write, or discuss which of the Ten Commandments they remember.

**Explain:** God promised the Israelites that if they rejected Him and His laws, the people would suffer. Read **Deuteronomy 28:15, 20**. You'll read about this curse in your exercises.

**Prompt:** Complete the exercises in section 2-C of your Student Manual.

**Discuss:** Why did Josiah and Hilkiah need to go to someone like the prophetess Huldah?

- It seems like the people in Jerusalem knew that Huldah was close to God.
- Today, we Christians have Scripture and the Holy Spirit to guide us. Back in the Old Testament, believers would seek God's help by going to prophets. God spoke through these prophets to help or judge Israel. There were even some God-fearing prophets outside of Israel.

**Discuss:** Look again at the blanks you filled in on page 14 of your Student Manual. What does **2 Chronicles 34:30** call the Law?

### **Covenant**

A binding agreement between two or more people; a promise

**Explain:** This *Covenant* refers to God's promises to Israel. He promised to take care of the people. He also expected the people to worship Him alone. So King Josiah decided to keep Israel's promise again to follow God.

Consider discussing student responses to the Winning Your Race section. You might ask for volunteers or share some examples of your own.

**Discuss:** Who else in the Bible was a good leader? How did that person show good leadership?

### **Target Truth**

God will bless our study of Scripture when we read with humility.

# Character Trait Activities: Humility

We have **humility** when we understand our limits and the source of our strength.

## Option 1

Divide students into small groups to draft, discuss, and present the five most important qualities for a leader.

Consider framing the groups as search committees trying to fill a specific leadership position within a ministry. Provide discussion guidelines like the following:

- Each person in the group should write at least one quality or requirement for the leader.
- The group should vote on whether each quality is included in their final list.
- Discussion and debate should of course be respectful, without personal attacks.
- When groups present their list, they should be prepared to justify at least some of the qualities with principles or examples from Scripture. Some qualities may be specific to the job or role you choose.

You could prompt discussion with the following passages on humility and leadership:

- Joshua 1:1–9
- Mark 10:35–45
- John 13:12–17
- 1 Timothy 3:1–7

## Option 2

Ask students to take out a sheet of notebook paper and write down 2–3 personal achievements or skills for which they are most proud or thankful. Tell them to leave several lines between each item.

After they've finished, ask them to write down all the people that gave them the help, training, resources, or encouragement to reach these goals.

As a class or in small groups, encourage students to share at least one of these items, along with the people God used to help them along their way.



# LESSON 2

## Seeking God's Word

### Vocabulary

- **Wisdom** – The ability to use knowledge well; insight and understanding
- **Inspiration** – The way God worked through human writers to record Scripture; “God-breathed”
- **Doctrine** – An important teaching or belief, often by a religious group
- **Reproof / Rebuke** – To tell people that they have done wrong
- **Idolatry** – The practice of worshiping idols or false gods
- **Covenant** – A binding agreement between two or more people; a promise

### 2-A Pictures of the Word

We won't know God well unless we spend time learning His Word. Scripture tells us who God is and what He's like. He made us to know, love, and follow Him, but we cannot do these things well without the Bible. After all, if you love someone but never listen to what they say, do you really love them?

► The Bible helps us know God better in many ways. Match the passages below to their main ideas.

**A. Psalm 19:7**    **B. Psalm 119:9-11**    **C. John 5:24, 37-40**    **D. 2 Timothy 3:16**

<b>A</b>	God's Law can help our soul and give us <b>wisdom</b> .
<b>C</b>	Scripture points to Jesus, who offers us eternal life. To know God the Father, we must listen to His Word.
<b>B</b>	God's Word helps us follow His commands and avoid sinning against Him.
<b>D</b>	Scripture offers us good <b>doctrine</b> and corrects us from doing wrong.

## STUDENT MANUAL PAGES

- The writers of Scripture used many different pictures to explain how God uses His Word. Read the following passages and fill in the blanks. Then draw a picture of each thing that the Word is like.

<p><b>Psalm 119:105-106</b></p> <p>God's Word is like a <u><b>lamp/light</b></u> that helps us walk along a dark path.</p>	<p><b>Matthew 13:8, 23</b></p> <p>The Word is like a <u><b>seed</b></u> that grows in our heart to produce fruit.</p>
<p><b>Hebrews 4:12</b></p> <p>God's Word is alive and sharper than a <u><b>two/double-edged sword</b></u>. It cuts deep to show our inner self.</p>	<p><b>James 1:22-25</b></p> <p>Hearing the Word is like seeing our face in a <u><b>mirror/glass</b></u>. It shows us what we should change.</p>

- Think about all the passages you've read in this lesson so far. If you choose to study Scripture, how do you expect God to use His Word in your life?

***Answers will vary.***

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## 2-B The Boy King

After the reign of King Solomon, the Israelites split into two separate kingdoms: Israel in the north and Judah in the south. The following years were a dark time for both kingdoms. The leaders and the people worshiped false gods and did horrible things to each other. There were no godly rulers in Israel and only a few in Judah.

One of the good kings of Judah was named Josiah. He became the king of Judah when he was only eight years old.

- Read about how Josiah became king in **2 Chronicles 33:1-6** and **21-25**.

- What kind of king was Josiah's grandfather Manasseh? (vv. 1-6)

**Answers will vary. He did many terrible things, including sacrificing his sons to false gods and building false altars in the Temple.**



- King Manasseh eventually turned from his evil ways and asked God for forgiveness. Did his son Amon do the same? (vv. 21-23)  Yes  No
- Why did Josiah become king before he could grow up? (vv. 24-25)

**His father Amon was killed by his servants, so Josiah was made king.**

This did not seem like a good start for Josiah. His father had not taught him about God. The land was filled with **idolatry** and other wickedness. The people had forgotten about God's Law. How could a child lead a nation like this?

- Josiah became a good leader for one reason—he decided to follow God. Read the following verses in **2 Chronicles 34** and mark the correct ending to each sentence.

**Verses 1-3: In the eighth year of his reign, Josiah chose to seek . . .**

allies from the nations around Judah.

the approval of wealthy people in Jerusalem.

the God of his ancestor, King David.

## STUDENT MANUAL PAGES

### Verse 3: Twelve years after he became king, Josiah started to . . .

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> build a new temple for God. | <input checked="" type="checkbox"/> destroy places where people worshiped idols. | <input type="checkbox"/> write a new book of Scripture. |
|--|--|---|

### Verses 8–10: Later, Josiah helped gather money to repair . . .

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> the wall around Jerusalem. | <input checked="" type="checkbox"/> the House (Temple) of the Lord in Jerusalem. | <input type="checkbox"/> the high places he had once torn down. |
|---|--|---|

### Verses 14–15: While the priest Hilkiah was working in the Temple, he found . . .

- |  |
|--|
| <input type="checkbox"/> an old loaf of bread.                       |
| <input type="checkbox"/> the robes worn by Aaron the priest.         |
| <input checked="" type="checkbox"/> the Book of the Law of the Lord. |

### Verses 16–19: When Shaphan read before the king, Josiah . . .

- |   |
|---|
| <input checked="" type="checkbox"/> tore his clothes in sorrow and anguish. |
| <input type="checkbox"/> jumped for joy.                                    |
| <input type="checkbox"/> smashed his throne in anger.                       |



When Josiah finally heard the Law of God, he was sad that his people had ignored it for so long. The Word of God changed Josiah and his kingdom.

## 2-C Josiah's Humility

In the Book of Deuteronomy, God told His people about all the blessings He would give them if they followed Him. He also explained the curses that would come on them if they rejected Him and worshiped false gods.

- Read **2 Chronicles 34:19–21**. After King Josiah heard God's Law, why was he distressed?

**Answers will vary. Judah had not kept/obeyed God's Law. Josiah expected God's wrath/anger.**

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## STUDENT MANUAL PAGES

Josiah was humble enough to know that he needed help from God. He didn't try to ignore God and do whatever he wanted. Instead, he wanted to help Israel follow the ways of the Lord.

- ▶ Continue reading in **2 Chronicles 34:22-33** and fill in the blanks below.

Josiah told Hilkiah the priest to ask God for answers. So Hilkiah went to **Huldah**  
verse 22  
the prophetess. She gave Hilkiah two messages from God:

1. God would bring terrible things to Judah—including all the **curses**  
verse 24  
described in the Book of Deuteronomy. This would happen because the people had rejected God.
2. Because Josiah **humbled**  
verse 27  
himself before God, the Lord listened to him. The kingdom would not suffer as long as Josiah lived.

When Josiah heard God's message, he gathered everyone at the Temple and read all the words of the Book of the **Covenant**  
verse 30. Then the king himself made a **covenant**  
verse 31 to obey God's commands, and he told everyone else do the same.

From that point onward, Josiah led the people to follow their Lord. For the rest of the king's reign, the nation served God and respected His Word.

### Winning Your Race

Godly leaders need humility. We must be willing to seek help when we need it, and we must be willing to serve others when they need it. We all depend on God, so no one is too big or important to help people.

- ▶ Describe one way you like to help others.

**Answers will vary.**

- ▶ Explain how you could do this in a way that leads people to thank God—and not just you.

## LESSON 3

# Listening to God

Scripture Memory – Review Psalm 119:9–12

## For the Teacher

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To illustrate responses to God’s Word, this lesson reviews narratives from the lives of Moses and Jonah, along with a parable from Matthew.

## Content Objectives

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- 3-A** God answered Moses’ doubts while calling him to lead Israel.
- 3-B** God taught Jonah compassion and mercy on the journey to Nineveh.
- 3-C** True obedience involves studying God’s Word and following His commands.

## Learning Objectives

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Students should be able to . . .

- Recall some of God’s assurances to Moses in Exodus 3–4
- Recall key points in the story of Jonah
- Distinguish obedience from lip service
- Discuss strategies to mitigate obstacles to Bible study

## Vocabulary

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- **Revelation** – Something that is revealed or shown; God’s communication to us
- **Doubt** – To distrust; a feeling of uncertainty or unbelief about something
- **Parable** – A story that pictures or illustrates a lesson
- **Vineyard** – A place for growing grapevines

# Session 3-A God Speaks to Moses

**Discuss:** What do you remember from the life of Moses?

- Moses was an Israelite born in Egypt while the people of Israel served as slaves. To keep him safe, Moses' mother hid him in a basket on the river, but Pharaoh's daughter found him and decided to adopt him.
- Moses therefore grew up surrounded by wealth and royalty. But one day, when he was about 40 years old, he saw an Egyptian man beating an Israelite. So he killed the Egyptian and buried him in the sand. Others saw what happened, and Moses ran away from Egypt.
- Forty years later, when Moses was 80, God called him to lead the people of Israel out of Egypt. God judged Egypt with ten terrible plagues, and the Israelites left for the promised land of Canaan.
- While Israel traveled through the wilderness, God gave Moses laws and rituals to guard this new nation against some of the worst sins. The Law taught the people about sin and pointed to the Messiah that would come one day.
- The land of Canaan was filled with powerful nations who hated God, and the people of Israel were too scared to go in right away. So Moses led them for over 40 years in the wilderness until they finally crossed the Jordan River. Moses died while talking with God, just as the people entered the promised land.

**Prompt:** Complete the exercises in section 3-A of your Student Manual. You'll read what happened when God first talked with Moses.

Consider reviewing each of God's answers to Moses' doubts. Given the questions Moses asked God, what kind of fears or doubts must he have had?

**Explain:** Read **Exodus 3:13–14** again. The name God gave Moses is very important.

- In Hebrew, this "I AM" is written as *Yahweh*, and Jews consider it to be God's most holy and sacred name. The name is so special that many do not even say it out loud—but instead replace it with "Lord" or *Adonai*.
- Jesus claimed to be the "I AM" (cf. John 8:56–58). As *Yahweh*, He lives above time. He was, and is, and is to come—all at the same time (cf. Rev. 1:8).

The Lord showed anger at Moses' lack of faith, but He still provided Moses with everything needed to pursue this calling. Despite all his doubts, Moses eventually decided to follow God's leading back to Egypt.

**Discuss:** If your parents or guardians tell you to do something, how likely are you to obey if you get their message . . .

- From your sibling?
- In a written note?
- In a text?
- From them directly, in person?

**Explain:** We listen to God differently than someone like Moses did. We have God's written Word, but it's no less clear than a voice from a burning bush. In fact, with the entire Bible in our hands, we can study God and know more about Him than even Moses did.

## Target Truth

We all have doubts, but we can answer many by trusting God's Word.

# Session 3-B God Speaks to Jonah

**Discuss:** What do you know about Jonah?

- Jonah was a prophet who lived in Israel during the age of kings, probably late in Old Testament history.
- He preached the truth of God in Israel—right up until God gave him a very unusual mission (cf. 2 Kings 14:25).

**Prompt:** Complete the exercises in section 3-B of your Student Manual.

After reviewing key points in the Jonah narrative, consider completing the Moses/Jonah comparison table (SM p. 18) as a group.

**Discuss:** What was the first way God tried to call Jonah to Nineveh? After Jonah didn't listen to God's voice, what did God use to get his attention?

**Discuss:** When the Ninevites repented and asked God to forgive them, why was Jonah upset?

Read **Jonah 4:1–3**. Jonah did not want God to spare the Ninevites. They were part of the Assyrian empire—a wicked people who hated God and Israel.

**Discuss:** How did you answer the last question on page 17 of your Student Manual? What do you think God wanted Jonah to understand? Do you think Jonah ever accepted this truth?

**Explain:** God is a God of justice and mercy.

- He punishes evil and rewards good. We don't always see this happen, but we know that God will eventually correct every wrong.
- But if God judged all of us the way we deserve, we would all suffer.
- So God offers mercy to those who seek Him. This was true in the time of Jonah, and it's especially clear now that we understand what Jesus did for us.

**Discuss:** In what ways did God show Jonah mercy?

- By saving him with the fish
- By protecting him from the people of Nineveh
- By sheltering him from the heat
- By continuing to talk with him and teach him

**Explain:** The Book of Jonah is amazing because of all the ways God taught Jonah about mercy. God got Jonah's attention with a storm, a fish, a worm, and a plant. And God did all of this while also reaching out to the people of Nineveh.

Like Jonah, we can learn much from Scripture, but we will also learn by following God's call and serving other people.

## Target Truth

When we're thankful for God's mercy to us, we'll want to show mercy to others.

# Session 3-C True Obedience

**Discuss:** How would you define true *obedience*?

- Is obedience just an action?
- Does obedience include your attitude?

To obey is to submit your will and decisions to someone else. When we obey, we do what others want us to do.

Scripture tells us to obey God's commands, and it also commands children to obey their parents in the Lord (cf. Eph. 6:1–3).

**Explain:** In the reading for your exercises, Jesus again mentions John the Baptist. When John preached to the people, he tried to prepare them for the coming of Jesus. But many of the religious leaders in that time ignored John.

**Prompt:** Complete the exercises in section 3-C of your Student Manual.

**Discuss:** What do you think Jesus meant when He said the “kingdom of God”? What is that?

God's kingdom is not like a kingdom on Earth. God's kingdom is spiritual, and everyone who trusts Christ is a citizen of that kingdom. We believers might be citizens of a country here on Earth, but we're also members of God's family. We serve a King in heaven.

**Explain:** In Matthew 21:31, Jesus talks about some kinds of sinners that the religious leaders probably hated.

- For example, the “publicans” or “tax collectors” took money from the Jews and gave it to the Roman government. The tax collectors would often take much more money than they needed, and they would keep the extra for themselves. If the tax collectors were Jews, others called them traitors to their people.
- Jesus pointed to these sinners and said that even they would enter the kingdom of God before the religious leaders.

**Discuss:** Why would these sinners enter the kingdom of God before the religious leaders?

The religious leaders were too proud to hear the message of John or Jesus. But other people were humble enough to listen to God's Word and turn from their sin.

Give students time to complete the Winning Your Race section, and consider asking them to volunteer their suggested solutions to the personal difficulties. You could divide students into groups to discuss ways to overcome or endure one or two of these difficulties. Consider sharing your own tips on Bible study, or suggest some of the following:

- Parents and guardians can be some of our most valuable teachers. Classes here and at church are also helpful.
- Some Bibles have notes and explanations for each passage.
- It's good to read the Bible each day on your own. Try to find a time when your brain is sharp and you don't have many distractions.
- If you're new to the Bible, try books that don't need much extra explanation, like the Gospels or Proverbs.
- Instead of reading a long passage, try spending time understanding shorter passages. Some passages make more sense after you read them three or four times in a row.

## Target Truth

We obey God when we listen to Him and do what He calls us to do.

# Character Trait Activity:

## Attentiveness

We are **attentive** when we focus on what we need to learn.

Students will listen to a narrative from Scripture and record what they believe to be the key points of the story. Students will then share their summaries with the class or submit them to the teacher.

Divide the students into pairs or groups. Choose one reader in each group, and assign the reader one of the following narratives:

- **Genesis 4:3–16** – Cain Kills His Brother Abel
- **Genesis 12:10–20** – Abraham and Sarah Go to Egypt
- **Exodus 2:1–10** – God Saves Baby Moses
- **Judges 6:1–16** – God Calls Gideon
- **Luke 19:1–10** – Jesus Reaches Out to Zacchaeus
- **Acts 9:1–19** – Jesus Reaches Out to Saul

These passages may be familiar to students who completed Grades 4 and 5 of this curriculum.

Ask each group's reader to read the narrative twice. The others in the group should write down the most important events or points in the story. They should also draft a single sentence to summarize what they believe to be the story's primary message. Students should individually write their points and then discuss them with their group.

Ask groups to present their summaries with the class, or collect and discuss their written points.



## LESSON 3

# Listening to God

### Vocabulary

- **Revelation** – Something that is revealed or shown; God’s communication to us
- **Doubt** – To distrust; a feeling of uncertainty or unbelief about something
- **Parable** – A story that pictures or illustrates a lesson
- **Vineyard** – A place for growing grapevines

### 3-A God Speaks to Moses

The Bible is God’s **revelation** to us. He revealed His Word so we could know Him better. When we read through all this history, poetry, and prophecy, we should ask what it shows us about God.

Before Scripture was complete, people needed to listen to God in different ways. When God first spoke to Moses, He appeared in an unusual form.

► Read **Exodus 3:1-8** and answer the following questions.

- ⦿ Before hearing God call to him, what did Moses see? (vv. 2-4)

***A bush that burned, but was not consumed***

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- ⦿ God told Moses to show respect in this place. What did Moses need to do? (v. 5)

***Stay back and take off his shoes/sandals***

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- ⦿ The Lord had seen the suffering of His people. What would He do now? (v. 8)

***Rescue the people from Egypt and bring them to a good land***

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Suddenly, at the age of 80, Moses had a mission from God. The Israelites had lived in Egypt for 430 years. They spent much of that time as slaves. But God had compassion on them, and He told Moses to lead the people out of Egypt to their own land.

## STUDENT MANUAL PAGES



- When God called him, Moses didn't think he was a good choice. How did God answer Moses' **doubts** and questions? Read the following passages and fill in the blanks of each summary.

	Moses' Doubt	God's Answer
<b>Exodus 3:11-12</b>	Who am I to go to Pharaoh and bring out the people?	I will be <b><i>with you</i></b> _____.
<b>Exodus 3:13-14</b>	What if they ask for the name of the God who sent me?	Say, " <b><i>I AM</i></b> _____ has sent me to you."
<b>Exodus 4:1-5</b>	But the people will not believe me or listen to me.	God turned Moses' <b><i>rod/staff</i></b> _____ into a <b><i>serpent/snake</i></b> _____, and then changed it back again. This would be one sign of God's power.
<b>Exodus 4:10-12</b>	But I cannot speak well.	I will teach you what <b><i>you should/will say</i></b> _____ _____.

- From this conversation, how do you think Moses felt about what God asked him to do?

***Answers may vary. Afraid, reluctant***

- Finally, read **Exodus 4:13-20** and answer the following questions.

- Who was sent by God to help Moses speak? (vv. 14-16) ***Aaron, Moses' brother***
- Did Moses eventually decide to go? (v. 20)     Yes     No

### 3-B God Speaks to Jonah

Many years after Moses led Israel out of Egypt, God spoke to Jonah the prophet. God didn't ask Jonah to help some poor, oppressed people. Instead, Jonah needed to share God's truth with Israel's enemies—the wicked, violent people of Nineveh.

► Read the following passages and match each sentence to its correct ending.

<b>A</b>	<b>Jonah 1:1-3</b> – When God first told Jonah to preach in Nineveh, Jonah . . .	<b>A.</b> got on a ship heading for Tarshish.
<b>E</b>	<b>Jonah 1:8-12</b> – When the sailors found out he was running from God, Jonah . . .	<b>B.</b> vomited Jonah up onto land.
<b>D</b>	<b>Jonah 1:16-17</b> – Before Jonah could drown, God . . .	<b>C.</b> went to preach in Nineveh.
<b>B</b>	<b>Jonah 2:1-2, 10</b> – After Jonah prayed for help, God spoke to the fish, which . . .	<b>D.</b> made a huge fish swallow him.
<b>C</b>	<b>Jonah 3:1-3</b> – The second time that God told Jonah to go to Nineveh, Jonah . . .	<b>E.</b> told them to throw him into the sea.

► Read all of **Jonah 4** and answer the following questions.

- When Jonah found out that God wouldn't destroy Nineveh after all, how did he feel? (vv. 1-4)

**He was angry and wanted to die.**

- What do you think God taught Jonah with the plant that died?

**Answers will vary. God shows mercy as He chooses. Why shouldn't we pity those who are lost and ignorant? Aren't people more valuable than plants?**



## STUDENT MANUAL PAGES

- Read each statement and mark if it applies to Moses or Jonah. Some statements may be true for both men or neither.

	Moses	Jonah
Chosen to help save the Israelites	<b>X</b>	
Chosen to help save the Ninevites		<b>X</b>
Was afraid to do what God said to do	<b>X</b>	<b>X</b>
Obeyed God's commands without doubt or hesitation		
Told God his doubts and fears	<b>X</b>	
Ran away from God's calling		<b>X</b>
Eventually asked God for help	<b>X</b>	<b>X</b>
Didn't want his audience to listen to him and change		<b>X</b>

### 3-C True Obedience

- In **Matthew 21:28–32**, Jesus told a **parable** to some religious leaders who were very prideful. Read the story and mark the correct ending to each sentence.

#### Verses 28–29: In the story, the first son . . .

worked in the **vineyard** as soon as he was told.

said he wouldn't work, but later did, after all.

said he wouldn't work and then relaxed all day.

#### Verse 30: When the second son was told to go work, he . . .

worked in the vineyard as soon as he was told.

said he wouldn't work, but later did, after all.

said he would go to the vineyard, but did not.

#### Verse 31: The son who actually obeyed his father was . . .

the first son.

the second son.

neither son.

#### Verse 32: Jesus showed the religious leaders that they were like . . .

the first son.

the second son.

neither son.



## STUDENT MANUAL PAGES

The religious leaders claimed to obey God, but they didn't really. Jesus pointed to other kinds of sinners with bad reputations. He said that even these people could enter God's kingdom before prideful leaders.

### Winning Your Race

God wants us to listen to His words and respond to them. It's not enough just to know about Scripture. We should learn *and* do. The Word can change us from the inside out.

- ▶ Look again at **James 1:22-25**. If we hear the Word but don't do what it says, who are we like?

***A man who looks in a mirror and then later forgets what he looks like***

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The whole point of a mirror is to show you what you look like. Is your hair messed up? Do you have a smudge on your nose?

Scripture can do the same thing, but spiritually. The Word shows us who Jesus is. We can study Him and compare ourselves to His love and kindness.

- ▶ In the spaces below, list three reasons why it can be difficult to study God's Word.

- ***Answers will vary.***

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- ▶ Choose one of the reasons above and explain how you might make it *less* difficult. How can you seek help? How can you study the Word despite the challenge?

***Answers will vary.***

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