

Building on the Rock

A Biblical Christian Worldview and Bible Survey Curriculum for Grades 1-6

"The wise man built his house on rock." Matthew 7:24b ICB

by
John F. Hay, Jr.

Servanthood

Building a Relationship of Harmony With Others as I Serve Them in Love

Teacher Manual
Volume 2

Level 4



A Summit Ministries Curriculum
For more information please visit www.summit.org or call: 719.685.9103

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FOREWORD

Opinions vary about Christian schools and the educational movement of which they are a part. From a negative perspective, Christian schools are regarded as reactionary institutions attempting to cocoon students from the perceived corrupting influences and problems of modern society. From a positive perspective, however, Christian schools can be models for educational excellence preparing students to enter society with a distinctively Christian worldview through which they can integrate their faith and academic knowledge. An integrated approach to education enables students not only to remain firm in their faith, but also to make valuable contributions to society throughout their lives.

The goal of fusing students' Christian faith with a commitment to action in the marketplace of life is not easy to achieve, even for Christian schools committed to such an ideal. Three factors seem to inhibit students from developing an integrated Christian worldview. The first factor Christian schools are working against is the popular belief that both truth and the activities of life are either sacred or secular. This dichotomous view of truth and life is so culturally entrenched that students are unable to develop a holistic view of life and for life. They act out their daily routines in one or both of two distinct realms, the public secular arena and/or the private sacred arena rather than pursuing all activities with an understanding of the integrity of all dimensions of reality.

A second factor inhibiting students from developing an integrated Christian worldview comes from within the Christian school curriculum itself. It is a failure to develop a cohesive approach to the academic subjects and the religious subjects in the curriculum. The "spiritual dimensions" such as Bible study and chapel services are deemed sufficient in and of themselves to instill the right worldview and motivate students to Christian action. This lack of an integrated curriculum further entrenches dichotomous sacred/secular thinking.

A third factor inhibiting students from developing a distinctively Christian worldview results from the previous two: without an ability to think Christianly, students influenced by cultural and philosophical pluralism develop an eclectic worldview. Without a definitive worldview, students incorporate not only the predominate worldview of the culture, but also elements of other views found in the global marketplace of ideas.

In his book *Subversive Christianity*, Brian Walsh confronts this inability to think Christianly when he writes that "our consciousness, our imagination, our vision have been captured by idolatrous perceptions and ways of life. The dominant worldview, the all-pervasive secular consciousness, has captured our lives."¹ Harry Blamires, a Christian apologist, echoes the same thought in his book *The Christian Mind* when he says that "except over a very narrow field of thinking, chiefly touching questions of strictly personal conduct, we Christians in the modern world accept, for the purpose of mental activity, a frame of reference constructed by the secular mind and a set of criteria reflecting secular evaluations."²

Regretfully, the observations of Walsh and Blamires are confirmed by the fact that many Christian school students and graduates cannot articulate or apply the biblical Christian worldview in their daily lives. Many waver in their faith when confronted with the carefully articulated arguments for secular humanism, Marxism, pantheism, and other non-Christian views.³ Swayed by popular culture, they have been taken "*captive through hollow and deceptive philosophy which depends on human tradition and the basic principles of this world rather than on Christ*" (*Colossians 2:8 NIV*).

Aware of this intense spiritual warfare for the minds of children and youth, Summit Ministries is committed to developing curricula that can help students articulate and apply the Christian worldview to every aspect of reality. A key strategy in this battle for the mind is the development of *Building on the Rock*, a worldview and Bible survey curriculum for children ages 6 to 12 that cohesively presents the affirmations of the Christian worldview within the historic biblical truths of creation, fall, and redemption. My prayer is that those who embark on this educational endeavor will find it not only rewarding, but will know that their investment in the children they teach will not return void, either in this world or in the world to come.

*John Hay
Summit Ministries
January 2007*

NOTES

1. Brian Walsh, *Subversive Christianity* (Bristol: Regis Press, 1992), p. 28.
2. Harry Blamires, *The Christian Mind* (1963, Ann Arbor, Servant Books, reprinted., 1978), p. 4.
3. Gary Railsback, *An Exploratory Study of the Religiosity and Related Outcomes Among College Students: A Ph.D. Dissertation* (Los Angeles: UCLA, 1994).

INTRODUCTION

SUMMIT MINISTRIES

Established in 1962, Summit Ministries exists to train Christian leaders to understand our times and to know what it means to think Christianly in every area of life. A key strategy for training has been the development of comparative worldview curriculum materials, including the centerpiece, *Understanding the Times*, by Dr. David Noebel. This comprehensive text for older teens and adults examines ten academic disciplines within a framework of six worldviews including Biblical Christianity, Islam, Secular Humanism, Marxism, Cosmic Humanism, and Postmodernism. Curriculum materials for the one-year course include the student text and study guide, a teacher's guide, and videotapes related to contemporary issues.

For younger teens, *Lightbearers* provides an introduction to comparative worldview studies using an abridged edition of *Understanding the Times*. This one-year curriculum also includes videos and supplemental materials.

Building on the Rock is designed for students 6 to 12 years old. The purpose of this unique curriculum is to help children begin to formulate and apply a biblical worldview at an early age. It lays the groundwork for later comparative worldview studies at the secondary and higher levels of education.

THE RATIONALE

Children form beliefs and values early in life and bring these to school and into the classroom. These foundational beliefs and values influence how students interpret knowledge and govern how they act. *Building on the Rock* is designed to help students interpret knowledge and build foundational beliefs and values from a Christian perspective. In an age of competing worldviews, this curriculum will help young students formulate a biblical perspective of the world and then live accordingly.

THE GOALS

The goals for *Building on the Rock* are based on the understanding that no worldview curriculum can or should provide an exact model for Christian thinking and action. Rather, a worldview curriculum must present a framework of biblical truth and values, encourage students to reflect upon it, and provide opportunities in various formats for them to apply what they have learned. Ultimately, students must individually embrace biblical truth and act on it as they are enabled by the power of the Holy Spirit. Within these parameters, the goal of this curriculum is to help young students begin to develop a cohesive Christian worldview through which they can interpret the world around them and respond biblically to it in their thinking and doing.

THE DESIGN

A Correlated Worldview and Bible Survey Curriculum

A common concern among many Christian school Bible teachers is that after several years of religious education or biblical studies, students neither understand the relationships between the Bible facts they have memorized, nor can they link them with a clearly defined Christian worldview. Bible stories such as the exodus, David and Goliath, and Paul's missionary journeys remain unrelated to real-life issues. This disjointed perspective reinforces the sacred/secular dichotomy and inhibits the development of a Christian worldview. *Building on the Rock* is a correlated worldview and Bible survey curriculum that examines the major events and truths of the Bible holistically within the Christian worldview. The worldview component is designed to be taught in the first two-thirds of the school year, providing the framework for the Bible survey, designed to be taught in the last third.

A correlated worldview and Bible survey curriculum accommodates the limited time slots Christian schools have for incorporating Bible or religious studies into schedules already filled with state required subjects. Schools that already offer a Bible survey course and want to add specific worldview studies often encounter a time factor dilemma. The correlated approach of *Building on the Rock*, which can be taught in a single time slot, provides a workable solution.

GENERAL FORMAT FOR THE WORLDVIEW CURRICULUM

THE SIX SECTIONS OF BUILDING ON THE ROCK

The worldview curriculum for Levels 1 through 6 is divided into six Sections designed to help students understand the essential affirmations of the biblical Christian worldview within a framework of the four relationships of creation—our relationship with God, with self, with others, and with the earth. The worldview study for Level 4 is packaged in two Teacher Manuals entitled *Servanthood, Volume 1* and *Servanthood, Volume 2*. The worldview study is designed to be taught first, usually within the first six months of the school year. The Bible survey for Level 4 is packaged in one Teacher Manual entitled *God's Brave Messengers: The Prophets' Messages to the Divided Hebrew Nation, Volume 3* and is designed to be taught during the last three months of the school year.

Section 1, entitled *Wisdom*, lays the foundation for the curriculum by presenting the biblical perspective of God and truth, emphasizing the relational nature of God and the personal nature of truth as expressed in Christ.

Sections 2 through 5, entitled *Fellowship, Image-Bearing, Servanthood, and Stewardship*, focus on the four relationships of creation. Each section contains four Units of study developed within the biblical framework of creation, fall, and redemption. The first two Units within each Section address God's creational intent for the relationship. The third Unit focuses on the effects of the fall on the relationship, and the fourth on the redemption and restoration of the relationship through the atoning work of Christ.

Section 6, entitled *The World of Worldviews*, introduces students to the essential components of all worldviews, laying the groundwork for *Lightbearers* in the middle grades and further comparative worldview studies.

Each Section of *Building on the Rock* is color-coded. The Section themes and color codes are listed below.

Section 1: WISDOM (Purple)

Building the Foundation of My Life on God, My Rock, by Knowing, Loving, and Obeying Him

*The fear of the Lord is the beginning of wisdom and knowledge of the Holy One is understanding. Proverbs 9:10
"Everyone who hears my words and obeys them is like a wise man who built his house on rock." Matthew 7:24 NCV*

Key Themes

The nature and apprehension of truth
The revelation of truth
The attributes and character of God
The Trinity
God the Creator
The aspects and nature of creation

Section 2: FELLOWSHIP (Red)

Building a Relationship of Harmony With God When I Believe Jesus Is God's Son and My Savior

. . . the Father sent his Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that person lives in God. 1 John 4:14-15 NCV

And our fellowship is with the Father and with his Son, Jesus Christ. 1 John 1:3

Key Themes

The origin of people
The purpose of people
The finite, dependent nature of people
The nature of fellowship with God
The fall and fellowship
The moral nature of people

The origin and nature of sin
The consequences of sin
Redemption and fellowship
The meaning and purpose of the atonement
The nature of the new birth and fellowship with God

Section 3: IMAGE-BEARING (Yellow)

Building a Relationship of Harmony With Myself as I Become More Like Jesus

*We all show the Lord's glory, and we are being changed to be like him. 2 Corinthians 3:18 ICB
So God created man in his own image, in the image of God he created him. Genesis 1:27
And we have seen and testify that the Father has sent his Son to be the Savior of the world. If anyone acknowledges that Jesus is the Son of God, God lives in him and he in God. 1 John 4:14-15*

Key Themes

People as image-bearers of God
The worth and dignity of people
The basis of self-worth
The nature of our relationship with self
The fall and image-bearing
The nature of our marred image
The consequences of sin on our relationship with self
Redemption and image-bearing
The positional characteristics of the new creation in Christ
The renewing and maturing of the new creation in Christ

Section 4: SERVANTHOOD (Blue)

Building a Relationship of Harmony With Others as I Serve Them in Love

*“ . . . whoever wants to become great among you must be your servant.” Mark 10:43
“ . . . serve one another in love.” Galatians 5:13*

Key Themes

The social nature of people
The family
The government
The nature of the social/servant relationship with others
The fall and servanthood
The characteristics of broken relationships with others
The family and the nation as affected by the fall
Redemption and servanthood
The origin and nature of the church
The role of the church including the Great Commandment and the Great Commission

Section 5: STEWARDSHIP (Green)

Building a Relationship of Harmony With God's Creation as I Appreciate It and Rule Over It

*God blessed them and said to them, “Be fruitful and increase in number; fill the earth and subdue it.” Genesis 1:28
You made him ruler over the works of your hands; you put everything under his feet. Psalm 8:6*

Key Themes

The dimensions and nature of the creation
God's sustaining relationship with creation
The cultural mandate and stewardship

The fall and stewardship
 The effects of the fall on nature
 The sin nature of people and stewardship of the earth
 Redemption and stewardship
 The nature of the atonement in relation to the earth
 The role of people in the redeemed order prior to the return of Christ
 The glorified order and the restoration of nature

Section 6: THE WORLD OF WORLDVIEWS
 An Introduction to the Concept of Worldviews

See to it that no one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the basic principles of the world rather than on Christ. Colossians 2:8

Key Themes

The meaning of worldview
 The functions of a worldview
 The characteristics of a worldview
 The ingredients of a worldview
 Forming a worldview
 Evaluating a worldview

A FIVE-YEAR SPIRAL CURRICULUM SEQUENCE

Designed to coordinate with the first six years of primary American education (ages 6-11), *Building on the Rock* includes six Sections of study in both the Worldview and Bible Survey components. A spiral sequence for Levels 1 through 5 assures that students receive continuing worldview and correlating Bible content at age-appropriate levels of difficulty. Each grade level concentrates on one of the five Sections of the curriculum and either reviews or introduces the other four. This approach helps students see the “big picture” of the five-year study and assures that concepts are developed and reinforced at each grade level. The spiral sequence also benefits students who enter the curriculum at different grade levels. The Level 6 introduction to worldviews stands alone and prepares students for *Lightbearers* in the middle grades and further comparative worldview studies.

	WISDOM	FELLOWSHIP	IMAGE-BEARING	SERVANT-HOOD	STEWARDSHIP	WORLDVIEW
Level 1	FOCUS	Intro	Intro	Intro	Intro	-
Level 2	Review	FOCUS	Intro	Intro	Intro	-
Level 3	Review	Review	FOCUS	Intro	Intro	-
Level 4	Review	Review	Review	FOCUS	Intro	-
Level 5	Review	Review	Review	Review	FOCUS	-
Level 6	-	-	-	-	-	FOCUS

MATERIALS FOR THE WORLDVIEW CURRICULUM

TEACHER TRAINING DVD

The Teacher Training DVD contains important foundational material to help you understand the philosophy, structure, and scope and sequence of *Building on the Rock*. It also includes useful teaching tips.

THE TEACHER MANUAL

The worldview curriculum is packaged in two Teacher Manuals entitled *Servanthood, Volume 1* and *Servanthood, Volume 2*. The worldview study is designed to be taught first, usually within the first six months of the school year. The two-volume Teacher Manual for the worldview component of *Building on the Rock* includes the following features:

SYLLABUS

A syllabus or suggested timetable for teaching the worldview curriculum is included in the introductory pages of each volume of the Teacher Manual. The syllabus includes suggested correlating activities from the Student Workbook.

UNIT OVERVIEWS

Each of the Twenty Units of study contains a Unit Overview that develops one of twenty affirmations of the biblical Christian worldview. The Unit Overviews are designed to help you become familiar with biblical doctrines and truths pertinent to each affirmation. Each Overview includes these helpful features:

Heading

- Section Banner, color-coded to identify and define the Section
- Unit Number and Title
- Memory Verses for the Section, the Unit, and the Character Response
- Symbol for the Unit Biblical Truth

Introduction

- An explanation of the Unit Theme and Character Response

Biblical Truth

- Basic affirmations of the biblical Christian worldview stated concisely and then expanded for clarification

Memory Verses

- Age-appropriate Memory Verses for each Section, Unit, Lesson, and Character Response

Symbol Representing the Unit Biblical Truth

- A musical note motif to help students visualize the Unit Biblical Truth
- An explanation of each part of the Symbol and relevant Bible references

Key Themes

- A list of the worldview themes contained in the Section and the Unit

Objectives

- A list of cognitive and affective aims for each Unit

Key Concepts

Basic theological and cultural concepts cogent to the objectives of each lesson--explanations and background information on relevant biblical doctrines and truths to facilitate your lesson preparation, to help you answer student questions, and to supplement lesson activities

Bible Stories and References

An extensive list of correlated Bible stories for reinforcing each Unit theme

Character Response

A selected character trait for personal application related to the Biblical Truth developed throughout the Unit, including correlating Bible stories and discussion topics

LESSON PLANS

Detailed plans are included for every Lesson in *Building on the Rock*. Lesson plans are not scripted and include more material than you may be able to use; once you have internalized the concepts, feel free to use your own words as you teach. Lesson plans include the following helpful features to guide you:

Lesson Number, Title, and Subtitle--an informal Title and a formal Subtitle

Preparing to Teach--includes the following preparatory information:

Introduction--a brief overview of the content of the lesson

Memory Verses--a verse for the Section, Unit, Lesson, and Character Trait
(Note: Lesson Memory Verses are provided for the Focus Section only in each grade level.)

Objectives--a list of goals specific to the lesson

Materials--an itemized list of teaching materials you will need for each lesson, including the Worldview Model, Posters, Visual Aid Cards from the Visuals File Box, Blackline Masters to duplicate, and items for you to collect or prepare before teaching the lesson

Developing the Comprehension--a list of suggested Activity Sheets in the Student Workbook and suggestions for Group Activities designed to reinforce comprehension of lesson content

Making the Application--a list of suggested Activity Sheets in the Student Workbook and suggestions for Group or Community Extension Activities designed to help students apply the concepts of the lesson to real life

Teaching the Lesson--a carefully designed sequence of visual presentations, discussion questions, and activities to provide guidance for an orderly presentation of the lesson concepts. The lesson sequences frequently include the following prompts:

Explain . . . allowing you to use your own words to bring understanding to a concept

Lead the discussion to focus on . . . allowing you to direct student responses toward an essential concept being presented

Ascertain students' understanding . . . allowing you to use certain activities and questions to determine students' readiness for learning a concept

Note: The lesson outline is not intended to be a verbatim teacher script.

Lesson presentation includes the following organizational features:

Review--an overview of the previous Lesson; Unit Reviews follow completion of each Unit

Setting the Stage--questions, activities, and demonstrations to help students link prior experience to the unknown elements of the new lesson and to heighten curiosity and interest in the new concepts

Disclosure--a sequence of topics designed to develop the lesson's essential themes through questions, discussions, stories, Scripture readings, and demonstrations; includes development of comprehension and application activities

Summary--a recapitulation of lesson highlights

Prayer--a suggested theme for prayer to conclude the lesson

Character Response--a suggested character trait students can incorporate into their lives in response to their new understanding of the Biblical Truth emphasized in each lesson

THE STUDENT WORKBOOK

The Worldview Student Workbook that accompanies *Building on the Rock* includes instructional material as well as Activity Sheets created around the cartoon character Wise William for developing comprehension and applying the concepts and Biblical Truth emphasized in each Lesson. Activity Sheets include student directions.

The Worldview Student Workbook includes the following:

Introducing--a broad overview of the lesson (main ideas, objectives, key words and definitions, memory verses), visuals, and Scriptures

The Main Points--activities to reinforce lesson concepts

Say It With Symbols--activities to reinforce the Unit Biblical Truth and Biblical Truth Symbol

Picture It--activities to summarize lesson concepts

Hiding God's Word--activities to reinforce memorization of Bible verses

Scripture Search--activities to help students relate Scriptures passages to lesson truths

Thinking About It--activities to promote personal application of lesson concepts

Writing About It--writing prompts to elicit personal application of lesson concepts

Reading About It--Bible and other story texts to reinforce lesson themes

THE STUDENT WORKBOOK ANSWER KEY

An answer key for Student Workbook Activity Sheets is provided in a separate three-ring binder.

VISUALS

The following Visual Aid Cards are provided:

Biblical Truth Couplets--the Twenty Biblical Truths stated as simple rhymes

Section Memory Verse Cards

Unit Memory Verse Cards

Word Cards--words naming the 5 Sections of the curriculum

Definition Cards--definitions of the 5 Sections of the curriculum

Character Trait Word Cards--key Character Trait developed in the Unit

Character Trait Definition Cards--definition of the Character Trait

Character Trait Memory Verse Cards--primary memory verse for the Character Trait

Blackline Master (BLM) Word/Phrase Cards--photocopying masters for key words or phrases

Blackline Master (BLM) Definition Cards--photocopying masters for key definitions

Blackline Master (BLM) Pattern Cards--photocopying masters for hands-on activities

Note: For large classes, overhead transparencies may be created from the Visual Aid Cards.

THE WORLDVIEW MODEL

The basic framework of biblical thought within the Christian worldview contends that God interacts personally with His creation. Based on this framework, *Building on the Rock* emphasizes the relationships expressed in the doctrines of God, creation, the fall, and redemption. The relational unity of the Godhead is reflected in the integrity of all aspects of creation. This unity is experienced personally in the harmonious relationships God ordained us to have with Him, with self, with others, and with nature. As a result of the fall, each of these personal relationships is marred. In redemption, each relationship is restored in harmony as God's shalom and healing is channeled through the atoning work of Christ.

The Worldview Model or House of Truth that accompanies *Building on the Rock* is designed to portray the essential tenets of Christian belief within the context of relationships. Specifically it is designed to illustrate God's creational intent for each relationship, the effects of the fall on each relationship, and the effects of redemption on each relationship. The Worldview Model, when used properly, will enable students to "see" representationally the essential affirmations of the Christian worldview.

The Worldview Model is designed as a house that you and your students will build together. Each component of the house represents one or more affirmations of the biblical Christian worldview. Students are encouraged to follow Wise William as he constructs his House of Truth upon the Rock of Truth, God and His Word. As you teach each Section of *Building on the Rock*, you will build parts into the House of Truth. The blocks are color-coded to correspond to the Section color. You are encouraged to allow your students to work with Wise William's House of Truth not only during the lesson, but also at other times of the day when appropriate. The Teacher Manual and Curriculum Kit provide instructions for assembling and caring for the Worldview Model.

The Worldview Model includes the following building blocks:

The Rock of Truth Representing God and His Word--Gold (1 piece)

The Rock is the foundation upon which Wise William builds his house.

The Foundation of Wisdom Representing the Nature and Character of God--Purple (5 blocks)

One block defines Wisdom, and four blocks representing Biblical Truths 1 through 4 display truths about God.

The Fellowship Wall Representing Our Relationship With God--Red (6 blocks)

The base block defines Fellowship. Two pillars representing Biblical Truths 5 and 6 display truths about God's design for our relationship with Him. A third pillar representing Biblical Truth 7 describes the effects of the fall on fellowship. A fourth pillar representing Biblical Truth 8 describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Image-Bearing Wall Representing Our Relationship With Self--Yellow (6 blocks)

The base block defines Image-Bearing. Two pillars representing Biblical Truths 9 and 10 display truths about God's design for our relationship with self. A third pillar representing Biblical Truth 11 describes the effects of the fall on image-bearing. A fourth pillar representing Biblical Truth 12 describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Servanthood Wall Representing Our Relationships With Others--Blue (6 blocks)

The base block defines Servanthood. Two pillars representing Biblical Truths 13 and 14 display truths about God's design for our relationship with others. A third pillar representing Biblical Truth 15 describes the effects of the fall on servanthood. A fourth pillar representing Biblical Truth 16 describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Stewardship Wall Representing Our Relationship With the Earth--Green (6 blocks)

The base block defines Stewardship. Two pillars representing Biblical Truths 17 and 18 display truths about God's design for our relationship with the earth. A third pillar representing Biblical Truth 19 describes the effects of the fall on stewardship. A fourth pillar representing Biblical Truth 20 describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Roof of Character--Gold (1 piece)

The roof bears the names of the Twenty Character Traits learned in conjunction with the Twenty Biblical Truths presented throughout *Building on the Rock*.

SYMBOL CARDS

Twenty laminated Symbol Cards represent the Twenty Biblical Truths presented in *Building on the Rock*. The nature of God and truth and the concepts of harmony, disharmony, and the restoration of harmony within the four relationships of creation are depicted by musical note symbols. Symbol Cards are color-coded to correlate with the Section in which they are taught.

Section 1--Wisdom: Four purple-bordered Symbol Cards representing Biblical Truths 1-4

Section 2--Fellowship: Four red-bordered Symbol Cards representing Biblical Truths 5-8

Section 3--Image-Bearing: Four yellow-bordered Symbol Cards representing Biblical Truths 9-12

Section 4--Servanthood: Four blue-bordered Symbol Cards representing Biblical Truths 13-16

Section 5--Stewardship: Four green-bordered Symbol Cards representing Biblical Truths 17-20

Instructions for using the Symbol Cards are included in the Teacher Manual. As you construct the Worldview Model or House of Truth during the term, you are encouraged to allow students to match the Symbol Cards with the respective building blocks of the Model. Symbol Cards can be reproduced and mounted on the four walls of the classroom, corresponding to the four walls and foundation of the Model, thus creating a visual reminder

of the essential affirmations of the biblical Christian worldview. As students explore concepts in other subjects of the school curriculum, they can begin to interpret and integrate them into the framework of the Christian worldview.

WORLDVIEW POSTERS

Four Worldview Posters help students visualize the relational dimensions of the biblical Christian worldview. Posters 1 and 2 symbolically depict God's intent for our relationship with Him, with self, with others, and with the earth. Poster 3 depicts the effects of the fall on each relationship. Poster 4 depicts the effects of redemption on each relationship. Woven throughout the Worldview Posters are musical staves and notes in various states of harmony and disharmony. The musical note motif depicting the concept of harmony and disharmony in the four relationships is conveyed in the Symbol Cards, the Days of Creation Posters, and the Worldview Posters.

The Worldview Posters are symbolic. The Teacher Manual provides the interpretive framework for each one. You are encouraged to allow students to look for and interpret biblical truths depicted by each Poster.

DAYS OF CREATION POSTERS

Eleven posters depicting the Days of Creation provide a visual reference for students. The Teacher Manual suggests how the Days of Creation Posters can be used in specific lessons.

BOOKS OF THE BIBLE POSTERS

Five posters depicting the Books of the Bible provide a visual reference for the name and location of each book of the Bible. You are encouraged to correlate the Scripture Cards with their location in the Bible and on the Bible Poster.

BIBLICAL TRUTH COUPLETS CD

The Biblical Truth Couplets are set to music and provided on a CD to help students memorize the Twenty Biblical Truths presented in *Building on the Rock*.

3 IN 1, A PICTURE OF GOD

Joanne Marxshausen's book *3 in 1, A Picture of God* supplements the content of Unit 3, *God is God the Father, God the Son, and God the Holy Spirit*.

WORLDVIEW CURRICULUM

Sections 4-5 Syllabus Days 40-99

SECTION 4: SERVANTHOOD

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SERVANTHOOD

Building a Relationship of Harmony With Others by
Serving Them in Love

Unit 13

God Created His Image-Bearers to Love and Serve One Another

. . . serve one another in love. Galatians 5:13

. . . whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many. Mark 10:43-45

A friend loves at all times. Proverbs 17:17



INTRODUCTION

History confirms that we are social creatures. Our tendency to form and associate in social groups attests to our inherent need to establish families, governments, and nations. In our relationships, we have both built and destroyed great empires. In our friendships, we have given our lives for others, and in our conflicts we have taken the lives of others. Beginning with the miracle of birth, we have experienced the indescribable joy of the parent-child bond; acquiescing to the inevitability of death, we have suffered the piercing sorrow of separation. Rarely are we isolated from the interweaving of our lives with the lives of others and the array of consequences and emotions resulting from that tapestry.

Our innate social nature is demonstrated by our predisposition to form social units and to bond with others. These leanings exist because God created us in His social, relational image. Isolated from other people, we do not function normally. God declared in the beginning that “[i]t is not good for the man to be alone” (Genesis 2:18)--this is as true today as it was for Adam.

Even though all people are social by nature, cultures express their sociality differently. Tribal and Eastern cultures emphasize the community--the family, the tribe, and even the nation function corporately, often at the expense of the individual. Western culture, on the other hand, often emphasizes individualism at the expense of the community, promoting a “do your own thing” mentality that disregards our social responsibility. The biblical Christian worldview affirms the importance of both the community and the individual although the individual is always more important than the state or communal cause. This is not, of course, license for irresponsible individualism, but an acknowledgment of the fact that people, not the state, are eternal and are made in the image of God.

The lessons in Unit 13 are timely, speaking to Western culture that often flaunts individual freedom at the expense of community and to Eastern and tribal cultures that reduce the individual to an insignificant cog within the community. These lessons emphasize instead the biblical perspective of human sociality, recognizing that we are both individuals and socially dependent. The biblical perspective accepts that we are designed to live in community serving others in love, pledging allegiance to family

Teacher's Notes

The introduction provides an overview of the theme and essential character response for each unit.

Sociality is defined as the tendency to associate in or form social groups.

Teacher's Notes

and nation, and demonstrating to the world the relationships of love that characterize our Creator. Both individuals and societies stand before God accountable for their choices and for how they fulfill their God-given roles in a culture. This pluralistic view of humanity is essential if Christians are to avoid the traps of individualism or collectivism that plague global communities.

Most of your students have been deeply influenced by Western individualism. Your task is to help them appreciate their individuality while enabling them to recognize the selfishness of individualism. By helping your students understand their social or communal nature, you will assist them in finding their greatest fulfillment as individuals in serving and loving others. In a society often characterized by broken relationships and self-gratification, known more for its isolation than its outreach, your task is not easy.

As you teach the *Servanthood* units, stress the proper sequence of relationships that enable people to love their neighbors as themselves. Restored first in fellowship with the Father (*Fellowship*), we can then be restored in a relationship of proper love and harmony with ourself (*Image-Bearing*). When these relationships are in harmony, we can become loving servant-friends, willing like Christ to lay down our life for others (*John 15:13*). In selfless service to others, we will not only fulfill our community responsibility but also find our identity and purpose as individuals.

Building on the Rock develops twenty *Biblical Truths*. They are numbered to correspond with the number of the unit in which they are presented.

A *Memory Verse* for each section, unit (*Biblical Truth*), and character trait has been selected for clarity and brevity appropriate for young students.

BIBLICAL TRUTH 13

God created His image-bearers to love and serve one another.

The biblical Christian worldview affirms that we are social beings created by God for the purpose of serving others in a spirit of love.

MEMORY VERSES

SECTION 4: SERVANTHOOD

. . . serve one another in love. Galatians 5:13

BIBLICAL TRUTH (UNIT) 13

. . . whoever wants to become great among you must be your servant, and whoever wants to be first must be slave to all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many. Mark 10:43-45

CHARACTER TRAIT 13

A friend loves at all times. Proverbs 17:17

SYMBOL

Two harmonious notes, the first representing God, the second representing people created in God's image and in service to one another.

Upper note: *God, Sovereign Creator (Deuteronomy 4:39; 1 Chronicles 29:12)*

Lower note: *People, created by God (Genesis 1:26; Psalm 139:13)*

Person in lower note washing the feet of another: *People, created by God for the purpose of serving one another (Galatians 5:13)*

Bridge between first and second note: *Harmony between people and God, allowing them to love their neighbor as themselves (1 John 4:19-20)*

KEY THEMES

THE SERVANTHOOD UNITS 13-16

- The social nature of people
- The origin, nature, and purpose of the family
- The origin and purpose of governments
- The servant nature of social relationships
- The fall and its effects on the family, government, and social relationships
- Redemption and its effects on social relationships
- The origin, nature, and purpose of the church

UNIT 13

- The social nature of people
- The social responsibilities of people as God's image-bearers
- Servanthood as modeled by Christ
- Friendliness as a value and heart response to the biblical design for social relationships

OBJECTIVES

The lessons in Unit 13 should enable students:

- To understand that God created people to live in mutually dependent and beneficial relationships of love and service to one another.
- To identify ways Christ modeled a servant heart in His social relationships with people on earth.
- To identify specific social duties they are to fulfill in relationship with one another.
- To demonstrate their love for others through friendly acts of service.

Teacher's Notes

A musical note motif is used to symbolize each *Biblical Truth*. Each part of the symbol represents a particular aspect of each truth.



Unit Objectives are expanded and listed as specific objectives for each lesson.

Key Concepts provide the biblical doctrines and truths upon which the lessons are designed. Knowing doctrinal truths will assist with lesson preparation and provide an in-depth background from which to answer student questions and supplement the lesson activities.

KEY CONCEPTS

THE SOCIAL NATURE OF GOD AND PEOPLE

We are social beings created in the image of God to reflect the relational expressions of love and loyalty so perfectly exhibited in the triune fellowship of the Godhead. We were not created to live alone (*Genesis 2:18*), but to live in harmonious relationships with God, with ourselves, with others, and with nature. In our relationships with others, we are to reflect the relationships modeled in the Trinity--"only when proper relating is happening is the imaging of God occurring."¹

God created the first social relationship on earth between Adam and Himself (*Genesis 1:26-27*). However, God declared that it was not good for us to live alone, revealing that we are also created to live in relationship with others. The fact that no suitable helper could be found for Adam among the animals God brought to him (*Genesis 2:20*) attests to the fact that we are created to meet our earthly social needs in relationship with other fellow image-bearers. Adam declared his completeness only after God created the woman: "*This is now bone of my bones and flesh of my flesh*" (*Genesis 2:23*). This God-ordained, intimate, male-female relationship is the foundation for all social institutions and most perfectly reflects the image and intimacy of the Godhead. These concepts are discussed more fully in Unit 14.

OUR NEED FOR SOCIAL UNITS

Our social nature is affirmed by our need to develop and participate in social institutions. Friendships, marriages, communities, and governments attest to our social nature and our need for interpersonal relationships. God ordained these social relationships in the beginning for our well-being. Although the social institutions we know on earth will be modified in the eternal order, we will be part of an eternal social structure. Our promised future participation in the church eternal and in God's heavenly family, kingdom, and nation implies that our social nature will remain intact. These future social relationships will find their restored expression in the New Jerusalem where we will live in perfect harmony with God, with ourselves, with others, and with nature. From the beginning and throughout eternity, the "overarching vision for human life is a social one."²

INDIVIDUALISM, COLLECTIVISM, AND PLURALISM

Some worldviews espouse individualism, proclaiming the individual and his or her interests paramount. In this view, the importance of the individual is elevated above that of society. Other views elevate collectivism, holding that social institutions are primary and the individual finds meaning only within the context of the whole.

In contrast to the extremes of individualism and collectivism, the biblical Christian worldview teaches pluralism, which declares that both the individual and the social expressions of corporate humanity are of great value to God. A biblical view of self is, in fact, the foundation for a biblical view of community (*Matthew 22:39*).

In affirming our social nature, the biblical Christian worldview in no way undermines the importance of the individual. Rather it "maintain[s] the individual is more important than any institution in society, and society is important because man was created a social being."³ The intricate balance and intimate relationship between the individual and society at large are clearly demonstrated by the fact that our personal sins will affect the community at large (*Joshua 7:24-26; 2 Samuel 14:7*).⁴ Neither the community

nor the individual is ever free from its mutual responsibility to the other.

OUR SOCIAL DUTIES

Our social relationships are to be characterized by love (*John 13:35; Romans 12:10*) and mutual submission (*Ephesians 5:18, 21-22*). The basis for responsible, loving interaction lies in the fact that God first loved us and exhibited His kindness toward us as individuals (*Luke 6:35-36; John 3:16; Colossians 3:12-13*).

God calls us to create harmonious social relationships characterized by the following traits: unity and loyalty (*Psalms 133*); hospitality (*Romans 12:13; 1 Peter 4:9*); service (*Ephesians 6:7*); forgiveness (*Ephesians 4:32*); sharing (*Matthew 25:40*); deference (*Romans 12:10*); and even a willingness to lay down our life for another person (*1 John 3:16*). These traits further define the extent of our responsibility to others. Christ perfectly modeled these acts of servanthood (*Matthew 20:20-28; Philippians 2:5-11; 1 John 4:11*), and we are to model Christ in our individual contribution to our community.

BIBLE STORIES AND REFERENCES

THE SOCIAL NATURE OF PEOPLE

- The family was created as a social unit. Adam and Eve were created as helpmeets for each other (*Genesis 2:18-25*).
- The nation was created as a social institution (*Genesis 12*).
- Rebekah served Abraham's servant, Eliezer (*Genesis 24*).
- Joseph served Pharaoh (*Genesis 41:37-57*).
- Joseph served his brothers (*Genesis 43-44*).
- We are to serve strangers and our enemies (*Exodus 22:21; Exodus 23:4; Proverbs 25:21; Matthew 5:44; Matthew 25:35-36; Romans 12:20*).
- Ruth served Naomi (*Ruth*).
- A family served Elisha (*2 Kings 4:8-17*).
- All people are related (*Proverbs 22:2; Malachi 2:10; Acts 17:26*).
- Daniel served Nebuchadnezzar (*Daniel 1*).
- Christ served people (*Matthew 20:20-28; John 13; Philippians 2:5-11*).
- We are to love and serve our neighbors (*Mark 12:31; Romans 13:10; Romans 15:2*).
- Peter's mother-in-law served those who were in her house after Jesus healed her (*Luke 4:38-39*).
- The good Samaritan served the Jew (*Luke 10:25-37*).

Teacher's Notes

The Bible is the "textbook" for *Building on the Rock*. Even where supplemental materials (books, videos, etc.) are available, you are encouraged to emphasize the selected Bible stories for students to read, enact, and paraphrase as the foundation for each lesson.

Teacher's Notes

- The deacons served the early church (*Acts 6:1-7*).
- Barnabas served Saul (*Acts 9:26-35*).
- Paul served the churches (*1 Thessalonians 2*).
- Timothy served Paul (*2 Timothy 4:9-13*).
- Onesimus served Paul and Philemon (*Philemon*).
- General references to servanthood:
 - Mark 10:43-44*
 - John 13:14*
 - John 21:16*
 - Galatians 6:2,10*

The *Character Response* for each lesson is not developed in detail. You may present the *Character Response* as a way for students to apply the truths of the lesson to their own lives as a conclusion to the lesson or during another time such as morning devotions or afternoon closing activities. You may emphasize other character traits if you desire.

CHARACTER RESPONSE

Character Trait 13: Friendliness

DEFINITION

Kind actions, words, and smiles that show others how special they are

MEMORY VERSE

A friend loves at all times. Proverbs 17:17

KEY CONCEPTS

The biblical concept of friendliness is embodied in the life of Jesus Christ. In contrast to the world's concept of friendliness, which is selective and often self-centered and changeable, biblical friendliness is not self-seeking (*Matthew 20:28*). It is sacrificial (*John 15:13*) and is extended to all God's image-bearers (*John 3:16*).

Although we often equate friendliness with personal friendships, the Bible defines it as a character trait we are to extend not only to those we know personally and call friends, but also to our enemies (*Romans 12:20*) and to complete strangers (*Exodus 22:21; Hebrews 13:2*). We are to extend friendliness to social outcasts, including the poor and physically handicapped (*Luke 14:12-14*).

Because we are all bonded in a universal fellowship through our common Creator Father (*Malachi 2:10*), we are to regard and treat all people as we ourselves desire to be treated (*Matthew 19:19*). Jesus perfectly modeled this concept of friendliness as he reached out with compassion to those rejected by society (*Mark 10:46-52*), prayed for his enemies (*Luke 23:34*), and laid down his life so all people might have life in Him (*2 Corinthians 5:15*). He called those He chose to follow him His friends (*John 15:15*).

Our friendliness is to be constant (*Proverbs 17:17*), and we are to demonstrate it by loving and esteeming others (*Romans 12:10*), being hospitable and sharing with

those in need (*Romans 12:13*), blessing those who persecute us (*Romans 12:14*), and making every effort to live in harmony and peace with all people (*Romans 12:18*). Our friendliness bears with the failings of the weak (*Romans 15:1*) and strives to restore (*Galatians 6:1*) and build up others in every way (*Romans 15:2*). In essence, friendliness is love in practice, always desiring to see others brought into the oneness of believers Christ calls His friends (*Romans 15:5*).

BIBLE STORIES AND REFERENCES RELATED TO FRIENDLINESS

Those Who Were Friendly

- Abraham was friendly to his three visitors (*Genesis 18*).
- Rebekah was friendly to Abraham's servant, Eliezer (*Genesis 24*).
- Isaac was friendly to the Philistines (*Genesis 26*).
- David was friendly to Mephibosheth (*2 Samuel 9*).
- The Shunammite couple was friendly to Elisha (*2 Kings 4:8-37*).
- Ebed-melech was friendly to Jeremiah (*Jeremiah 38*).
- Mary and Martha were friendly to Jesus (*Luke 10:38-42*).
- Publius was friendly to Paul and his shipwrecked companions (*Acts 28:1-11*).
- General Scripture references related to friendliness/friendship:
 - Proverbs 17:17*
 - Proverbs 18:24*
 - Proverbs 27:10, 17*
 - Ecclesiastes 4:9-10*
 - John 15:13-14*
 - 1 Peter 4:8-9*

Those Who Were Unfriendly

- Sarah and Hagar were unfriendly to each other (*Genesis 16*).
- Brothers Esau and Jacob were unfriendly to each other (*Genesis 27*).
- Joseph and his brothers experienced many years of unfriendly relations (*Genesis 37*).
- Sihon, king of the Amorites, was unfriendly to the Israelites, prohibiting them from passing through his land (*Numbers 21:21-32*).
- Saul was unfriendly to David as David's popularity rose (*1 Samuel 18-19*).
- The Ammonites responded in unfriendly ways to David's extension of sympathy at the death of their king (*2 Samuel 10*).
- In Absalom's rebellion, Shimei cursed King David (*2 Samuel 16*).

Teacher's Notes

- The people of Nazareth were unfriendly to Jesus (*Matthew 13:53-58*).
- The unmerciful servant was unfriendly to those indebted to him (*Matthew 18:21-35*).
- The priest, the Levite, and the rich fool were all unfriendly to the man beaten by robbers (*Luke 10:25-37*).
- Some citizens in Iconium were hostile to Paul and Barnabas (*Acts 14:8-20*).

DISCUSSION TOPICS FOR THINKING ABOUT FRIENDLINESS

- Share ways close friends demonstrate their friendship.
- Share some ways a person you know demonstrates biblical friendliness.
- Share how you choose those to whom you are friendly. Is it right to choose among people to select those to whom you will be friendly?
- Share your ideas about why some people are easier to be friendly to than others.
- Share how you feel about being friendly when you receive nothing in return for your efforts.
- What does it mean to reach out to strangers? Share ways you can reach out to strangers in our class, at your church, or at home.
- Share about a time you tried to reach out to an "enemy." Can you think of ways you can bless your enemies?
- Share about a time when you were able to demonstrate friendliness to an enemy or stranger.
- Share about a time when you were friendly to a neighbor.
- Share about a time when you were not friendly to someone even though you knew you should have been friendly. What problems did your unfriendly behavior or attitude cause? Did you try later to make up for your unfriendliness?
- Discuss a time when someone was unfriendly to you. Share how you felt.
- How do you think biblical friendship is different from worldly friendship?
- What do you think is the difference between being friendly to everyone and being friends with the world and ungodly people?
- What do you think it means to "lay down your life" for a friend?
- What happens when you are sometimes friendly to a particular person and at other times you are not friendly at all?

NOTES

1. David A. Fraser and Tony Campolo, *Sociology Through the Eyes of Faith* (San Francisco: Harper Collins, 1992), pp. 250-251.
2. Ibid., p. 257.
3. David A. Noebel, *Understanding the Times* (Manitou Springs: Summit Press, 1991), p. 479.
4. H. D. McDonald, "Man, Doctrine of," in *Evangelical Dictionary of Theology*, edited by Walter A. Elwell. (Grand Rapids: Baker Book House, 1987), p. 677.

Teacher's Notes

LESSON 13

GOD MADE US FOR EACH OTHER

Our Social Nature Makes Us Need Other Image-Bearers

PREPARING TO TEACH

INTRODUCTION

Section 3, *Image-Bearing*, explored the second relationship of creation, the relationship God created us to have with ourselves. Section 4, *Servanthood*, explores the third relationship of creation, our relationship with others. When God declared that it was not good for human beings to be alone, He revealed His intent to create His image-bearers as mutually dependent social beings. God designed our relational nature to reflect the unity and love of the Trinity and to be expressed in selfless acts of service within community. Lesson 13 explores the concept that our social nature requires us to live as mutually dependent and loving servants of one another.

MEMORY VERSES

Section 4: Servanthood

. . . serve one another in love. Galatians 5:13

Biblical Truth (Unit) 13

" . . . whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many." Mark 10:43-45

Character Trait 13

A friend loves at all times. Proverbs 17:17

OBJECTIVES

- Students will be introduced to *Biblical Truth 13: God created His image-bearers to love and serve one another.*
- Students will define *Servanthood* and identify it as the third of the four relationships of creation.
- Students will understand the Trinity as evidence of God's eternally relational nature.
- Students will identify their relational (social) nature as another dimension of image-bearing.
- Students will identify the four responsibilities God gave His image-bearers at creation and understand that we can fulfill these responsibilities only through

Teacher's Notes

Suggested timetable for Lesson 13: 4 days

See *Syllabus*, p. xvii

Teacher Manual and Student Workbook pages to cover each day are noted within each lesson.

Suggestions for teaching each lesson:

1. Get the big picture of the lesson by surveying its major topics.
2. Refer to the *Syllabus* for a suggested timetable for each topic within the lesson.
3. Highlight the bulleted and underlined key concepts to be developed in each topic.
4. Select visual aids, demonstrations, discussion questions, and any workbook pages you wish to use to develop each topic and its concepts. Feel free to use some or all of the ones suggested in the Teacher Manual and/or develop others of your own.

Remember: A teacher manual is only a guide to help you teach creatively in response to your particular setting and the needs of your students.

Teacher's Notes

For large classes, feel free to prepare overhead transparencies of visual aid cards.

Word and Definition Cards for naming and defining *Wisdom*, *Fellowship*, *Image-Bearing*, *Servanthood*, and *Stewardship* are included with the color-coded and laminated visual aid cards.

harmonious social relationships.

- Students will explore personal needs that God intends us to fulfill for each other.
- Students will understand that serving others is sacrificial and must be rendered in a spirit of love as exemplified in the life and service of Christ.
- Students will be encouraged to exhibit *friendliness* toward others as a response to their understanding of servanthood.

MATERIALS

Worldview Model

Worldview Model Pieces

Servanthood: Building a relationship of harmony with others as I serve them in love

Biblical Truth 13: God created His image-bearers to love and serve each other.

Biblical Truth 14: God made the family and nation in which His image-bearers are to live and serve each other.

Biblical Truth 15: Sin causes disharmony among God's image-bearers.

Biblical Truth 16: Jesus died to bring His image-bearers into a new family and nation of harmony called God's church.

Worldview Posters

Creation Posters

Symbol Cards 3, 9, 13

Biblical Truth 13 Couplet

Biblical Truth Couplets CD

Section Memory Verse Card

4 Galatians 5:13

Unit Memory Verse Card

13 Mark 10:43-45

Word Card

13a Servanthood

Definition Card

13a Servanthood: Building a relationship of harmony **with others** as I serve them in love

Character Trait Word Card

13 Friendliness

Character Trait Definition Card

13 Friendliness: Kind actions, words, and smiles that show others how special they are

Character Trait Memory Verse Card

13 Proverbs 17:17

Teacher Made or Procured

Blackline Masters (Photocopy only. Do not cut or use originals in class.)

Word/Phrase 13a *Social*

Definition 13a *Social: Needing to live in groups in relationship with others*

DEVELOPING THE COMPREHENSION

Student Workbook Activities

Introducing Lesson 13, Part 1, pp. 1-4

Picture It: Building the Walls of the House of Truth, p. 5

Reading About It: The Christmas Box, pp. 7-9

Introducing Lesson 13, Part 2, pp. 11-15

Scripture Search: God Our Creator Has Never Lived Alone, p. 17

Scripture Search: God Created Us to Never Be Alone, p. 18

The Main Points: God Created Us to Never Be Alone, p. 19

Picture It: No Helper Among the Animals for Adam, p. 282

Introducing Lesson 13, Part 3, pp. 21-26

The Main Points: God Created Us to Fill and to Rule the Earth Together, p. 27

Scripture Search: God Created Us to Meet Each Others' Personal Needs, p. 28

Picture It: Biblical Truth 13, p. 31

Say It With Symbols: Biblical Truth 13, p. 32

Group Activities

Play *The Blindfold Game* in two parts, first without and then with assistance.

Part 1: Without assistance: Blindfold a student. Turn the student around to disorient him or her. Explain that the student will have two minutes to go to your desk and pick up a piece of red paper that you have placed there. Explain that there is also a piece of green paper on your desk. Remain close to the student for safety. Allow the student to use his or her hands to “feel” the way to your desk. Direct the class to remain absolutely silent. Allow the student only two minutes to attempt to complete the task. At the end of the allotted time, remove the blindfold and discuss the activity with students.

Part 2: With assistance: Blindfold another student. Select another student to help the blindfolded student locate the piece of red paper on the desk. Turn the blindfolded student around in order to disorient him or her. Change the location of the red paper on the desk. Have the student helper direct or lead the blindfolded student to the desk. Allow the blindfolded student to use his or her hands to “feel” the way. Allow the helper to continue giving directions to the blindfolded student. Remain close to the blindfolded student for safety. Allow enough time for the two students to complete the task together. After the task has been successfully completed, remove the blindfold and discuss the activity with students.

Teacher's Notes

Words, Phrases, and Definitions are provided as Blackline Masters. You may create visuals to display or write the words and definitions on the board as you present them in the lesson.

Definitions are also included in the Student Workbook.

A **Student Workbook Key** is provided in a separate three-ring binder.

Workbook activities, while useful, have limited value in developing comprehension and promoting personal application of lesson concepts. You are encouraged to use the workbook sparingly and to spend a greater amount of time in creative group activities and discussions.

Select from the activities suggested here or create your own to support the topics and concepts developed in each lesson.

It Takes a Team to Make a School (or Home): Examine the different roles involved in making your school (or home) function. Take students on a tour of the school, and have them identify job titles of school employees including teachers, aides, principals, secretaries, nurses, cooks, maintenance personnel, etc. Prepare a bulletin board that depicts all the roles that need to be filled in order for the school (or home) to run efficiently.

SOCIAL Acrostic: Write the letters that make up the word SOCIAL on one side of six sheets of heavy card stock (one letter per sheet). On the other side of each corresponding letter card write **Serving, Others, Continually, In, All, Love** (one word per sheet). Use tape to hinge a sheet of paper over the word side of each card to cover the words, leaving only the letters on the front side showing. Distribute the cards to six students. Have them arrange the letter cards to spell the word SOCIAL. Review the definition as discussed in class. Then have students flip the cover sheet to display the acrostic. Discuss in relation to the meaning of servanthood.

Memory Verse Team Work: On separate pieces of tag, write individual words and/or phrases from the Biblical Truth (Unit) 13 Memory Verse, *Mark 10:43-45*. Have a group of students work as a team to organize the word cards and display the verses for the rest of the class.

MAKING THE APPLICATION

Student Workbook Activities

Introducing Lesson 13, Part 1, pp. 1-4

Thinking About It: Serve One Another in Love, p. 6

Hiding God's Word: Galatians 5:13, p. 10

Introducing Lesson 13, Part 2, pp. 11-15

No Workbook Activities

Introducing Lesson 13, Part 3, pp. 21-26

Hiding God's Word: Mark 10:43-45, pp. 29-30

Thinking About It: Serving Others in Love, pp. 33-34

Group Activities

We Need Each Other. Obtain or prepare a simple puzzle with the approximate number of pieces as students in your class. (To create your own puzzle, draw or mount a picture on poster board before cutting it into puzzle pieces.) Distribute a puzzle piece to each student. Have students work together to create a whole from the pieces. Discuss the "helplessness" of each student in completing the project alone. Then discuss the "helpfulness" required of each student in order to complete the puzzle.

I Can--We Can: Display individual items or sets of items (see list below) that could be used to serve others. Have students suggest creative ways they could *individually* serve others with each item or set of items. Then have them suggest ways the *entire class* could serve others when the item or items are used corporately. While not under-emphasizing the importance of the "individual cup of cold water," emphasize the power of cooperation in servanthood. Suggested items and groups of items:

paper cup, plate, napkin, and plastic utensils

a pencil or pen, paper, envelope, and stamp

a plastic rubbish bag

an article of clothing

a can of food

a single coin or dollar bill

broom, rake, or other cleaning items

Community Extension

Meeting the Needs of Others: Invite the director of a local nursing home to share information about the social needs of the elderly who are confined to their homes or nursing facilities. Have the director suggest ways students could minister to the elderly through music, visits, small gifts, notes, etc.

TEACHING THE LESSON

DAY 1 (Syllabus Day 40)

Teacher Manual: pp. 15-18 Student Workbook: pp. 1-10

Part 1: My Relationship With Others

INTRODUCTION

- Introduce Lesson 13, Part 1.

Focus: Lesson 13, Part 1 introduces students to the *Servanthood Wall* and the relationship God created us to have with others.

Have students turn to *Introducing . . .* on page 1 of their Student Workbooks.

Have them identify the *Lesson* and *Part* numbers.

Ascertain through discussion students' understanding of the title and subtitle.

Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly.

You may wish to introduce *Words and Definitions* and the *Section Memory Verse* at this time or use them as a review following the lesson.

SETTING THE STAGE

- Review the analogy of the four walls of a house and the four relationships of creation.

Focus: Just as a good builder builds a house with strong walls, we are to build the *walls of our lives* with biblical truths related to the four relationships God created.

Have students turn to *Getting Started* on page 2.

Have students think about the number of walls in a classroom or building.

DISPLAY **Worldview Poster 2**, *The Creation in Harmony*.

DISPLAY and rotate the **Worldview Model** as you ask the questions below.

For Discussion:

How many walls does a builder need to build into a house to make it strong?

How many walls have we built in our House of Truth so far?

How many more walls do we need to build?

What do the four walls help us remember?

What relationship of creation does the red wall help us remember?

What relationship of creation does the yellow wall help us remember?

What relationship of creation will the blue wall help us remember?

Teacher's Notes

1

INTRODUCING . . . Lesson 13
Part 1

Building the Servanthood Wall
Servanthood - My Relationship With Others

The Main Ideas

Like a wise builder you have already laid a solid Foundation of Wisdom with biblical Truth about God and truth. You have also built a strong Fellowship Wall with truths about your relationship with God and an Image-Separating Wall with truths about your relationship with yourself.

Now you are ready to build the third wall of the House of Truth. You will build this wall with biblical Truths about the relationship God created you to have with others. You already know that you do not live by yourself. In fact, you not only live with and among other people, you need these people. Can you imagine living completely alone? Sometimes you do enjoy being alone, but you could never live in this world without other people. And that is because God created you and everyone else to live in relationship with each other. When you understand more about God's plan for us to live in harmonious relationship with others, you will know why God created us to need each other. You will also know the responsibilities you have to others and that God created you to be a servant to each of His other image-bearers.

What You Will Do

1. You will name the third wall in Wise William's House of Truth Servanthood and list important the relationship God created you to have with others.
2. You will define Servanthood and identify some of the ways we serve one another.
3. You will begin to think about ways you can serve others now and later when you are older.
4. You will begin to construct the Servanthood Wall in the House of Truth.

Word and Definitions

Servanthood Building a relationship of harmony with others and serving them in love.

Memory Verse

... serve one another in love. - Galatians 5:13

1

2

Getting Started

Walls Represent the Four Relationships of Creation

Wall 1
My Relationship With God

Wall 2
My Relationship With Myself

Wall 3
My Relationship With Others

Wall 4
My Relationship With the Earth

2

*How many pillars of truth do you think we will build in the blue wall?
Why is it important that we build all four walls in our House of Truth
and in our lives?*

Correlate building a strong house with four walls with building a strong life with walls of truth about the four relationships of creation.

DISCLOSURE

TOPIC 1. INTRODUCING THE SERVANTHOOD WALL-- BUILDING MY RELATIONSHIP WITH OTHERS

- Name the *Servanthood Wall* of the **Worldview Model**.

Focus: The third relationship of creation we will study is the relationship God created us to have with others. This relationship becomes more and more harmonious as we follow Christ's example of serving others in love.

Have students turn to *Topic 1* on page 3.

DISPLAY the side of the **Worldview Model** that will accommodate the *Servanthood Wall*.

Ascertain students' understanding of the relationship with others that servanthood represents.

For Discussion:

What relationship of creation do you think the third wall of our House of Truth will help us remember?

Explain that before building the wall about our relationship with others, we have to name it.

DISPLAY Word Card 13a, Servanthood.

Have students recite it.

For Discussion:

What little word do you hear and see in the big word servanthood?

What is a servant?

What do you think the word servanthood means?

Have students identify the types of service activities represented in the nine pictures on page 3 of their workbooks.

For Discussion:

How are the people in these pictures serving others?

Do you think the person who collects rubbish is less of a servant to others than are the emergency medical people who are trying to save someone's life? Why? Why not?

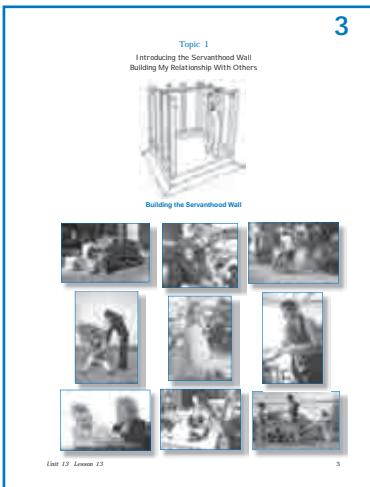
Why is each of these kinds of service to others necessary?

DISPLAY Definition Card 13a, Servanthood: *Building a relationship of harmony with others as I serve them in love.*

Have students recite it.

For Discussion:

What does the word servanthood mean?



Why do you think serving others builds relationships of harmony with them?

Why did God create us to serve each other?

Can you serve someone if you don't love him or her?

Why should your service to others be done in love?

What has God done to serve us?

- Introduce the memory verse for *servanthood*.

Focus: Relationships of service are inherent in the eternal nature of the Trinity and are reflected in the relational character of God's creation. We find our purpose for living in our loving service to God and to others.

Have students turn to page 4.

DISPLAY Section 4 Memory Verse Card, *Galatians 5:13*.

Have students recite it.

Correlate it with the **Bible Poster**.

Galatians 5

[13] . . . serve one another in love.

For Discussion:

What are some ways you could serve others?

Do people ever serve others without love? In what kinds of situations might this happen?

Why is love such an important part of serving others?

Who is our model for serving others in love?

How did Jesus serve us?

- Construct the **Worldview Model**.

Focus: Servanthood defines the third relationship of creation, our relationship with others. The servanthood relationship is represented by the blue wall of the Worldview Model.

Refer to the **Worldview Model**.

Invite a student to place **Worldview Model Piece** *Servanthood: Building a relationship of harmony with others as I serve them in love*, directly above **Worldview Model Piece**, *Biblical Truth 3: God is God the Father, God the Son, and God the Holy Spirit*. Explain that this wall will be built with truths that remind us of how we can have a relationship of harmony with others.

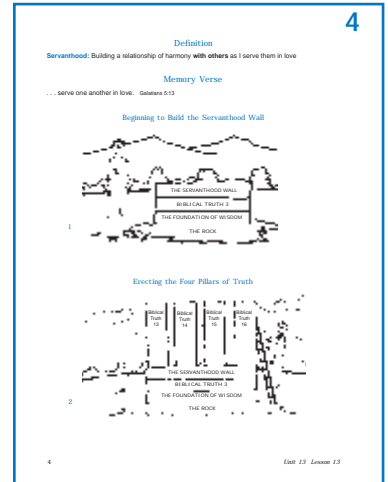
Have students find Picture 1 (page 4). Have them compare Wise William's House of Truth with the Worldview Model.

- Introduce the four pillars of the *Servanthood Wall*.

Focus: The first two pillars of each wall represent truths related to God's creational intent for the relationship. The third pillar represents truths related to the effects of the fall on the relationship. The fourth pillar represents truths related to the restoration of the relationship through Christ.

For Discussion:

How many pillars of truth about our relationship with others will we build in our Servanthood Wall?



Teacher's Notes

Since the pillar for *Biblical Truth 13* is already in place as the adjoining corner pillar for *Biblical Truth 12 in the Image-Bearing Wall*, do not remove it.

DISPLAY the four **Worldview Model Pieces** representing Biblical Truths 13-16. Invite a student to place the remaining three pillars into the *Servanthood Wall*. Explain that each pillar in the blue wall represents a Biblical Truth about the relationship we have with others.

Ascertain students' understanding of the repetitive format of Biblical Truths related to each relationship of creation--truths related to God's creational intent, the effects of the fall, and the effects of redemption.

For Discussion:

*How many pillars of truth are we going to study about servanthood?
What truths will the first two pillars in the blue wall tell us?
What truth will the third pillar tell us?
What truth will the fourth pillar tell us?*

Have students find Picture 2 (page 4). Have them compare Wise William's House of Truth with the Worldview Model.

After the four pillars have been placed in the *Servanthood Wall*, remove them.

Explain that Lesson 13 explores the first Biblical Truth about our relationship with others as God's image-bearers.

DAY 2 (Syllabus Day 41)

Teacher Manual: pp. 18-24 Student Workbook: pp. 11-20

Part 2: God Created Us To Live Together

INTRODUCTION

- Introduce Lesson 13, Part 2.

Focus: Lesson 13, Part 2 explores the relational nature of the Trinity and God's creation of Adam and Eve as the first social beings in His image in order to introduce the concept that our social nature is a reflection of God's social nature.

Have students turn to *Introducing . . .* on page 11 of their **Student Workbooks**.

Have them identify the *Lesson* and *Part* numbers.

Ascertain through discussion students' understanding of the title and subtitle.

Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly.

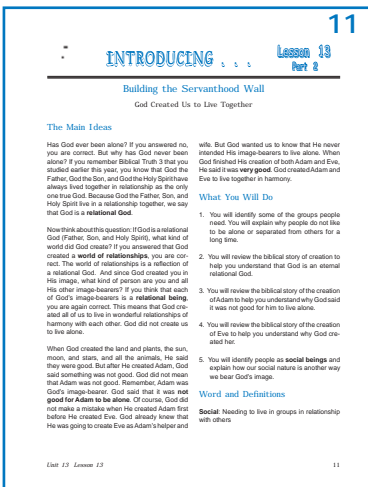
You may wish to introduce *Words and Definitions* at this time or use them as a review following the lesson.

SETTING THE STAGE

- Have students identify some social groupings people form.

Focus: God ordained three basic institutions--the family, the nation, and the church. Within these broad institutions, we form multiple social groups such as teams, clubs, friendship groups, work teams, etc.

Have students turn to *Getting Started* on pages 12-13.



Have students study Pictures 1 through 7 to identify the various settings in which people live, work, play, worship, and learn together. Have them write the settings on the blank lines under the pictures.

For Discussion:

Do we live, work, worship, play, and learn by ourselves or in groups?

What do we name the groups represented in Pictures 1 through 7?

What groups are you a part of (including your family)?

How do you feel when you are part of a group?

Why do people want to live, work, worship, play, and learn in groups?

- Develop the concept of *loneliness* by having students identify situations and feelings related to physical isolation.

Focus: Because God created us as social beings, prolonged physical isolation creates personal disharmony, including the feeling of loneliness.

Have students study Pictures 8, 9, and 10 on page 13.

Have them recall situations when they have been physically isolated from a group for a period of time (*i.e., in their home while parents were away, in their room for discipline, sleeping in their room at night, etc.*).

For Discussion:

What does Picture 8 show you? Picture 9? Picture 10?

Have you ever been alone and apart from a group such as your family?

When were you alone?

How did you feel when you were all alone?

Why do you think you felt lonely?

- Develop the concept of *rejection* by having students identify situations and feelings related to social isolation.

Focus: Because God created us as social beings, prolonged social isolation creates personal disharmony, including the feeling of rejection.

Have students study Pictures 11 and 12 on page 13.

Have them recall situations when they were not included in a group they wanted to belong to (*i.e., excluded or ignored by a group of playmates or classmates, isolated from a group for discipline but still within visual proximity, etc.*).

For Discussion:

In Picture 11, what might the boy in the black shirt be feeling? Why?

In Picture 12, what might the girl in the white blouse be feeling? Why?

Have you ever felt all alone even though you were actually with other people?

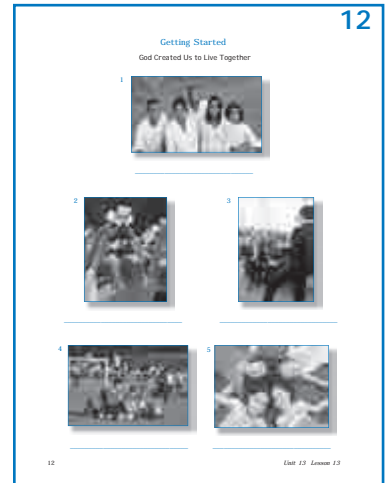
What do you think made you feel this way?

Have you ever wanted to be part of a group or activity but were not included?

How did you feel when you were excluded?

- Have students express their desires and/or concerns about groups they would like to be a part of in the future.

Teacher's Notes



Social Units Represented by Pictures 1-7

1. Family
2. Citizens/Nation
3. Church/Body of Christ
4. Organizations/teams
5. Friendships
6. Work/labor teams
7. Schoolmates

Focus: Because God created us as social beings, we anticipate connecting with others through various social groups. Our anticipation is often accompanied by both excitement and fear.

Have students share both positive and negative feelings they have about participating in particular social groups in the future (*sports teams, youth groups, friends they hope to have, marriage partners, etc.*).

For Discussion:

- What groups are important to you?*
- What groups do you want to be a part of in the future?*
- Why are these groups important to you?*
- How do you feel about wanting to be a part of these groups?*
- Do you ever worry about not being allowed to belong to a group or being rejected by a group? Why?*

Continue exploring students' understanding of our social nature.

For Discussion:

- Why do people enjoy being part of a group?*
- Why do people need to belong to a group?*
- Why does isolation from a group cause you to feel hurt or sad?*

Explain that Part 2 of Lesson 13 explores why being included in groups is part of who we are as human beings created in God's image.

DISCLOSURE

TOPIC 1. GOD OUR CREATOR HAS NEVER LIVED ALONE

- Develop the biblical truth that God is eternally relational as Father, Son, and Holy Spirit.

Focus: God is eternally relational as God the Father, God the Son, and God the Holy Spirit.

Have students turn to *Topic 1* on page 14.

DISPLAY Symbol Card 3, Biblical Truth 3: God is God the Father, God the Son, and God the Holy Spirit.

Have students find the picture of Symbol Card 3 in their workbooks.

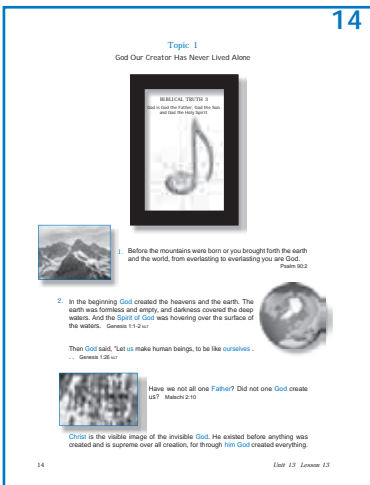
For Discussion:

- What does Symbol Card 3 tell us about God?*
- Has God ever been alone? Why not?*
- How long have God the Father, God the Son, and God the Holy Spirit been together in relationship as the one true God?*

Have students read and discuss **Scripture 1, Psalm 90:2** (workbook page 14).

Psalm 90

[2] Before the mountains were born or you brought forth the earth and the world, from everlasting to everlasting you are God.



For Discussion:

How long has God been God?

How long have God the Father, Son, and Holy Spirit lived in a relationship of harmony?

To whom is the psalmist referring when he writes "you brought forth the earth and the world"?

Have students read and discuss **Scripture 2**, Genesis 1:1-2, 26 *NLT*; Malachi 2:10; Colossians 1:15-16 *NLT* (workbook page 14).

Have them read in order to identify the three Persons of the Trinity as the plural you involved in Creation.

Genesis 1

[1] In the beginning God created the heavens and the earth. [2] The earth was formless and empty, and darkness covered the deep waters. And the Spirit of God was hovering over the surface of the waters.

[26] Then God said, "Let us make human beings in our image, to be like ourselves NLT"

Malachi 2

[10] Have we not all one Father? Did not one God create us?

Colossians 1

[15] Christ is the visible image of the invisible God. He existed before anything was created and is supreme over all creation, [16] for through him God created everything NLT

For Discussion:

To whom do us and our refer in Genesis 1:26?

Which verse tells us that God the Holy Spirit is Creator?

Which verse tells us that God the Father is Creator?

Which verse tells us that God the Son is Creator?

Which Persons of the Trinity created everything?

TOPIC 2. GOD CREATED US TO NEVER LIVE ALONE

- Develop the biblical truth that image-bearing includes a relational or social dimension.

Focus: Our social nature bears the image of God Who is eternally relational as God the Father, Son, and Holy Spirit.

Have students turn to **Topic 2** on page 15.

DISPLAY Symbol Card 9, *Biblical Truth 9*: God created people in His image.

Have students recite it. Review its meaning.

Have students read and discuss **Scripture 1**, Genesis 1:26 (workbook page 15).

Genesis 1

[26] Then God said, "Let us make man in our image, in our likeness."

For Discussion


What does Symbol Card 9 and Genesis 1:26 tell us about people?

What does it mean to be created in God's image?

15

Topic 2
God Created Us to Never Live Alone


1. Then God said, "Let us make man in our image, in our likeness." Genesis 1:26



2. The Lord God formed the man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. Now the Lord God had planted a garden in the east, in Eden; and there he put the man he had formed. The Lord God took the man and put him in the Garden of Eden to work it and take care of it. Genesis 2:7, 8, 15

3. The Lord God said, "It is not good for the man to be alone. I will make a helper suitable for him."

Now the Lord God had formed out of the ground all the beasts of the field and all the birds of the air. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name. So the man gave names to all the livestock, the birds of the air and all the beasts of the field. But for Adam no suitable helper was found. Genesis 2:18-20



4. So the Lord God caused the man to fall into a deep sleep, and while he was sleeping, he took one of the man's ribs and closed up the place with flesh. Then the Lord God made a woman from the rib he had taken out of the man, and he brought her to the man. The man said, "This is now bone of my bones and flesh of my flesh; she shall be called 'woman,' for she was taken out of man." For this reason a man will leave his father and mother and be united to his wife. . . . Genesis 2:21-24

Social
Needing to live in groups in relationship with others

Unit 13 Lesson 13 15

What do the words "Let us make man in our image" tell us about who created us?

What do the words us and our tell us about what God is like?

If God the Father, Son, and Holy Spirit have always enjoyed being in a relationship (the Trinity), what is another way we bear God's image?

If God the Father, God the Son, and God the Holy Spirit are together as one God, why do we need to be together with other people?

- Review God's creation of Adam and Eve.

Focus: God created His image-bearers as social beings. When God declared that it was not good for Adam to be alone, He was not admitting a failure in His creative plan. Rather, He was confirming His own relational nature and revealing His yet to be completed design for human beings. Only when both Adam and Eve were created as relational beings in His image was God able to look at all He had created and say that "it was very good" (Genesis 1:31).

DISPLAY Creation Poster Day 6, Adam.
Have students find the poster on page 15.

For Discussion:

Who is the first person God created?

Have students read and discuss **Scripture 2**, Genesis 2:7-8, 15 (workbook page 15).

Genesis 2

[7] The LORD God formed the man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being. [8] Now the LORD God had planted a garden in the east, in Eden; and there he put the man he had formed. [15] The LORD God took the man and put him in the Garden of Eden to work it and take care of it.

For Discussion:

What work did God give Adam to do?

Did God make Adam work in the garden because he had sinned?

Is work part of God's punishment for our sins? Why not?

Since Adam was alone, do you think his work was hard or easy?

Even though God was with Adam, do you think Adam ever felt alone?

Do you think it was good for Adam to be alone in the garden and have to work alone? Why? Why not?

Have students read and discuss **Scripture 3**, Genesis 2:18-20 (workbook page 15).

Genesis 2

[18] The LORD God said, "It is not good for the man to be alone. I will make a helper suitable for him."

[19] Now the LORD God had formed out of the ground all the beasts of the field and all the birds of the air. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name. [20] So the man gave names to all the livestock, the birds of the air and all the beasts of the field. But

for Adam no suitable helper was found.

DISPLAY Creation Poster Day 6, Land Animals.

Have students find the poster on page 15.

For Discussion:

After God had created Adam, what one thing did God say was not good about His creation so far?

If Adam was living with all the animals, why did God say it was not good for him to be alone?

Did God make a mistake at first and think it would be good for Adam to be alone with just the animals? Why not?

If God did not make a mistake, why do you think He said, "It is not good for the man to be alone"?

What work did God give Adam to do?

Why do you think God didn't name the animals Himself?

What did Adam name some of the animals?

What could have made Adam's work easier?

Why was Adam not able to find a good helper among the animals?

What kind of helper do you think Adam needed?

DISPLAY Creation Poster Day 6, Eve.

Have students find the poster on page 15.

For Discussion:

What was God's plan so that Adam would not be alone and so that he could work and care for the garden?

Have students read and discuss **Scripture 4**, Genesis 2:21-24 (workbook page 15).

Genesis 2

[21] So the LORD God caused the man to fall into a deep sleep; and while he was sleeping, he took one of the man's ribs and closed up the place with flesh. [22] Then the LORD God made a woman from the rib he had taken out of the man, and he brought her to the man.

[23] The man said, "This is now bone of my bones and flesh of my flesh; she shall be called 'woman,' for she was taken out of man."

[24] For this reason a man will leave his father and mother and be united to his wife . . .

For Discussion:

How did God create Adam's helper?

Whom did God create for Adam?

What did Adam call his new helper?

Why was Eve able to help Adam in ways none of the animals could?

What did the woman God created for Adam become for him?

If Eve became Adam's wife, what new role did Adam have?

Did God create Adam and Eve to have a relationship with each other?

If God created Adam and Eve to have a relationship with each other, in what way did they bear God's image?

Who was the first family God created?

If students discuss the "assistance" domesticated animals provide, emphasize their limited ability to meet Adam's needs. Discuss the needs animals cannot meet, including emotional, intellectual, spiritual, and social needs.

The family is the focus of Unit 14.

Teacher's Notes

- Introduce the concept of our *social* nature.

Focus: Our relational nature is also referred to as our *social* nature. As an adjective describing human beings, *social* refers to our tendency or need to live within definable groups.

WRITE OR DISPLAY BLM Word/Phrase 13a, *Social*.

Have students recite it.

Lead a discussion to help students understand the meaning of *social*.

For Discussion:

If I say, "Mark is a very social person," what do I mean?

If I say, "Sarah is not a very sociable person," what do I mean?

If I say, "People are social beings," what do I mean?

WRITE OR DISPLAY BLM Definition 13a, *Social*: *Needing to live in groups in relationship with others.*

Have students read the definition of *social* in their workbooks on page 15.

For Discussion:

Why do people need to live and work in groups?

What are some groups in which people live and work together?

Explain that God created us as *social beings* who need to be in dependent relationships with others. Explain that later lessons will explore the groups God created for us to live in as loving servants of each other.

DAY 3 (Syllabus Day 42)

Teacher Manual: pp. 24-32 Student Workbook: pp. 21-25, 27-30

Part 3: God Created Us to Need and to Help Each Other

INTRODUCTION

- Introduce Lesson 13, Part 3.

Focus: Lesson 13, Part 3 introduces students to the cooperative work God calls us to do in caring for the earth as well as each other.

Have students turn to *Introducing . . .* on pages 21-22 of their Student Workbooks.

Have them identify the *Lesson* and *Part* numbers.

Ascertain through discussion students' understanding of the title and subtitle.

Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly.

You may wish to introduce the *Words and Definitions*, *Biblical Truth 13*, and the *Unit Memory Verse* at this time or use them as a review following the lesson.

SETTING THE STAGE

- Discuss (or have students participate in) activities that are difficult if not impossible to do without help from others.

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INTRODUCING . . . Lesson 13
Part 3

Building the Servanthood Wall
God Created Us to Need and to Help Each Other

The Main Ideas

You learned about the important job of taking care of the Garden of Eden that God gave to Adam. You learned that Adam could not do all the work by himself and that none of the animals God had created was able to help him. God created Eve as Adam's helper. In fact, God gave Adam and Eve more work than just taking care of the garden. He gave them the responsibility to have children—to begin the task of filling the whole earth with other image-bearers. He also commanded Adam and Eve to take control of the entire earth, to care for it, and to rule over all the animals. These responsibilities were too much for one person to do alone. God created Eve not just to be Adam's helper, but to be his wife, too. The children God told them to begin having would also be able to help them do the work God had given them to do.

What You Will Do

1. You will recognize your need for others by identifying things you cannot do alone.
2. You will identify four kinds of work God commands all image-bearers to do together.
3. You will describe some of the personal needs of others God wants you to help meet.
4. You will think about Jesus' death on the cross for your sin to help you discover the attitude God wants you to have when you serve and help others.
5. You will reflect the best pillar of truth in the Servanthood Trail: **God created His image-bearers to love and serve one another.**
6. You will define **friendliness** and be encouraged to show friendliness to each of God's image-bearers you are called to serve.
7. You will learn the memory verse for Biblical Truth 13.

God created Adam and Eve a very long time ago. But the work He gave them to do and the responsibility He gave them to care for and love each other are still our work and responsibility today. Just as Adam needed Eve to be his companion and helper, we also need others as companions to love us and help us to do all God commands us to do here on the earth.

Besides helping each other accomplish God's commands, Adam and Eve were created to be companions to each other so that neither of them would be alone. Of course, Adam and Eve had not been completely alone. They never God and talked with Him each day. God created Adam and Eve and every image-bearer since the beginning with a need to be loved and cared for by other image-bearers. This is why He created Eve for Adam and why He created you and all other image-bearers with a need to love and care for one another.

God created Adam and Eve a very long time ago. But the work He gave them to do and the responsibility He gave them to care for and love each other are still our work and responsibility today. Just as Adam needed Eve to be his companion and helper, we also need others as companions to love us and help us to do all God commands us to do here on the earth.

Est 13 Lesson 13

Focus: God created us to depend on help from others to accomplish many tasks.

Have students turn to *Getting Started* on page 23.

Have students study the nine pictures.

For Discussion:

Which pictures show people doing things they are able to do completely by themselves?

What are some other things you can do completely by yourself?

Note: If students identify activities they can do by themselves but that require the use of any type of equipment (i.e., riding a bike, building with tools, etc.), ask if they would be able to perform the activity without the equipment or if they could construct the necessary equipment by themselves.

Which pictures show people doing things by themselves that would be easier to do with help from others?

What are some other things you can do by yourself that would be easier if others helped?

Which pictures show people doing things they cannot do by themselves?

What are some other things you cannot do by yourself?

Even though you can do many things by yourself, why do you need other people?

Explain that Part 3 of Lesson 13 explores the truth that God created us to depend on others to meet our needs.

DISCLOSURE

TOPIC 1. GOD CREATED US TO FILL AND TO RULE THE EARTH TOGETHER

- Reinforce the biblical truth that God created people as mutually dependent servants of one another.

Focus: Fulfilling the cultural mandate requires the cooperative effort of all image-bearers.

Have students turn to *Topic 1* on page 24.

For Discussion:

What work did God tell Adam and Eve and all people to do that cannot be done alone?

Have students read and discuss **Scripture 1**, Genesis 1:27-28; 2:15 (workbook page 24).

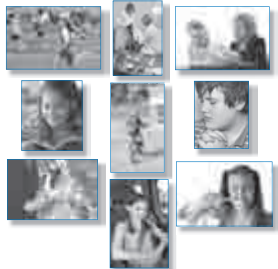
Genesis 1

[27] So God created man in his own image, in the image of God he created him; male and female he created them.

Teacher's Notes

23

Getting Started
We Cannot Live Completely Alone



Things I Can Do Alone


Things I Cannot Do Alone

Unit 13 Lesson 13

24

Topic 1
God Created Us to Fill and to Rule the Earth Together

1. So God created man in his own image, in the image of God he created him; male and female he created them.



God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it."

Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground.

The Lord God took the man and put him in the Garden of Eden to work it and take care of it.

Genesis 1:27-28; 2:15

Unit 13 Lesson 13

[28] God blessed them and said to them, "Be fruitful and increase in number; *fill the earth* and *subdue it*. *Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground.*"

Genesis 2

[15] The LORD God took the man and put him in the Garden of Eden to work it and *take care of it*.

For Discussion:

What four commands did God give Adam and Eve regarding the earth?

What do you think each command means?

Discuss *filling the earth* as related to populating it through family and birth; *subduing the earth* as related to ruling and controlling its resources and the development of culture; *ruling over the animals* as related to their care and use for meeting human needs; *taking care of the earth* as related to the protection and wise use of the earth's resources.

Have students correlate each of these commands in Scripture 1 with the pictures on page 24.

For Discussion:

Why can't one person obey these commands completely by himself or herself?

What is your responsibility to each of these commands?

TOPIC 2. GOD CREATED US TO MEET EACH OTHERS' PERSONAL NEEDS

- Develop the biblical truth that God meets many of our personal needs through the service of others.

Focus: Although we are totally dependent on God to meet all our basic needs, God usually meets our needs through the mutual service of His image-bearers one to another.

Have students turn to *Topic 2* on page 25.

For Discussion:

What kinds of personal needs did God create us to meet for other people?

Have students read and discuss **Scripture 1**, *Ecclesiastes 4:9-12 NLT* (workbook page 25).

Ecclesiastes 4

[9] *Two people are better off than one, for they can help each other succeed. [10] If one person falls, the other can reach out and help. But someone who falls alone is in real trouble. [11] Likewise, two people lying close together can keep each other warm. But how can one be warm alone? [12] A person standing alone can be attacked and defeated, but two can stand back-to-back and conquer. Three are even better, for a triple-braided cord is not easily broken.* NLT

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Topic 2
God Created Us to Meet Each Others' Personal Needs

1. Two people are better off than one, for they can help each other succeed.

If one person falls, the other can reach out and help. But someone who falls alone is in real trouble.

Likewise, two people lying close together can keep each other warm. But how can one be warm alone?

A person standing alone can be attacked and defeated, but two can stand back-to-back and conquer. Three are even better, for a triple-braided cord is not easily broken. *Ecclesiastes 4:9-12*

2. We know what real love is because Jesus gave up his life for us. So we also ought to give up our lives for our brothers and sisters.

If someone has enough money to live well and sees a brother or sister in need but shows no compassion—how can God's love be in that person? Dear children, let's not merely say that we love each other; let us show the truth by our actions. *1 John 3:16-18*

*... whoever wants to be a leader among you must be your servant, and whoever wants to be first among you must be the slave of everyone else. For even the Son of Man came not to be served but to serve others and to give his life as a ransom for many. *Mark 10:43-45*

Unit 13 Lesson 13 25

For Discussion:

*What does this Scripture say about how we can help each other?
Does this Scripture mean we have to serve others only when they fall,
when they are cold, or when they are being attacked? What is this
Scripture telling us?*

*What can you do to help others?
How can others help you?*

- Develop the biblical truth that all our service must be given in love.

Focus: We are to serve others in love because God created us, serves us, and redeems us in love.

Have students recall instances when they have served or helped others without love and a good attitude (i.e., doing chores, helping, running errands, etc.).

For Discussion:

*Have you ever done something for a friend or a family member that
you really didn't want to do? Give some examples.
Why is serving others not always pleasant or fun?
Is it easier to be served or to serve? Why?*

*Why does God command you to serve others in love?
In what ways has God served you?
When God serves you, what attitude does He have in His heart?*

Have students read and discuss **Scripture 2**, 1 John 3:16-18 NLT, Mark 10:43-44 NLT (workbook page 25).

1 John 3

[16] We know what real love is because Jesus gave up his life for us. So we also ought to give up our lives for our brothers and sisters.

[17] If someone has enough money to live well and sees a brother or sister in need but shows no compassion--how can God's love be in that person? [18] Dear children, let's not merely say that we love each other; let us show the truth by our actions. NLT

Mark 10

[43] "Whoever wants to be a leader among you must be your servant, [44] and whoever wants to be first among you must be the slave of everyone else. [45] For even the Son of Man came not to be served but to serve others and to give his life as a ransom for many." NLT

For Discussion:

*Who is the perfect example for us of a servant?
How did Jesus serve us?
What attitude did Jesus have when He served us?
If Jesus is God, why would He serve us?
What attitude can help us love others when we serve them?*

TOPIC 3. SYMBOLS HELP US REMEMBER BIBLICAL TRUTHS

- Introduce the Symbol Card for Biblical Truth 13.
Focus: God created us as social beings in His image so that we would serve Him and others in love.

Have students turn to *Topic 3* on page 26.

DISPLAY Symbol Card 13, *Biblical Truth 13*: God created His image-bearers to love and serve one another.

Have students recite it.

For Discussion:

What part of the symbol reminds us that God the Father, Son, and Holy Spirit have always enjoyed a relationship of harmony with each other?

If God the Father, Son, and Holy Spirit have always enjoyed being in a relationship (the Trinity), what is another way we bear God's image? What part of the symbol reminds us that God created us to serve others in love?

DISPLAY Biblical Truth 13 Couplet.

Have students recite it.

*God created me
 To humbly serve you.
 He created you
 To serve me, too.*

Play the **Biblical Truth Couplets CD**, track 13.

Have students sing along.

Have students compare the wording of Biblical Truth 13 couplet with Biblical Truth 13 on the Symbol Card.

- Introduce the memory verse for Biblical Truth (Unit) 13.

Focus: Our service to others should reflect God's love and service to us through Christ.

DISPLAY Unit 13 Memory Verse Card, *Mark 10:43-45*.

Have students recite it.

Correlate it with the **Bible Poster** and Biblical Truth 13.

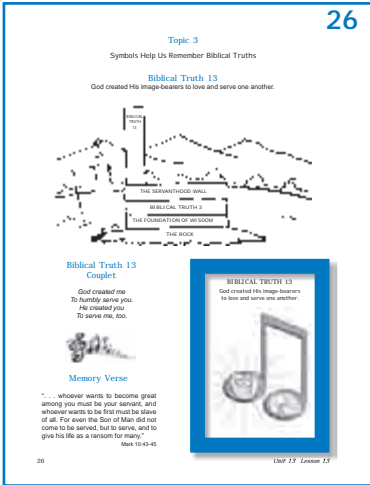
Mark 10

[43] ". . . whoever wants to become great among you must be your servant, [44] and whoever wants to be first must be slave of all. [45] For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many."

For Discussion:

*Why does God command us to be servants of others?
 How did Jesus serve us?*

- Erect the first pillar of truth about our relationship with others in the *Servanthood Wall*.



The memory verse for Unit 13 is reviewed in Lessons 14 and 15. Students do not need to memorize it completely in this lesson.

Explain that *Son of Man* refers to Jesus and that a *ransom* is the price a person pays to have another person freed from captivity (slavery, kidnapping, etc.) Through the ransom of Christ's life, we are freed from the captivity of sin.

The pillar for *Biblical Truth 13* is already in place as the adjoining pillar for *Biblical Truth 12* in the *Image-Bearing Wall*.

Focus: Biblical Truth 13 is the first pillar of truth about our relationship with others in the *Servanthood Wall*.

DISPLAY the Worldview Model.

Explain that you are going to erect the first pillar of truth in the *Servanthood Wall*.

Refer to the pillar for *Biblical Truth 13: God created His image-bearers to love and serve one another*.

Have students recite it.

Invite a student to identify the pillar for *Biblical Truth 13*.

Have students compare the wording of Biblical Truth 13 on the Symbol Card and on the Worldview Model.

Have them correlate the picture of Wise William's House of Truth in their workbooks (page 288) with the Worldview Model.

SUMMARY

- Review the definition of *servanthood*.

Focus: God created us in His image to serve Him and others in love.

DISPLAY the Worldview Model.

Refer to the *Servanthood Wall*.

For Discussion:

*What is the name for our relationship of harmony with others?
What does servanthood mean?*

DISPLAY Definition Card 13a, *Servanthood*: Building a relationship of harmony with others as I serve them in love.

Have students recite it.

For Discussion:

What are some ways you can serve others at home? At school? In your neighborhood? In your church?

- Review the memory verse for *servanthood*.

Focus: Relationships of service are inherent in the eternal nature of the Trinity and are reflected in the relational character of God's creation. We find our purpose for living in our loving service to God and to others.

DISPLAY Section 4 Memory Verse Card, *Galatians 5:13*.

Have students recite it.

Correlate it with the **Bible Poster**.

Galatians 5

[13] . . . serve one another in love.

For Discussion:

*Can you serve others without love?
Why must our service be done in love?*

- Review the **Worldview Model**.

Teacher's Notes

Use Word/Phrase and Definition BLMs or have students refer to their workbooks to review important words and definitions.

Focus: Biblical Truth 13 represents God's creational intent for our relationships of harmony with others.

Refer to the **Worldview Model**.

Have students locate the pillar for *Biblical Truth 13: God created His image-bearers to love and serve one another*.

Have students recite it.

DISPLAY Biblical Truth 13 Couplet.

Have students recite it.

*God created me
To humbly serve you.
He created you
To serve me, too.*

Play the **Biblical Truth Couplets CD**, track 13.

Have students sing along.

- Review the Symbol Card for Biblical Truth 13.

FOCUS: God created us in His image to serve Him and others in love.

DISPLAY Symbol Card 13.

Have students explain the meaning of each part of the symbol.

For Discussion:

What do the heart, the cross, and the dove inside the interlocking circles tell us about God?

What does the bridge between the note representing God and the lower note representing people help us remember?

Why do you think there are two people in the lower note?

What truth does one person washing the feet of another person help us remember?

What does the cross with the crown tell us about servanthood?

- Review the memory verse for Biblical Truth (Unit) 13.

Focus: Our service to others should reflect God's love and service to us through Christ.

DISPLAY Unit 13 Memory Verse Card, Mark 10:43-45.

Have students recite it.

Correlate it with the **Bible Poster** and Biblical Truth 13.

Mark 10

[43] ". . . whoever wants to become great among you must be your servant, [44] and whoever wants to be first must be slave of all. [45] For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many."

For Discussion:

Who is our perfect example of a loving servant?

Why do we not always want to be a servant to others?

Why is being a servant not always easy?

Why does God want us to serve others?

PRAYER

Have students thank God for all the relationships He has placed them in. Have them ask God to give them a servant's heart in each relationship.

CHARACTER RESPONSE--FRIENDLINESS: PART 1

- Introduce the concept of *friendliness*.

Focus: Friendliness is a mark of servanthood. We should demonstrate friendliness to all God's image-bearers.

DISPLAY Character Trait 13 Word Card, *Friendliness*.

Have students recite it.

Ascertain students' understanding of the meaning of *friendliness*.

For Discussion:

*Do you have a friend who is loving, kind, and loyal to you?
What is friendliness?*

- Define *friendliness*.

Focus: Friendliness is rooted in the character traits of love and loyalty.

DISPLAY Character Trait 13 Definition Card, *Friendliness: Kind actions, words, and smiles that show others how special they are.*

Have students recite it.

For Discussion:

What is friendliness?

- Develop the concept of *friendliness* as an appropriate response to all God's image-bearers.

Focus: Christ modeled friendliness. Friendliness is rooted in a spirit of humility and grace toward our fellow image-bearers.

For Discussion:

*What does it mean to love someone else?
What does it mean to be loyal to someone else?
What are some ways you can be a loving friend to someone else?
What are some ways you can be a loyal friend to someone else?
Who has been your most loyal and loving friend?
In what ways has Jesus been your friend?
How should you treat someone who is not friendly to you? Why?*

- Introduce the memory verse for *friendliness*.

Focus: Friendliness extends beyond fair weather times. Being a friend is a commitment to love and to be loyal to others just as Christ is committed and loyal to us.

DISPLAY Character Trait 13 Memory Verse Card, *Proverbs 17:17*.

Have students recite it.

Correlate it with the **Bible Poster**.

Teacher's Notes

The *Character Response* for each lesson is not developed in detail. You may present the *Character Response* as a way for students to apply the truths of the lesson to their own lives as a conclusion to the lesson or during another time such as morning devotions or afternoon closing activities. Emphasize the need for students to respond in heart to the truths God reveals. The character response should be demonstrated by a character trait that reflects Jesus in each student's life.

A character trait has been selected for each unit. The trait, its definition, corresponding memory verse, key concepts, related Bible stories, and discussion topics are included in each *Unit Introduction*.

A three-part presentation is suggested. **In Part 1, introduce the character trait, its definition, and its corresponding memory verse.**

In Part 2, select and read a Bible story in which the character trait is demonstrated. Following the story, ask and discuss relevant questions.

In Part 3, select and read a Bible story in which the character trait is *not* demonstrated. Following the story, ask and discuss relevant questions.

Teacher's Notes

The *Roof of Character* will be constructed at the end of this study when all the character responses for *Biblical Truths* 1 through 20 have been presented. The construction will take place in the final lesson as students review each *Biblical Truth* and its corresponding character trait.

Proverbs 17

[17] A friend loves at all times.

For Discussion:

When are you supposed to love your friends?

How can you love a friend if he or she doesn't show love and loyalty to you?

Who is your best Friend who has always loved you, even as a sinner?

SERVANTHOOD

Building a Relationship of Harmony With Others by
Serving Them in Love

Unit 14

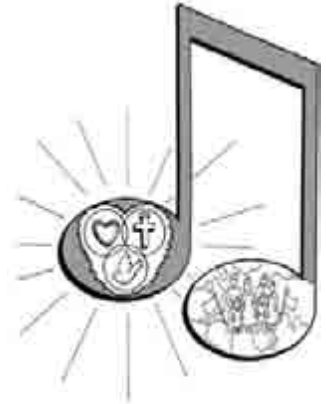
God Made the Family and Nation in Which His Image-Bearers Are to Live and Serve Each Other

... serve one another in love. Galatians 5:13

"But at the beginning of creation God 'made them male and female.' 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh.'" Mark 10:6-7

"From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live." Acts 17:26

The integrity of the upright will guide them, But the falseness of the treacherous will destroy them. Proverbs 11:3 NASB



INTRODUCTION

God created us to live in harmonious relationships with others. If we fail to understand His creational intent or if we exploit it or fail to develop it, our social environment will become as polluted as our physical environment. If we are to fulfill our purpose and calling as God's image-bearers, we not only need to understand the social structures God created to accommodate our relationships with others but also to nurture and develop these structures.

Woven into the fabric of creation are three basic relational structures or institutions that God ordained to accommodate our social nature. Each of these institutions--the family, the nation, and the church--is necessary for establishing and nurturing God's Kingdom on earth.

The family is the primary cultural institution God uses to build His kingdom on earth. Therefore, the family is Satan's prime target. By destroying or crippling the institution of marriage and family, Satan can impede the establishment of God's Kingdom and gain territory for himself. Specifically, by subverting the family he can thwart the righteous development of any nation on earth, even within one generation (*Psalms* 78). Satan is keenly aware that dysfunctional families contribute to a nation's decline. Parents who fail their children by not instilling righteous values, by not instructing them in social and relational skills, and by not meeting their basic emotional and spiritual needs contribute more to the destruction of a nation than any invading political enemy.

Unit 14 is designed to lead students to understand how God intended the family and nation to function in harmonious relationships. (Unit 16 focuses on God's design for harmonious relationships in the church.)

As you teach the lessons related to the family, be aware that the home life of your students may range from intact and functional to completely broken and dysfunctional. With sensitivity to the pain caused by problems in the home, you must lovingly, forthrightly, and faithfully teach God's design and high standard for the family.

Teacher's Notes

The introduction provides an overview of the theme and essential character response for each unit.

Teacher's Notes

Do not teach to the lowest common denominator. Without judgment, teach your students about God's ideal standard for families. In doing so, you faithfully pass God's standards for the family to the next generation (*Psalm 78*).

In the lessons related to the nation, emphasize that all nations, their boundaries, and their leaders are ordained by God in His timing and for His purposes (*Acts 17:26-28*). Be careful not to interpret biblical principles of government and nation through "political eyes." Within His revealed Word, God provides righteous principles that require all governments to promote justice and secure peace for their citizens. His Word also reveals principles we must follow as we relate to governments and participate in political activity.

In your approach to these lessons about the institutions of family and nation, emphasize our responsibility to nurture them by our commitment to honesty in our interpersonal relationships. Demonstrate honesty at all times before your students. Encourage your students to practice honesty in school, in their homes, and in the community.

Building on the Rock develops twenty *Biblical Truths*, numbered to correspond with the number of the unit in which they are presented.

A *Memory Verse* for each section, unit (*Biblical Truth*), and character trait has been selected for clarity and brevity appropriate for young students.

BIBLICAL TRUTH 14

God made the family and nation in which His image-bearers are to live and serve each other.

The biblical Christian worldview affirms that God ordains the family and nation as the basic social units of society in which we are to serve each other and fulfill the cultural mandate.

MEMORY VERSES

SECTION 4: SERVANTHOOD

... serve one another in love. Galatians 5:13

BIBLICAL TRUTH (UNIT) 14

"But at the beginning of creation God 'made them male and female.' 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh.'" Mark 10:6-7

"From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live." Acts 17:26

CHARACTER TRAIT 14

The integrity of the upright will guide them, But the falseness of the treacherous will destroy them. Proverbs 11:3 NASB

SYMBOL

Two harmonious notes, the first representing God, the second representing people created by God for relationships within family and nation.

Upper note: *God, Sovereign Creator (Deuteronomy 4:39; 1 Chronicles 29:12)*

People in lower note: *Families of the world, created in God's image (Genesis 1:27-28)*

Flag and map in lower note: *Nations of the world, composed of families of the world (Acts 17:26-27)*

Bridge between first and second note: *Harmony between people and God, the prerequisite for harmonious relationships within families and among nations (Psalm 33:12; Proverbs 14:34)*

KEY THEMES

THE SERVANTHOOD UNITS 13-16

- People's social nature
- The family's origin, nature, and purpose
- Government's origin and purpose
- The servant nature of social relationships
- The effects of the fall on the family, government, and social relationships
- Redemption and its effects on social relationships
- The church's origin, nature, and purpose

UNIT 14

- The family's origin and purpose as the basic institution of society
- Family members' nature, roles, and responsibilities
- Government's origin and purpose as a social institution
- Citizens' responsibilities to government
- Honesty as a command and value for all social relationships

OBJECTIVES

The lessons in Unit 14 should enable students:

- To understand the origin and purpose of marriage as the basic institution God designed for the establishment of families.
- To describe the institution of marriage as the foundation of the family.
- To understand basic roles and relationships of family members.
- To understand the origin and purpose of the nation as an essential social structure.

Teacher's Notes



A musical note motif is used to symbolize each *Biblical Truth*. Each part of the symbol represents a particular aspect of each truth.

Unit Objectives are expanded and listed as specific objectives for each lesson.

Teacher's Notes

Key Concepts provide the biblical doctrines and truths upon which the lessons are designed. Knowing doctrinal truths will help with lesson preparation and provide an in-depth background to help you answer student questions and supplement lesson activities.

In light of the current controversy regarding the meaning of marriage, it is important to understand the biblical concept of marriage as the union of only one man and one woman for life.

- To identify ways Christians are to relate to government.
- To serve members of the family and fellow citizens of the nation with integrity and honesty.

KEY CONCEPTS

THE INSTITUTIONS OF SOCIETY

God not only created people as social beings, He also ordained the societal structures within which they are to express and nurture their sociality. The biblical Christian worldview affirms that God ordained three primary institutions--the family, the nation, and the church--to fulfill His purposes on earth and to meet each person's social needs. God established each of these institutions to function with specific roles and within specific boundaries, yet desired none to function in isolation from the others.

THE FORMATION AND PURPOSE OF THE FAMILY

The first institution God created was marriage and the family, illustrating its importance to God and its position in culture as the foundation for all other institutions. The intimacy of the marriage relationship between a man and a woman is designed to reflect not only the intimacy and unity of the Godhead, but also to model the respect and care all people are to have for each other.

The family is designed to reflect the harmonious relationships within the Trinity in love, unity, trust, and selflessness. As love, God does not live for Himself but takes pleasure in creating life and imparting His image and love to us, His image-bearers. Within the earthly family, parents create new life in their image and impart love to their children. In modeling heavenly love, parents become their children's "window to God," giving them their first glimpse of the Father's heart and His perfect love for His creation.

God ordained the family to meet all our basic needs (*1 Timothy 5:8*). While acknowledging that all things come from God, parents are to meet the physical, emotional, and psychological needs of their children. The dependent nature of the child reinforces the picture of our dependence upon our Creator. In raising children, parents gain rich insight into the spiritual concepts of unconditional love, dependency, trust, and faith.

The family is ordained not only to meet the basic needs of children but also to be the training ground for building human and spiritual relationships and for instilling moral values (*Deuteronomy 6:4-9; Psalm 128*). As parents provide biblical instruction and model relational principles, children grow in their ability to receive God's love and to express love to Him and to others.

THE EFFECTS OF SIN ON SOCIETY

God designed the social institutions of marriage and family to function in perfect harmony. However, when Adam and Eve sinned, the harmony within both Adam and Eve as individuals was corrupted, and that in turn destroyed the social harmony within the family and the community. The fall not only broke our personal and interpersonal harmony, it also disrupted our fellowship with God.

God's eternal plan for restoring harmony among people is centered in the redemptive work of Christ. God ordained and established the nation of Israel through whom the Messiah would come. God's plan for restoring harmony among people is not only facilitated through spiritual rebirth but also through the institution of human governments that He ordains for specific purposes. The nation, evolving from the smaller social units of family and tribe, plays a role in both facets of God's plan for the restoration of social relationships.

THE FORMATION AND PURPOSE OF THE NATION

THE NATIONS

Before the flood, society was organized into families and tribes. The family groupings were God-ordained, and the tribes evolved as natural expressions of people's social nature and need for each other. After the flood, Noah's descendants formed nations (*Genesis 10*), which evolved according to the providence and purposes of God. God's sovereign will predetermined the times for these and other nations' existence as well as their governing authorities and the extent of their geographic borders (*Acts 17:26; Romans 13:1-2, 4*). All these post-flood nations emerged from one initial parent (*Acts 17:26*), implying that no race or nation is superior to others.²

God ordains the formation of nations so they might seek and find Him (*Acts 17:27*) and thus be blessed by communion with Him. His ultimate desire is that nations might worship Him, a desire that will be fulfilled in eternity (*Revelation 15:4*).

God cares for all nations (*Matthew 28:19-20*), holds them accountable for their actions (*Matthew 25:32*), and determines the course of their history according to their obedience to His commands (*Deuteronomy 28*). Nations that exhibit righteousness will be exalted and extended (*Proverbs 16:12; 29:4, 14*), and nations that practice unrighteousness will be destroyed (*Proverbs 11:11*).

THE NATION OF GOD

God formed the Hebrew nation for a special task. He directly implemented and fulfilled His promised plan of redemption for a fallen and corrupt humanity through the Hebrew nation. God's relationship with Israel is one of eternal intimacy, and Israel has a special place and future in God's plans (*Hebrews 8:8-13*).

THE FORMATION AND PURPOSE OF GOVERNMENT

God implemented a direct plan for the redemption of humanity through Jesus Christ. He designed an indirect plan through the institution of government within the nations. He ordained government for the purposes of curtailing evil, punishing evil doers (*Romans 13:1-5*), and promoting justice, peace, and righteousness among those it governs (*Proverbs 25:5; Isaiah 32:16*). Those whom God chooses to rule in government derive their authority directly from Him (*Romans 13:1*). Rulers are to be stewards of public welfare and God's creation at large (*1 Peter 2:13-3:17; 5:1-7*). The laws they institute should align with biblical values that are absolute, revealed by God, and based upon His character.

Christians are to obey the laws of the government, for in so doing they are submitting to God's ordained authority. Only when the laws of government violate God's laws are believers free to disobey (*Daniel 6; Acts 5:29-32*).

The Bible is the “textbook” for *Building on the Rock*. Even where supplemental materials (books, videos, etc.) are available, you are encouraged to emphasize the selected Bible stories for students to read, enact, and paraphrase as the foundation for each lesson.

The Bible does not prescribe any particular form of government, only its function of promoting justice (*Proverbs 29:4*) and protecting its citizens from injustice (*Deuteronomy 27:19*). A monarchy can be righteous and beneficent or corrupt and dictatorial. A democracy can be godly or ungodly depending on the common ethos of its people. However, any system of government that is founded on biblical truth will exalt and prolong the life of the nation it serves.

BIBLE STORIES AND REFERENCES

THE ORIGIN AND PURPOSE OF THE FAMILY

- God created the family to create life, to bring Him glory, and to develop civilization (*Genesis 1:26-28; Matthew 19:4-6; Ephesians 1:3-14*).
- God created the family to meet people’s social needs (*Genesis 2:18-24*).
- God created the family as the primary institution to establish His kingdom on earth (*Genesis 2:23-24; Psalm 78:1-8; Matthew 1*).

THE HUSBAND AND WIFE RELATIONSHIP

- The marriage relationship is commended by God (*Proverbs 18:22*), is meant to be permanent (*Matthew 5:32; Mark 10:9; 1 Corinthians 7:10-11*), and is meant to be kept sexually pure (*Hebrews 13:4*).
- Husbands and wives are to submit to one another (*1 Corinthians 7:3-5; Ephesians 5:22*) and respect and help one another (*Genesis 2:18; Ephesians 5:23-33; 1 Peter 3:1-7*).
- In the marriage relationship, the husband and wife are of equal value and importance in Christ (*Galatians 3:26-28; 1 Peter 3:7*).
- The husband is called to be the spiritual head of the home; the wife is called to submit to his godly leadership (*Ephesians 5:22-24; 1 Peter 3:1-6*).
- The marriage relationship is to represent and model the relationship between Christ and the church (*Ephesians 5:22-32*).

THE PARENT AND CHILD RELATIONSHIP

- God designed the husband-wife relationship to bring new life into His creation (*Genesis 1:28; 9:1; Psalm 127:3-5; 1 Timothy 5:14*).
- Children are to obey and submit to their parents (*Exodus 20:12; Deuteronomy 5:16; Proverbs 1:8; 4:1; 6:20; Ephesians 6:1-4*).
- Parents have the responsibility to teach (*Deuteronomy 6:20*), train (*Proverbs 22:6*), provide for (*2 Corinthians 12:14*), nurture (*Ephesians 6:4*), control (*1 Timothy 3:4*), love (*Titus 2:4*), and correct (*Proverbs 13:24*) their children.
- Parents are to fulfill their parental responsibilities with gentleness and understanding, not offending or provoking their children with cruelty and harsh words (*Psalm 103:13; Matthew 18:6, 10; Ephesians 6:4; Colossians 3:21*).

- Children are to care for their parents in their old age (*Proverbs 23:22; Matthew 15:4-6; 1 Timothy 5:3-4, 8*).

FAMILIES

- The first family (*Genesis 1-3*)
- The families of Cain (*Genesis 4*)
- The extended families of Adam (*Genesis 5*)
- Noah's family (*Genesis 6-9*)
- Abraham's family (*Genesis 21*)
- Isaac's family (*Genesis 24*)
- Jacob's family (*Genesis 29-31*)
- Jesus' family (*Luke 2*)
- Examples of godly acts by fathers: Abraham (*Genesis 18:19*); Isaac (*Genesis 27:26-29*); Jacob (*Genesis 35:2-3*); Manoah (*Judges 13:8*); David (*1 Kings 2:1-4*); Zechariah (*Luke 1:67-79*); Cornelius (*Acts 10:1-2*)
- Examples of godly acts by mothers: Sarah (*Genesis 21:6-7*); Hannah (*1 Samuel 1:21-22*); Elizabeth (*Luke 1:41-45*); Mary (*Luke 1:46-55*); Eunice (*2 Timothy 1:5*)
- Examples of godly children: Isaac (*Genesis 22:7*); Jephthah's daughter (*Judges 11:36-37*); Samuel (*1 Samuel 2:26*); John the Baptist (*Luke 1:80*); Jesus (*Luke 2:49*); Timothy (*2 Timothy 3:14-15*)
- Examples of godly homes: Joshua (*Joshua 24:15*); the nobleman (*John 4:53*); Lydia (*Acts 16:14-15*); the Philippian jailer (*Acts 16:33-34*)

THE ORIGIN AND PURPOSE OF NATIONS

- God ordained the establishment of nations from among the families and tribes of Noah's descendants (*Genesis 10:32; Acts 17:26-28*).
- The history of a nation depends on its response to God and His people (*Deuteronomy 27:14-26; Deuteronomy 28; Joel 3:1-8, 12, 19*).
- The times, borders, and leaders of nations are determined by God (*Job 12:23; Proverbs 8:15-16; Acts 17:26-28; Romans 13:1*).
- Nations are accountable to God and will be judged by Him (*Zephaniah 3:8; Matthew 25:32*).
- Ultimately, nations exist for the purpose of seeking and finding God (*Acts 17:27*) and worshipping Him throughout eternity (*Revelation 15:4*).

Teacher's Notes

- The nation of Israel was ordained by God as the channel for fulfilling His redemptive plan for sinful people (*Romans 9-11*).
- Nations establish governments for the purpose of controlling sinful people (*Romans 13:1-7*); insuring justice (*Isaiah 10:1; Jeremiah 23:5; Amos 5:14-15*); preventing oppression (*Ezekiel 45:9*); protecting the nation (*2 Chronicles 26:9-15*); and raising taxes for government operations (*Matthew 22:15-22*).

THE CHRISTIAN'S RELATIONSHIP TO GOVERNMENT

- Believers are to pray for their leaders and nations (*Jeremiah 29:7; 1 Timothy 2:1-3*).
- Citizens are to be godly influences on their nations (*Proverbs 11:11; Proverbs 29:2*) and strive to see that the law is righteously enforced (*Acts 22:22-29*).
- Christians may refuse to obey laws that contradict God's laws (*Daniel 6; Acts 5:29*).
- As citizens, Christians are to respect and obey government (*Romans 13:1-7; Titus 3:1-2*).
- Christians are to help support their government financially (*Romans 13:6-8; Matthew 22:15-22*).

CHARACTER RESPONSE

Character Trait 14: Honesty

The *Character Response* for each lesson is not developed in detail. You may present the *Character Response* as a way for students to apply the truths of the lesson to their own lives as a conclusion to the lesson or during another time such as morning devotions or afternoon closing activities. You may emphasize other appropriate character traits if you desire.

DEFINITION

Truthfulness in everything I think, say, and do

MEMORY VERSE

The integrity of the upright will guide them, But the falseness of the treacherous will destroy them. Proverbs 11:3 NASB

KEY CONCEPTS

Integrity is rooted in God's nature and character. God designed and created the cosmos to function within a framework of eternal truths. As its inhabitants, we are to respond with truthfulness in everything we do. Our motive to respond to everything in honesty should stem from our love for God whose character is absolute truth, purity, integrity, and faithfulness. This framework of integrity is essential if we are to live in unity in the social structures of families and nations. Without honesty, the social fabric of creation is destroyed as distrust, injustice, and eventual anarchy eat away at every fiber.

God condemns lying as a form of dishonesty (*Proverbs 12:22; Colossians 3:9*). He also condemns stealing (*Exodus 20:15*), dishonesty in business using false weights and measures (*Leviticus 19:35*), unresolved indebtedness (*Romans 13:8*), unsound court judgments (*Zechariah 8:16*), and any deceitful practice (*Psalms 101:7*).

In contrast to deceit and dishonesty, integrity is reflected by truthful words (*Matthew 5:33-37*) and by knowing, doing, and speaking truth as Christ, who is the Truth, spoke (*John 8:12; 1 John 1:5-8*). Families and nations who walk in truth will truly be free (*John 8:32*), have wisdom for daily living (*John 16:13*), and be able to stand firm in conflict (*Ephesians 6:14*). Maintaining integrity in relationships is the ultimate expression of love for our neighbor (*Romans 13:8-10*).

BIBLE STORIES AND REFERENCES RELATED TO HONESTY

Those Who Exhibited Honesty

- Jacob dealt honestly with Laban in the care of his flocks (*Genesis 31:36-42*).
- Joseph exhibited integrity of character by fleeing from the immoral advances of Potiphar's wife (*Genesis 39*).
- Israel was quick to maintain his integrity by doubling the amount of silver his sons were to return to Pharaoh (*Genesis 43:8-14*).
- David was honest before God about his sins (*Psalms 51*).
- Jesus Christ epitomized integrity during his entire life on earth (*Matthew 26:57-60*).
- Zacchaeus turned to honesty after his conversion (*Luke 19:1-8*).

Those Who Did Not Exhibit Honesty

- Satan lied to Adam and Eve (*Genesis 3*).
- Abraham and Sarah lied to the Pharaoh about their relationship as husband and wife (*Genesis 12:14-20*).
- Jacob lied to his father Isaac about his identity in order to steal the blessing from his brother Esau (*Genesis 27:21-27*).
- Achan took the devoted things (the plunder God told the Israelites to destroy) in the battle of Jericho and lied about it (*Joshua 7*).
- Saul lied to Samuel about the spoils of war he kept and did not destroy as God commanded (*1 Samuel 15*).
- David tried to conceal his sin with Bathsheba by initiating her husband Uriah's death (*2 Samuel 11-12*).
- King Ahab and his wife Jezebel took Naboth's vineyard by deceptive means (*1 Kings 21*).
- Peter denied Jesus, saying he never knew him (*Matthew 26:69-75*).

- Ananias and Sapphira lied to Peter regarding the sale of their property (*Acts 5*).

DISCUSSION TOPICS FOR THINKING ABOUT HONESTY

- Share about a time when you were honest but had a hard time being so.
- Share about a time when you were dishonest. Explain the circumstances, but do not excuse your actions.
- Discuss how you feel about being honest even when you know that your honesty will cost you something.
- Share about a time when your dishonesty broke a relationship of trust with a friend. What might you do (or have already done) to mend that relationship?
- Share about a person you know who demonstrated integrity in a particular situation.
- Discuss some situations you can imagine yourself in where being completely honest would be difficult. Explain why being honest would be difficult.
- Discuss exaggeration. How does exaggerating relate to honesty? Is it wrong?
- Think about a situation where dishonesty affected relationships in your family.
- Discuss the difference between "white lies" and "black lies."
- Discuss the problem of cheating in school. Why is it wrong to cheat? How can you avoid the problem of cheating in school or cheating in school work?
- Discuss the effects of honesty in family relationships and friendships.

NOTES

1. H. W. Byrne, *A Christian Approach to Education* (Milford: Mott Media, 1979), p. 273.
2. David Burnett, *Clash of Worlds* (Nashville: Oliver Nelson, 1992), p. 216.

LESSON 16

HERE COMES THE BRIDE

God Planned Marriages and Families

PREPARING TO TEACH

INTRODUCTION

Unit 13 developed the truth that God's design for our relationships with others revolves around loving service to all people. Unit 14 explores the family and the nation as social institutions created by God wherein our service to others takes place. God created the family to reflect the love and fellowship of the heavenly family of God the Father, Son, and Holy Spirit and to fill the earth with people. God created the nation to protect people and to promote justice among families under its authority.

Lesson 16 introduces *Biblical Truth 14: God made the family and nation in which His image-bearers are to live and serve each other* and develops the biblical concept of marriage and family.

MEMORY VERSES

Section 4: Servanthood

. . . serve one another in love. Galatians 5:13

Biblical Truth (Unit) 14

"But at the beginning of creation God 'made them male and female.' 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh.'" Mark 10:6-7

"From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live." Acts 17:26

Character Trait 14

The integrity of the upright will guide them, But the falseness of the treacherous will destroy them. Proverbs 11:3 NASB

OBJECTIVES

- Students will be introduced to *Biblical Truth 14: God made the family and nation in which His image-bearers are to live and serve each other.*
- Students will be introduced to the concepts of *family* and *nation* and will focus on God's design for the family in Lesson 16.
- Students will explore the biblical covenant of marriage as the basis for family formation.

Unit 14 Lesson 16

Teacher's Notes

Suggested timetable for Lesson 16: 3 days

See *Syllabus*, p. xviii

Teacher Manual and Student Workbook pages to cover each day are noted within each lesson.

Suggestions for teaching each lesson:

1. Get the big picture of the lesson by surveying its major topics.
2. Refer to the *Syllabus* for a suggested timetable for each topic within the lesson.
3. Highlight the bulleted and underlined key concepts to be developed in each topic.
4. Select visual aids, demonstrations, discussion questions, and any workbook pages you wish to use to develop each topic and its concepts. Feel free to use some or all of the ones suggested in the Teacher Manual and/or develop others of your own.

Remember: A teacher manual is only a guide to help you teach creatively in response to your particular setting and the needs of your students.

Mark 10:6-7 is the Unit Memory Verse for Lessons 16 and 17. *Acts 17:26* is the Unit Memory Verse for Lesson 18.

An alternative ICB translation of *Proverbs 11:3* is provided in the *Character Response* part of the lesson.

Teacher's Notes

- Students will be encouraged to exhibit *honesty* as they live with others in their family and nation.

MATERIALS

Worldview Model

Worldview Model Piece

Biblical Truth 14: God made the family and nation in which His image-bearers are to love and serve each other.

Symbol Card 14

Biblical Truth 14 Couplet

Biblical Truth Couplets CD

Unit Memory Verse Cards

14a *Mark 10:6-7*
14b *Acts 17:26*

Character Trait Word Card

14 *Honesty*

Character Trait Definition Card

14 *Honesty: Truthfulness in everything I think, say, and do*

Character Trait Memory Verse Card

14 *Proverbs 17:17 NASB*

Teacher Made or Procured

World map or globe
Newspaper clippings of engagement announcements
Newspaper clippings of wedding announcements

Blackline Masters (Photocopy only. Do not cut or use originals in class.)

Word/Phrase 16a *Marriage*
Word/Phrase 16b *Family*
Word/Phrase 16c *Extended family*
Word/Phrase 16d *Engagement*
Word/Phrase 16e *Marriage license*
Word/Phrase 16f *Wedding*
Word/Phrase 16g *Covenant*

Definition 16a *Marriage: The close relationship God created for a man and a woman to share together for life as husband and wife*
Definition 16b *Family (1): One man and one woman married as husband and wife*
Definition 16c *Family (2): One man and one woman married as husband and wife and the children they may have through birth or adoption*
Definition 16d *Extended family: A family that includes close relatives such as grandparents, aunts, uncles, and cousins*

Words, Phrases, and Definitions are provided as Blackline Masters. You may create visuals to display or write the words and definitions on the board as you present them in the lesson.

Definitions are also included in the Student Workbook.

Definition 16e	<i>Engagement: The time before a marriage when a man and a woman promise to one day marry each other</i>
Definition 16f	<i>Marriage license: The written permission from a government allowing a man and woman to marry</i>
Definition 16g	<i>Wedding: The ceremony in which a man and a woman make a covenant before God and others to lovingly live together as husband and wife as long as they both live</i>
Definition 16h	<i>Covenant: A special agreement or promise</i>
Pattern 16a	<i>France</i>
Pattern 16b	<i>Japan</i>
Pattern 16c	<i>Mexico</i>
Pattern 16d	<i>China</i>
Pattern 16e	<i>Trudeau, Lafayette, Duclos</i>
Pattern 16f	<i>Yamamoto, Nakamura, Myasato</i>
Pattern 16g	<i>Gonzales, Martinez, Ramirez</i>
Pattern 16h	<i>Wong, Chang, Fong</i>

Teacher's Notes

Add names from your own region or country that are unique to its history.

The choice of names and countries is not meant to represent the cosmopolitan nature of cultures, but to illustrate the concept that God ordains the development of cultures through families and nations around the world. You will want to emphasize that many countries today are indeed inhabited by people from many ethnic and cultural backgrounds.

DEVELOPING THE COMPREHENSION

Student Workbook Activities

Introducing Lesson 16, Part 1, pp. 85-90

Picture It: Biblical Truth 14, p. 91

Say It With Symbols: Biblical Truth 14, p. 92

Introducing Lesson 16, Part 2, pp. 95-100

*The Main Points: What Is a Marriage? What Is a Family?
pp. 101-102*

Groups Activities

Family Roots 1: Prepare a simple request form asking parents to list the national (ancestral) heritages of their family. Compile the list, and help students locate the countries on a world map. If students are immigrants or know their heritage, allow them to share their story with the class.

Family Roots 2: Prepare a display with student pictures circling a world map. Connect each student to his or her ancestral nation using yarn or string.

Family Roots 3: Invite nuclear and extended family members of recent immigrants to share about their family roots and culture. Have them bring cultural artifacts, photos, etc., if available.

Nuclear Family Bar Graph: Have students share the number of people in their nuclear family. Create a simple bar graph on the board to illustrate the sizes of families represented in the class. Label the Y (vertical) axis "Number of Families." Label the X (horizontal) axis "Family Size." Stress the value of each family regardless of its size.

My Family: Have students bring photos of their nuclear and/or extended family to share with the class. Create an "Our Families" display.

Coat of Arms: Create a shield template divided into four quadrants. Photocopy onto art paper. Have students draw or write something unique about their family in each quadrant (i.e., a flag representing their family ancestry, a picture of family members, family name, family business, etc.).

This project could be completed at home and shared with the class.

Weddings: Have students share about weddings they have either participated in or attended. Discuss the significance of the parts of the ceremony, the participants, the symbols, and the vows.

MAKING THE APPLICATION

Student Workbook Activities

Introducing Lesson 16, Part 1, pp. 85-90

Hiding God's Word: Mark 10:6-7, pp. 93-94

Groups Activities

Wedding Vows: As a group, have students review the marriage promises (traditional wedding vows) in their workbook (page 100). Have them create a wedding vow as a class. Write the vow on the board, and discuss the significance of each part.

My Family: Encourage students to share why they love their family, what is important to them about their family, and family traditions and/or events that make their family special.

Community Extension

Engagement and Marriage: Invite an engaged couple and/or a newly married couple to share about their engagement and/or wedding. Have them emphasize their commitment to biblical principles of marriage.

TEACHING THE LESSON

DAY 1 (Syllabus Day 52)

Teacher Manual: pp. 96-100 Student Workbook: pp. 85-94

REVIEW OF LESSON 15

If you wish to review Lesson 15 and the character trait *friendliness*, select elements from the *Summary* and *Character Response* of Lesson 15 on pages 80-83.

Part 1: God Created the Family to Live and Serve in Nations

INTRODUCTION

- Introduce Lesson 16, Part 1.

Focus: Lesson 16, Part 1 introduces students to the first two (of three) God-ordained social institutions of creation, the family and the nation.

Have students turn to *Introducing . . .* on pages 85-86 of their Student Workbooks.

Have them identify the *Lesson* and *Part* numbers.

Ascertain through discussion students' understanding of the title and subtitle.

85

INTRODUCING . . .
Lesson 16
Part 1

Building the Servanthood Wall
 God Created Families to Live and Serve in Nations

The Main Ideas

When God created Adam and Eve as the earth's first family, He gave them many responsibilities. Do you remember the kind of work God gave them to do? Their first job was to increase the size of their two-member family by having children. Why would Adam and Eve need children? Having children would begin the process of filling the earth with people. As the number of people on the earth increased, they would be able to take care of the earth like God commanded them to do.

Do you think Adam and Eve could have filled the whole earth with children by themselves? Were they the only parents and family God wanted? Where did other parents and families come from? They came from the children of Adam and Eve who grew up and married and then had their own families and children. And when their children grew up, they also married and had children. After several years there were many, many families and people living on the earth.

But where do you think all these people lived? Do you think they stayed near the Garden of Eden where Adam and Eve once lived? Could they obey God's command to fill the earth if they all stayed in one small place? That would be impossible. At first, though, people obeyed God's command. They tried to live close together. But as you will learn later, God made them move to different places. As families moved to new places, they formed tribes or communities. As the tribes grew larger, they formed their own nations. Each nation had its own large area of land. The families worked together to build their nation and to protect it.

What You Will Do

1. You will identify the last names of all the families in your class and learn how many families your class represents.
2. You will match the names of some nations with some family names that are commonly associated with that nation.
3. You will review how the first family on earth began and discover how many nations grew out of it.
4. You will erect the second pillar of truth in the Servanthood Wall. **God made the family and nation in which His image-bearers are to live and serve each other.**
5. You will begin to learn the first memory verse for Biblical Truth 14.

Biblical Truth 14

God made the family and nation in which His image-bearers are to live and serve each other.

Unit 14 Lesson 16

Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly. You may wish to introduce *Biblical Truth 14* and the *Unit Memory Verses* at this time or use them as a review following the lesson.

SETTING THE STAGE

- Develop the concept of family surnames.

Focus: Family surnames, often derived from ancestral tribal names, identify family units. Families often enjoy tracing the genealogy and nation of origin of their family surname.

Have students turn to *Getting Started* on page 87.

Have students write their first and last names in the spaces provided. Then have them share their surnames (last names) with the class. If time permits, write all the surnames on the board and group those that are identical or similar.

Have students record some of the family names from the class in their workbooks in the spaces provided.

For Discussion:

How many different family last names are represented in our class?

How many different families are represented in our class?

What does a family name identify? (family units)

Why do we need family names or surnames?

What would it be like if we had only our first names?

- Develop the concept of families in relation to their groupings into nations.

Focus: Since the time of creation, families have joined other families to form tribes and/or nations, each with its own name. Although modern nations are populated by many ethnic groups, family names usually reveal the ancestral/national origin of a family line.

Have students name several nations. Write the nations on the board. Locate them on a **world map or globe**.

For Discussion:

What are the smaller groups of people who live in these nations called? (families)

Do families always stay in the country where they were born?

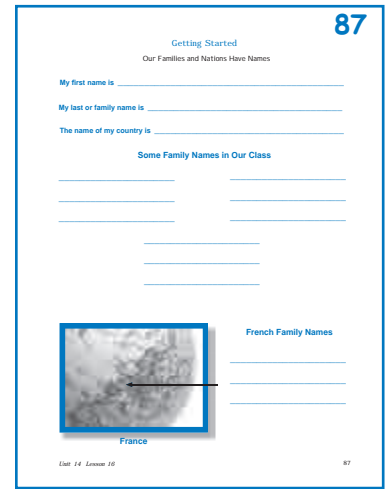
Do you know any families or individuals who have moved to our country from another one?

Distribute to 4 students **BLM Pattern 16a-d**, *France, Japan, Mexico, and China*.

Distribute to 12 students the cut-apart name cards from **BLM Pattern 16e-h**, *Trudeau, Lafayette, Duclos; Yamamoto, Nakamura, Myasato; Gonzales, Martinez, Ramirez; and Wong, Chang, Fong*.

Explain that family names help us identify the nation where a family lives or the nation where the family originated even if some family members are not living there now.

Teacher's Notes



The definitions for family and other concepts related to family and nation are developed later in the lesson. Ascertain students' understanding of these concepts during *Setting the Stage*.

France: Trudeau, Lafayette, Duclos
Japan: Yamamoto, Nakamura, Myasato
Mexico: Gonzales, Martinez, Ramirez
China: Wong, Chang, Fong

Teacher's Notes

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Japanese Family Names

Japan

Mexican Family Names

Mexico

Chinese Family Names

China

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Suggestions: Discuss Hebrew tribal names such as David, son of Jesse of the tribe of Judah. Tribal names were based on the "first names" of each of Jacob's sons.

Discuss North American Indian names, which were often given in relation to events in nature at the time of a child's birth or skills or events unique to that individual. Names were also given in relation to the father's name (i.e., Running Deer, son of Thunder Cloud).

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Topic 1
God's Plan--From Families to Nations

Memory Verse 1--The Family

"But at the beginning of creation God made them male and female."

"For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh." *Gen 1:27*

Memory Verse 2--The Nation

"From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live." *Acts 17:26*

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God's judgment at the Tower of Babel that resulted in the formation of nations is developed in more detail in Lesson 18.

Have the 4 students holding **BLM Pattern 16a-d** (country names) stand in front of the class.

Have the 12 students holding family names from **BLM Pattern 16e-h** try to match their name with its country of origin. Allow other students to help. Have students move to their respective groups. If convenient, use Plastitak to display the country names and family names together on a board after they are grouped correctly.

Have students write the family names under the corresponding country names and maps in their workbooks (pages 87-88).

Have students suggest other names that are specifically associated with a particular nation and/or share about the ancestral nation or roots of their family name (see suggestions in Teacher's Notes column below).

Be sure to emphasize that although many nations today are multicultural, when nations first formed, family names unique to that nation (tribe) were more universal.

Explain that Part 1 of Lesson 16 introduces why God created both families and nations.

DISCLOSURE

TOPIC 1. GOD'S PLAN--FROM FAMILIES TO NATIONS

- In preparation for Biblical Truth 14, ascertain students' understanding of the origins of families and nations and the relationship between them.

Focus: When God created us as social beings, He ordained that we should live and serve each other within the primary social institution of the family and within the secondary corporate social institution of the nation.

Have students turn to **Topic 1** on page 89.

For Discussion:

How did the first family on earth begin? Who were its members? Did God tell Adam and Eve to live by themselves and just take care of the Garden of Eden?

What did God command them to do?

Why would God tell Adam and Eve to begin to fill the earth with people?

As families of people began to fill the earth, do you think each family lived alone? Why? Why not?

If groups of families began to live together in their own parts of the earth, what do you think these groups were called?

Do you remember any nations (tribes) from Bible times that you have already studied? What were their names? Do any of them still exist today?

Do you think it was God's plan for families to make nations, or did families just decide to become nations by themselves? Why? Why not?

- Introduce the memory verses for Biblical Truth (Unit) 14.

Focus: God ordained the family and the nation and even established the times, places, and borders for each nation in history.

Note: Two memory verses are suggested for the dual focus of Biblical Truth 14. Although both are introduced in this lesson, Mark 10:6-7 is intended for Lessons 16 and 17 with a focus on the institution of the family. Acts 17:26 is intended for Lesson 18 with a focus on the institution of the nation.

DISPLAY Unit 14a Memory Verse Card, Mark 10:6-7.

Have students read the verses in their workbooks (page 89).

Have students recite it. Correlate it with the **Bible Poster**.

Explain that this verse will be memorized as part of Lessons 16 and 17.

Mark 10

[6] "But at the beginning of creation God 'made them male and female.'

[7] "'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh.'"

For Discussion:

Who created men and women?

Are "males" men or women? Are "females" men or women?

Why did God create both men and women?

Who became the earth's first family?

What do you think a family is?

DISPLAY Unit 14b Memory Verse Card, Acts 17:26.

Have students read the verse in their workbooks (page 89).

Have students recite it. Correlate it with the **Bible Poster**.

Explain that this verse will be memorized as part of Lesson 18.

Acts 17

[26] "From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live."

For Discussion:

Who made all the nations of the world?

Who decided when all the nations of the world would exist?

Who decided where all the nations of the world would be located?

Who was the "one man" from whom God created all the nations?

Could Adam alone have made all the people on earth who make up all the nations in the world?

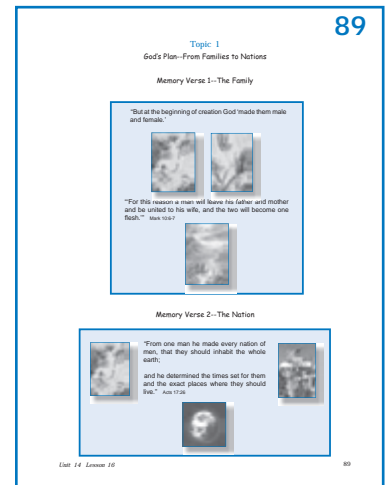
Whom did God create to help Adam become the first family and together begin filling the earth with people?

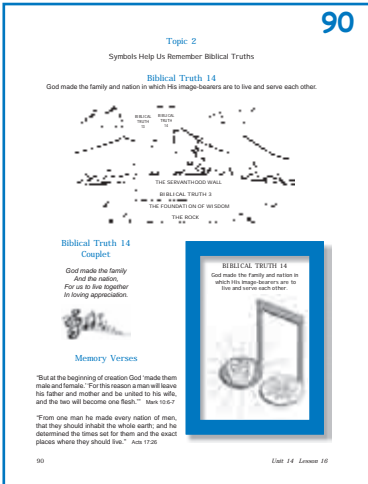
TOPIC 2. SYMBOLS HELP US REMEMBER BIBLICAL TRUTHS

- Introduce the Symbol Card for Biblical Truth 14.

Focus: God created the family and the nation wherein His image-bearers would live and serve each other.

Teacher's Notes





Have students turn to **Topic 2** on page 90.

DISPLAY Symbol Card 14, *Biblical Truth 14: God made the family and nation in which His image-bearers are to live and serve each other.*
Have students recite it.

For Discussion:

What part of the symbol reminds us that God the Father, Son, and Holy Spirit have always enjoyed a relationship of harmony with each other?

What part of the symbol reminds us that God created all people in His image?

What parts of the symbol remind us that God created the family and the nation?

What part of the symbol reminds us that God created families and nations to live in harmony with Him and with each other?

DISPLAY Biblical Truth 14 Couplet.

Have students recite it.

*God made the family
And the nation,
For us to live together
In loving appreciation.*

Play the **Biblical Truth Couplets CD**, track 14.

Have students sing along.

Have students compare the wording of Biblical Truth 14 Couplet with Biblical Truth 14 on the Symbol Card.

- Erect the second pillar of truth about our relationship with others in the *Servanthood Wall*.

Focus: Biblical Truth 14 is the second pillar of truth in the *Servanthood Wall*. It summarizes God's creational design for our social nature.

DISPLAY the *Worldview Model*.

Explain that you are going to erect the second pillar of truth in the *Servanthood Wall*.

Invite a student to place the pillar for *Biblical Truth 14* in the *Servanthood Wall*.

Have students compare the wording of Biblical Truth 14 on the Symbol Card and on the *Worldview Model*.

Have them correlate the picture of Wise William's House of Truth in their workbooks (page 90) with the *Worldview Model*.

Explain that the lessons in Unit 14 explore God's design for us to serve others in love and honesty in our family and our nation.

Teaching the Biblical concept of family is not an easy task. Contemporary social norms include many unbiblical definitions of family, which some Christians and many non-Christians have adopted either in ignorance or in defiance of God's plan for the family as revealed in Scripture.

As you teach the biblical view of marriage and family, do it in love and with sensitivity to your students and their families who very well may represent a variety of "family" structures.

Both Christian and non-Christian students come from broken homes. Others may have lost parents due to death or divorce, and some may be children of never-married adoptive parents. Even in Christian schools, you may have students whose biological parents are unmarried and living together or whose parents are a homosexual couple.

Through prayer and the leading of the Holy Spirit, present biblical truth appropriate for the age level and social climate of your class. Suggestions for teaching the biblical concept of marriage and family as presented in this lesson can only be guidelines.

Part 2: What Is a Marriage? What Is a Family?

INTRODUCTION

- Introduce Lesson 16, Part 2.

Focus: Lesson 16, Part 2 introduces students to the biblical concept of *family*. Specifically, it examines the institution of marriage as a covenant ordained by God between one man and one woman.

Have students turn to *Introducing . . .* on pages 95-96 of their Student Workbooks.

Have them identify the *Lesson* and *Part* numbers.

Ascertain through discussion students' understanding of the title and subtitle. Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly.

You may wish to introduce the *Words and Definitions* at this time or use them as a review following the lesson.

SETTING THE STAGE

- Ascertain students' understanding of the relationship between marriage and family.

Focus: A family is created with the marriage of one man and one woman. This nuclear family may enlarge when children are born and/or adopted into it.

Have students turn to *Getting Started* on page 97.

Have them study Pictures 1-7, representing the concept of family.

Lead a discussion to help students differentiate between the nuclear family consisting of a married husband and wife and the larger nuclear family consisting of a married husband and wife and their children through birth and/or adoption.

For Discussion:

What do we call the people in Picture 1? (a bride and a groom)
Do you think the people in Picture 1 are a family? Why? Why not?
If the people in Picture 1 are a family, how would you define or describe a family?

If the people in Picture 1 are a family, what other two pictures show how that family began?
What is a marriage?

What do we call the groups of people in Pictures 4, 5, and 6?
If the people in Pictures 4, 5, and 6 are members of families, now how would you define or describe a family?
Which picture shows how a family can begin to grow after a marriage?
Besides having children by birth, how else can a family grow with children?

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INTRODUCING . . . Lesson 16
Part 2

Building the Servanthood Wall
What Is a Marriage? What Is a Family?

The Main Ideas

You know that God created the first man, Adam, and the first woman, Eve. But have you ever wondered how they became a husband and wife? Did they get married like people do today in a big church wedding? The Bible tells us that after God created Eve, He brought her to Adam. This simple act of bringing Eve to Adam was the first wedding ceremony. God declared that they were married. They were still a man and a woman, but as a husband and wife, they became one in marriage.

Sometimes we think that a family is not a family until a husband and wife have children. But when a man and woman are married, they become a small family of two people. Later, if they give birth to children or adopt them, their family grows larger. If they include their parents, grandparents, aunts, uncles, and cousins, they have an even larger **extended family**.

Some people have different beliefs about what makes a family. Some think that a family is any group of people who want to live together. But the Bible teaches us that God created the first family by bringing one man and one woman together in marriage as husband and wife. Then God commanded them to give their family by having children. Today, this is still God's plan for making and growing a family. God wants the husband and wife to love, honor, and care for each other as long as they both live. He wants them to raise their children in love and teach them about God.

In later lessons, you will learn that families sometimes have problems. A husband and wife may not stay married, or a parent may die. These sad

problems change the family, but they do not change God's love for us or His perfect plan for families. He still wants us to bring our families with marriage and to grow our families through the birth or adoption of children. This was how God created the first family, and this is still His perfect plan for all families on earth.

What You Will Do

1. You will explore God's plan for marriage and the family.
2. You will read about the first marriage on earth, and you will learn what a marriage is and how you will learn what a marriage is.
3. You will discover how a family begins and how it may grow to become very large.
4. You will learn about three customs that most Christians observe when they want to become husband and wife.
5. You will define covenant, and you will learn why marriage is a covenant in God's eyes.
6. You will be encouraged to practice honesty as you serve others in your family and nation.

Word and Definitions

Marriage: The close relationship God created for a man and a woman to share together for life as husband and wife.

Family (1): One man and one woman married as husband and wife.

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Getting Started
What Is a Marriage? What Is a Family?

Topic 1
A Family Begins With Marriage

1. The Lord God said, "It is not good for the man to be alone. I will make a helper suitable for him."

So the Lord God caused the man to fall into a deep sleep; and while he was sleeping, he took one of the man's ribs and closed up the place with flesh. Then the Lord God made a woman from the rib he had taken out of the man, and he brought her to the man.

The man said, "This is now bone of my bones and flesh of my flesh; she shall be called 'woman,' for she was taken out of man." For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh. Genesis 2:18, 21-24

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*How does a family begin?
What is a family?*

Explain that Part 2 of Lesson 16 explores God's plan for beginning families through marriage.

DISCLOSURE

TOPIC 1. A FAMILY BEGINS WITH MARRIAGE

Important: Before teaching Topic 1, read the Teacher's Notes on page 100.

- Develop the biblical concept of marriage and family by reviewing the creation of the first family.

Focus: The first social institution God established was the family. In contrast to many contemporary definitions of family, the Bible defines a family as the relationship between one man and one woman united by God in the covenant of marriage. This nuclear family may then be extended to include children born or adopted into it. The *extended family* includes close relatives through blood and marriage (in-laws).

1. Review God's creation of the first family.

For Discussion:

*Who was the first husband on earth? The first wife?
Did Adam and Eve have a wedding ceremony like people today have?
How did they become the first husband and wife?*

Have students read and discuss **Scripture 1**, Genesis 2:18, 21-24 (workbook page 97).

Genesis 2

[18] *The Lord God said, "It is not good for the man to be alone. I will make a helper suitable for him."*

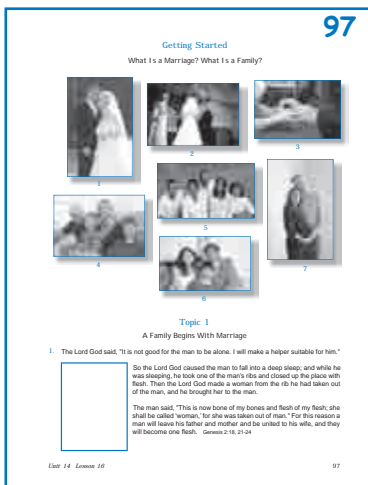
[21] *So the Lord God caused the man to fall into a deep sleep; and while he was sleeping, he took one of the man's ribs and closed up the place with flesh. [22] Then the Lord God made a woman from the rib he had taken out of the man, and he brought her to the man.*

[23] *The man said, "This is now bone of my bones and flesh of my flesh; she shall be called 'woman,' for she was taken out of man." [24] For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh.*

2. Lead a discussion to develop students' understanding of the concept of marriage.

For Discussion:

*Even though Adam and Eve did not have a wedding ceremony, were they married?
Based on the story in Genesis of Adam and Eve becoming husband and wife, what do you think a marriage is?*



If questions arise about the concept of "one flesh," you may wish to approach it from the perspective that in marriage God creates the closest and most special relationship a man and a woman can ever have with another person. The mystical and physical aspects of the marriage union should be presented as children mature.

Even though the husband and wife are two individual people, when they marry, do they remain separate in their hearts, or do they become one in their hearts?

WRITE OR DISPLAY BLM Word/Phrase 16a, Marriage.

Have students recite it.

WRITE OR DISPLAY BLM Definition 16a, Marriage: *The close relationship God created for a man and a woman to share together for life as husband and wife.*

Have students find the definition of *marriage* on page 98.

Have them read and recite it.

For Discussion:

How is a marriage between a man and a woman different from a friendship between a man and a woman?

When a man and a woman marry, how long do they promise to live together as husband and wife?

3. Lead the discussion to link marriage as the prerequisite for creating a family.

For Discussion:

What do a husband and wife become after they are married?

Must a husband and wife have children to be called a family?

What is a family?

WRITE OR DISPLAY BLM Word/Phrase 16b, Family.

Have students recite it.

WRITE OR DISPLAY BLM Definition 16b, Family (1): *One man and one woman married as husband and wife.*

Have students find the first definition of *family* on page 98.

Have them read and recite it.

Note: This is the first of two definitions for family. One builds upon the other.

For Discussion:

Before a man and a woman can become a family, what do they first have to do?

Would a man and a woman who are living together as friends be called a family if they are not married?

4. Expand the definition of family by discussing God's plan for the growth of the nuclear family.

For Discussion:

After Adam and Eve became the earth's first family of husband and wife, did they remain a family of only two people?

What did God command Adam and Eve to do?

Have students read and discuss **Scripture 2**, Genesis 1:27-28; 3:20; 4:1-2 (workbook page 98).

Genesis 1

[27] So God created man in his own image, in the image of God he created him; male and female he created them. [28] God blessed them and said to them, "Be fruitful and increase in number; fill the earth

Teacher's Notes

Please read the Teacher's Notes on page 100 if you choose to discuss alternative family structures for the sake of children in your class.

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Marriage
The close relationship God created for a man and a woman to share together for life as husband and wife

Family (1)
One man and one woman married as husband and wife

Family (2)
One man and one woman married as husband and wife and the children they may have by birth or adoption

Extended Family
A family that includes close relatives such as grandparents, aunts, uncles, and cousins

Unit 14 Lesson 16

and subdue it."

Genesis 3

[20] Adam named his wife Eve, because she would become the mother of all the living.

Genesis 4

[1] . . . and she became pregnant and gave birth to Cain

[2] Later she gave birth to his brother Abel.

For Discussion:

What did God command Adam and Eve to do? Why?

In Genesis 4, what do we learn Adam and Eve's family included?

Who were the first two children born on earth?

What was different about the way Adam and Eve became people and the way Cain and Abel became people?

Although God created Adam and Eve in very special ways, how do all people since them come to live on the earth?

After reading about the birth of Cain and Abel to Adam and Eve, what could we add to our definition of family?

WRITE OR DISPLAY BLM Word/Phrase 16b, Family.

Have students recite it again.

WRITE OR DISPLAY BLM Definition 16c, Family (2): One man and one woman married as husband and wife and the children they may have through birth or adoption.

Have students find the second definition for family on page 98.

Have them read and recite it.

Note: This is the second definition of family and an extension of the first definition.

For Discussion:

Were Adam and Eve a family before their sons were born?

How did Adam and Eve's family grow?

Besides adding children to a family through birth, how else can children be added to a family?

6. Develop the concept of the extended family.

Have students refer to the list of family names (workbook pages 87-88 and/or on display in the classroom).

Expand the concept of the nuclear family to include the extended family (close relatives through blood or marriage). At the same time, maintain the focus on the biblical definition of the nuclear family as a married man and woman and the children they may have through birth or adoption.

For Discussion:

Do your parents have parents? What do you call your parents' parents? Are they part of your family?

Do your mom and dad have brothers and sisters? What do you call their brothers? What do you call their sisters?

Do your mom's and dad's brothers and sisters have children? What do you call the children of your parents' brothers and sisters?

In addition to the main family of father, mother, and children, how large do you think a family can become?

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Marriage
The closer relationship God created for a man and a woman to share together for life as husband and wife.

Family (1)
One man and one woman married as husband and wife.

2. So God created man in his own image, in the image of God he created him, male and female he created them. God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it."
Adam named his wife Eve, because she would become the mother of all the living.
And she became pregnant and gave birth to Cain. Later she gave birth to his brother Abel.
Genesis 1:27-28; 2:20; 4:1-2

Family (2)
One man and one woman married as husband and wife and the children they may have by birth or adoption.

Extended Family
A family that includes close relatives such as grandparents, aunts, uncles, and cousins.

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WRITE OR DISPLAY BLM Word/Phrase 16c, *Extended family.*

Have students recite it.

WRITE OR DISPLAY BLM Definition 16d, *Extended family:* A family that includes close relatives such as grandparents, aunts, uncles, and cousins.

Have students find the definition for *extended family* on page 98.

Have them read and recite it.

7. Optional: While presenting and upholding God's ideal plan for the family, carefully and sensitively discuss variations in family structures caused by death, divorce, single parent adoptions, etc.

For Discussion:

Sometimes a husband and wife are unable to have children. Are they still a family if they have no children?

Sometimes a mother or father in a family dies. Are the living parent and the children still a family?

Sometimes a husband and wife do not stay married. Are the mother and father still the parents of their children?

Are children with only one parent living at home still part of a family?

Sometimes a person who is not married adopts a child. Is that parent and his or her adopted child a family?

TOPIC 2. BECOMING HUSBAND AND WIFE

Step 1: The Engagement--A Promise to Marry

- Develop the concept of an engagement or betrothal prior to marriage.

Focus: In Bible times, Jewish families usually selected the marriage partners for their children. When the parents announced the plans, the couple was said to be pledged or betrothed. Unlike contemporary engagements, this pledge was considered binding and could not be broken except for unfaithfulness or death. The period of engagement usually lasted one year before the marriage took place.

Have students turn to *Topic 2* on page 99.

For Discussion:

When a man and a woman meet each other for the first time, do they get married right away? Why not?

Have students find Picture 1 on page 99.

For Discussion:

When a man and woman know they want to marry, what does a man often give the woman as a symbol of his promise to marry her?

Does a man have to give a woman a ring to make and keep his promise to marry her? Why not?

What is the special time called between a man and woman's promise to marry each other and their wedding?

WRITE OR DISPLAY BLM Word/Phrase 16d, *Engagement.*

Have students recite it.

WRITE OR DISPLAY BLM Definition 16e, *Engagement:* The time before a marriage when a man and a woman promise to marry each other.


Teacher's Notes

James, Jesus' half brother, stressed that concern for the plight of widows and orphans is a true measure of the kind of obedience that is pleasing to God (*James 1:27*). Single adoptive parents, therefore, who "*look after orphans . . . in their distress*" are simply heeding God's commands.


The customary steps of engagement, legal permission, and wedding ceremony and vows practiced in most Christian cultures are developed in this topic.

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Topic 2
Becoming Husband and Wife



The Engagement
The time before a marriage when a man and woman keep their promise to one day marry each other.



The Marriage License
The written permission from a government allowing a man and a woman to marry.

1. . . . God sent the angel Gabriel to Nazareth, a village in Galilee, to a virgin named Mary. She was engaged to be married to a man named Joseph, a descendant of King David.
Gabriel appeared to her and said, "Greetings, favored woman! The Lord is with you!"
Confused and disturbed, Mary tried to think what the angel could mean.
"Don't be afraid, Mary," the angel told her, "for you have found favor with God. You will conceive and give birth to a son, and you will name him Jesus." Luke 1:26-31

2. Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Romans 13:1

Unit 14 Lesson 16

Have students find the definition for *engagement* on page 99.
Have them read and recite it.

DISPLAY and distribute **newspaper clippings of engagement announcements**.
Have students read them aloud.

For Discussion:

Why do you think most men and women decide to have a time of engagement before they get married?

Why do you think men and woman often want to announce their engagement to their friends and the community?

How seriously should a man and a woman take their promise of engagement?

Illustrate the biblical custom of engagement from the story of Joseph and Mary.

For Discussion:

Do you think that during Bible times people went through a time of engagement before they married?

Have students read and discuss **Scripture 1**, *Luke 1:26-31 NLT* (workbook page 99).

Luke 1

[26] . . . *God sent the angel Gabriel to Nazareth, a village in Galilee, [27] to a virgin named Mary. She was engaged to be married to a man named Joseph, a descendant of King David.*

[28] *Gabriel appeared to her and said, "Greetings, favored woman! The Lord is with you!"*

[29] *Confused and disturbed, Mary tried to think what the angel could mean.*

[30] *"Don't be afraid, Mary," the angel told her, "for you have found favor with God! [31] You will conceive and give birth to a son, and you will name him Jesus. NLT*

For Discussion:

Who were Mary and Joseph?

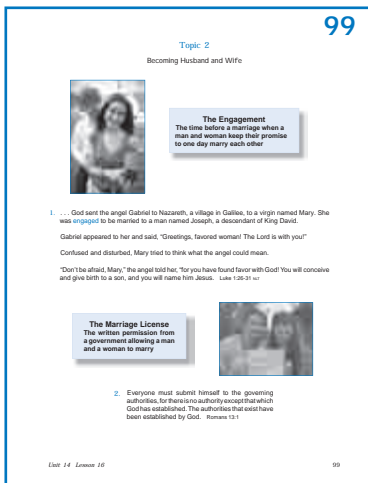
When Joseph promised Mary that he would marry her, do you think he had to keep his promise?

Explain that the betrothal or engagement was a binding commitment. Only if a person died or were unfaithful could it be broken.
Emphasize the seriousness of keeping promises.

Step 2. The Marriage License--The Permission to Marry

- Develop the concept of governmental or legal requirements for marriage.

Focus: Most governments require legal permission to marry. Although Scripture does not mandate it, laws related to marriage were developed within cultures to affirm and protect the institution of marriage. Some Christians believe that marriage is a contract between the couple and



God and, therefore, no state authorization is required. Others believe that although marriage is authorized by God, abiding by state laws that do not directly conflict with God's laws is necessary. They believe that state laws function as legal recognition of marriage and provide external protection to the institution of marriage, which is often endangered and even destroyed by our sinful nature.

Discuss:

When a man and woman decide to marry each other, can they declare themselves married and then begin living together as husband and wife?

What do most countries (nations) require a man and woman to do before they can be legally married?

Discuss the governmental requirement in most cultures for couples to apply for a marriage license, providing legal permission to marry.

WRITE OR DISPLAY BLM Word/Phrase 16e, *Marriage license.*

Have students recite it.

WRITE OR DISPLAY BLM Definition 16f, *Marriage license: The written permission from a government allowing a man and woman to marry.*

Have students find the definition for *marriage license* on page 99.

Have them read and recite it.

For Discussion:

Why do you think governments require people to obtain a license (or legal permission) to marry?

Should we obey the laws of our government if they do not go against God's laws?

Have students read and discuss **Scripture 2, Romans 13:1** (workbook page 99).

Romans 13

[1] Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God.

For Discussion:

Who created governments?

Why would God create governments that create laws for their citizens?

What is our responsibility to our government and its laws if they do not go against God's laws?

Optional Discussion Question:

How do you think a government could protect the institutions of marriage and family?

Step 3: The Wedding--Becoming Husband and Wife


- Develop the biblical concept of the marriage covenant.

Focus: Marriage/wedding customs and traditions have varied over time and within cultures. In the first wedding, God "brought" Eve to Adam. Apparently without a formal religious ceremony, Isaac took Rebecca


Teacher's Notes

99

Topic 2
Becoming Husband and Wife



The Engagement
The Bible defines a marriage when a man and woman keep their promise to one day marry each other.



The Marriage License
The written permission from a government allowing a man and a woman to marry.

1. ... God sent the angel Gabriel to Nazareth, a village in Galilee, to a virgin named Mary. She was engaged to be married to a man named Joseph, a descendant of King David. Gabriel appeared to her and said, "Greetings, favored woman! The Lord is with you!" Confused and disturbed, Mary tried to think what the angel could mean. "Don't be afraid, Mary," the angel told her, "for you have found favor with God. You will conceive and give birth to a son, and you will name him Jesus." Luke 1:26-31

2. Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Romans 13:1

Unit 14 Lesson 16

Teacher's Notes

Christians differ on their understanding of Jesus' teachings about divorce. Some believe there are no grounds for divorce; others believe that infidelity, abandonment, and/or physical abuse are biblical grounds for dissolving a marriage.

into the tent that had belonged to his mother Sarah. Laban brought his daughters Leah and Rachel to Jacob's tent. These marriages were established through the physical union.

Christian marriage is authorized by God (*Matthew 19:4-6*). In most nations, marriage is also authorized according to the laws of government (*Romans 13:1*) that do not contradict God's laws. Biblically, marriage is a covenant that is not to be broken rather than a contract that can be legally dissolved by the state.

In the marriage ceremony, the vows taken before God and witnesses establish the marriage as a sacred union in harmony with God's plan for creation and as a legal union in the eyes of the government. The ceremony formally declares to the church and community that a family has been established. In God's view, a marriage is not to be broken. In the state's view, the ceremony establishes a couple's legal rights and responsibilities to each other and to any children they may have.

Have students turn to the continuation of *Topic 2* on page 100.

DISPLAY and distribute newspaper clippings of wedding announcements. Have students read them aloud.

For Discussion:

After a man and woman apply for and receive their marriage license, what is the next step before they are officially married?

Where are most weddings celebrated?

Have any of you attended a wedding?

What is a wedding?

WRITE OR DISPLAY BLM Word/Phrase 16f, *Wedding*.

Have students recite it.

WRITE OR DISPLAY BLM Definition 16g, *Wedding*: The ceremony in which a man and a woman make a covenant before God and others to lovingly live together as husband and wife as long as they both live.

Have students find the definition for *wedding* on page 100.

Have them read and recite it.

For Discussion:

What do a man and woman do and say at their wedding that makes them husband and wife?

Have students read the *Marriage Promises* on page 100. Explain that the man and woman make these vows (or others similar to them) to each other during the wedding ceremony. Explain the (wife) (husband) insert.

Marriage Promises

I love you. I take you to be my wedded (wife) (husband), to live together in marriage.


I promise to you, to God, and to our family and friends to always love you.

I promise to comfort you.


I promise to honor you and care for you even when life is difficult.

100

The Wedding
The ceremony in which a man and a woman make a covenant before God and others to lovingly live together as husband and wife as long as they both live.



A Covenant
A special agreement or promise.



Marriage Promises
I love you. I take you to be my wedded (wife) (husband) to live together in marriage.
I promise to you, to God, and to our family and friends to always love you.
I promise to comfort you.
I promise to honor you and care for you even when life is difficult.
I promise to love only you as my (wife) (husband) for as long as I live.

3. "But at the beginning of creation God 'made them male and female.'
"For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh." So they are no longer two, but one.
"Therefore what God has joined together, let man not separate." — *Mark 10:2-8*

100 Unit 14 Lesson 16

I promise to love only you as my (wife) (husband) for as long as I live.

For Discussion:

*What does the man say he takes the woman to become?
What does the woman say she takes the man to become?
To whom do the man and the woman make their promises?*

*What promises do the man and woman make to each other?
Should the man and the woman ever break their marriage promises to each other?
What do we call a promise or promises that we are never to break?*

WRITE OR DISPLAY BLM Word/Phrase 16g, Covenant.

Have students recite it.

WRITE OR DISPLAY BLM Definition 16h, Covenant: A special agreement or promise.

Have students find the definition for covenant on page 100.

Have them read and recite it.

For Discussion:

*Who created marriage and the family?
How long do a man and woman promise to be married to each other?
How long does God say a husband and wife should stay married?*

Have students read and discuss **Scripture 3, Mark 10:6-8** (workbook page 100).

Mark 10

[6] "But at the beginning of creation God 'made them male and female.'

[7] "'For this reason a man will leave his father and mother and be united to his wife, [8] and the two will become one flesh.' So they are no longer two, but one.

"Therefore what God has joined together, let man not separate."

For Discussion:

*Who makes a man and woman "joined together" as husband and wife?
What is God's command about anyone trying to separate the husband and wife once they are married?*

Reemphasize the lifelong commitment God requires for a marriage and His plan for procreation within the institution of the family.

Note: In teaching God's plan and standards for marriage to younger students, you will need to be sensitive to the reality of divorce. Most Christians, although not all, believe that marriage is permanent unless there is infidelity. Others include abandonment and/or physical abuse that endangers the life of the other spouse and/or children as legitimate grounds for divorce.

Teacher's Notes

In Levels 1-3 of *Building on the Rock*, students are introduced to the concept of *covenant* in relation to God's covenant with Abraham, Isaac, and Jacob. You may wish to link those studies with this discussion.

100

The Wedding
The ceremony in which a man and a woman make a covenant before God and others to jointly live together as husband and wife as long as they both live.

A Covenant
A special agreement or promise.

Marriage Promises
I love you. I take you to be my wedded (wife) husband) to live together in marriage.
I promise to you, to God, and to our family and friends to always love you.
I promise to comfort you.
I promise to honor you and care for you even when life is difficult.
I promise to love only you as my (wife) husband) for as long as I live.

3. "But at the beginning of creation God 'made them male and female.'
"For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh." So they are no longer two, but one.
"Therefore what God has joined together, let man not separate." Mark 10:6-8

100 Unit 14 Lesson 16

SUMMARY

- Review the Symbol Card for Biblical Truth 14.

Focus: God ordained the family and the nation as the basic social units wherein His image-bearers would love and serve each other.

DISPLAY Symbol Card 14.

Have students explain the meaning of each part of the symbol.

For Discussion:

What part of the symbol reminds us that God created all people in His image?

What parts of the symbol remind us that God created the family and the nation?

What part of the symbol reminds us that God created families and nations to live in harmony with Him and with each other?

- Review the **Worldview Model**.

Focus: Biblical Truth 14 is the second pillar of truth about our relationship with others in the *Servanthood Wall*. It summarizes God's creational design for the social institutions of family and nation.

Refer to the **Worldview Model**.

Have students locate the pillar for *Biblical Truth 14: God made the family and nation in which His image-bearers are to live and serve each other*.

Have students recite it.

DISPLAY Biblical Truth 14 Couplet.

Have students recite it.

*God made the family
And the nation,
For us to live together
In loving appreciation.*

Play the **Biblical Truth Couplets CD**, track 14.

Have students sing along.

- Review the memory verses for Biblical Truth (Unit) 14. Emphasize *Mark 10:6-7* and its relationship to God's design for the family.

Focus: God ordained the family and nation and even established the times, places, and borders for each nation in history.

DISPLAY Unit 14a Memory Verse Card, *Mark 10:6-7*.

Have students recite it.

Mark 10

[6] "But at the beginning of creation God 'made them male and female.'

[7] 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh.'"

For Discussion:

Why did God create people as male and female?

Who became the first family in history?

What is a family?

DISPLAY Unit 14b Memory Verse Card, Acts 17:26-27.

Have students recite it.

Remind students that this verse will be memorized during the study of Lesson 18.

Acts 17

[26] "From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live."

For Discussion:

Who created all the world's nations?

What was God's plan for how people would fill the earth and become many nations of people?

- Review the origin of marriage and family.

Focus: God ordained the nuclear family to include one man and one woman married as husband and wife. The nuclear family may be expanded to include children born or adopted into it. The extended family includes the nuclear family and their relatives by blood or marriage.

WRITE OR DISPLAY the words and definitions for *marriage*, *family* (use both definitions), and *extended family*.

Have students recite and explain the words and definitions.

Emphasize God's creation and design for the social institution of family.

As time permits, review the Scriptures related to God's plan and design for family through marriage (workbook pages 97-98).

- Review the traditional steps to becoming married as husband and wife. Emphasize the vows of the wedding covenant.

Focus: A family is created through the process of a man and woman becoming engaged, obtaining legal permission to marry, and making promises (a covenant) before God to each other, family, and friends in a marriage ceremony.

WRITE OR DISPLAY the words and definitions for the traditional steps to becoming married as husband and wife: *Engagement*, *Marriage license*, and *Wedding*.

Have students recite and explain the words and definitions.

Emphasize God's creation of the social institution of marriage.

As time permits, review the Scriptures related to the traditions and laws for becoming husband and wife (workbook pages 99-100).

- Review the core responsibilities husbands and wives promise in the marriage ceremony to fulfill for each other in their marriage.

Focus: The core responsibilities of the wedding covenant include love, comfort, honor, care, and faithfulness for life.

Use Word/Phrase and Definition BLMs or have students refer to their workbooks to review important words, phrases, and definitions.

Teacher's Notes

The *Character Response* for each lesson is not developed in detail. You may present the *Character Response* as a way for students to apply the truths of the lesson to their own lives as a conclusion to the lesson or during another time such as morning devotions or afternoon closing activities. Emphasize the need for students to respond in heart to the truths God reveals. The character response should be demonstrated by a character trait that reflects Jesus in each student's life.

A character trait has been selected for each unit. The trait, its definition, corresponding memory verse, key concepts, related Bible stories, and discussion topics are included in each *Unit Introduction*.

A three-part presentation is suggested. **In Part 1, introduce the character trait, its definition, and its corresponding memory verse.**

In Part 2, select and read a Bible story in which the character trait is demonstrated. Following the story, ask and discuss relevant questions.

In Part 3, select and read a Bible story in which the character trait is *not* demonstrated. Following the story, ask and discuss relevant questions.

WRITE OR DISPLAY the word *covenant* and its definition in relation to marriage vows.

Have students recite and explain the definition in the context of marriage. Emphasize God's design for marriage to be a lifetime commitment. Have students review the *Marriage Promises* on page 100.

Note: The Scriptural basis for the marriage covenant to love and respect, to submit, and to live faithfully with each other as long as both partners are alive is developed in Lesson 17.

PRAYER

Have students thank God for their family and their country. Encourage them to pray for members of their nuclear and extended family.

CHARACTER RESPONSE--HONESTY: PART 1

- Introduce the concept of *honesty*.

Focus: Honesty is an essential character trait for maintaining harmony within our family and nation.

DISPLAY Character Trait 14 Word Card, *Honesty*.

Have students recite it.

Ascertain students' understanding of the meaning of *honesty*.

For Discussion:

*Are you always truthful in everything you say and do?
What is honesty?*

- Define *honesty*

Focus: Honesty is rooted in the truthfulness of God whose image we bear.

DISPLAY Character Trait 14 Definition Card, *Honesty: Truthfulness in everything I think, say, and do.*

Have students recite it.

For Discussion:

*Where does honesty begin?
How do you show honesty in what you think?
How do you show honesty in what you say?
How do you show honesty in what you do?*

- Develop the concept of *honesty* as an appropriate response to personal relationships within the family.

Focus: The intimacy of family relationships requires complete honesty. Practicing honesty outside the home can be a reality only if honesty is practiced within it.

For Discussion:

What would your family life be like if your parents were not honest with you?

What does dishonesty do to your relationship with your parents, brothers, and sisters?

Why is it important to practice honesty with family members?

- Introduce the memory verse for *honesty*.

Focus: Honesty must be central to who we are and all we do. Dishonesty harms others, breaks relationships, and eventually destroys the dishonest person.

DISPLAY Character Trait 14 Memory Verse Card, Proverbs 11:3 NASB.

Have students recite it.

Correlate it with the **Bible Poster**.

Proverbs 11

[3] The integrity of the upright will guide them, But the falseness of the treacherous will destroy them. NASB

Explain the meaning of *integrity* in relation to *honesty*.

Note: You may prefer to use the ICB translation of Proverbs 11:3, which reads as follows: Good people will be guided by honesty. But dishonesty will destroy those who are not trustworthy.

For Discussion:

How does this verse help you when you need to make a decision?

What does this verse say about people who are not honest in everything they do?

When a person is dishonest in one thing, what does he or she usually have to do to keep the dishonesty covered up?

What does dishonesty do to your relationships at home? Among friends? In our classroom? In our community?

What eventually happens to a person who lives his or her life as a dishonest person?

The *Roof of Character* will be constructed at the end of this study when all the character responses for *Biblical Truths* 1 through 20 have been presented. The construction will take place in the final lesson as students review each *Biblical Truth* and its corresponding character trait.

SERVANTHOOD

Building a Relationship of Harmony With Others by
Serving Them in Love

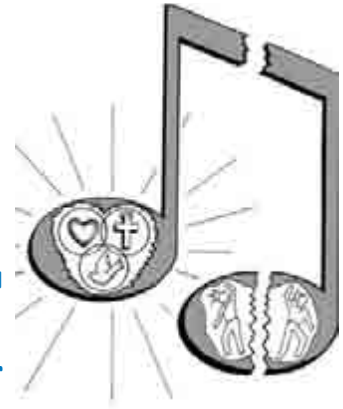
Unit 15

Sin Causes Disharmony Among God's Image-Bearers

. . . serve one another in love. Galatians 5:13

For where you have envy and selfish ambition, there you find disorder and every evil practice. James 3:16

Make sure that nobody pays back wrong for wrong, but always try to be kind to each other and to everyone else. 1 Thessalonians 5:15



INTRODUCTION

The Genesis narrative declares repeatedly the goodness of all dimensions of God's creation. As the crown of creation, Adam and Eve were pronounced "good." They were poised to live eternally in the service of their Maker and in joyous fellowship with Him. They were equipped with every gift necessary to live productively and harmoniously with each other and subsequent generations of their fellow image-bearers.

Regretfully, the fall disrupted the harmony of creation. It not only broke the fellowship between God and people, but it also produced disharmony among God's image-bearers. Burdened with guilt-ridden consciences, Adam and Eve moved quickly to vindicate themselves. Eve blamed the Serpent for her actions, and Adam pointed the accusing finger at both his helpmeet and God. Tragically, blame is only the first of many sins that have produced disharmony among people throughout history.

Our global society is rife with social tension and human atrocities. To the surprise of many, Communism's fall did not usher in an era of peace, but an era of unprecedented ethnic and civil strife around the world. "Wars and rumors of wars" and "nation ris[ing] against nation" (Matthew 24:6-7) are daily headlines. The spiraling crime rate is evidence of people "betray[ing] and hat[ing] each other" (Matthew 24:10) and contradicts any theory of social perfection through evolutionary processes. We seem poised on the brink of what the apostle Paul called the last days--days when "there will be many troubles, because people will love themselves, love money, brag, and be proud. They will say evil things against others and will not obey their parents or be thankful or be the kind of people God wants. They will not love others, will refuse to forgive, will gossip, and will not control themselves. They will be cruel, will hate what is good, will turn against their friends, and will do foolish things without thinking. They will be conceited, will love pleasure instead of God, and will act as if they serve God but will not have his power . . . (2 Timothy 3:1-5 NCV).

While people continue to believe that their efforts can one day perfect humanity, the biblical Christian worldview looks at the human social predicament through different lenses. It sees no hope for humanity except through the saving work of Jesus Christ and the establishment of a new heaven, a new earth, a new family, and a new nation.

Teacher's Notes

The introduction provides an overview of the theme and essential character response for each unit.

Teacher's Notes

While striving to be salt and light, the biblical Christian recognizes the problems of this present world--that sin is the cancer eating away at every social institution ordained by God. As Christians, we see the cause of our world's illness, not just the symptoms, and we strive to bring the healing news of Christ to that cause.

The lessons in Unit 15 are designed to examine the effects of the fall on our relationships with others in the institutions of family and nation. In order to see our society in proper perspective, we must examine the subject in spite of its negative flavor. God calls us to be *"innocent in what is evil"* (*Romans 16:19 NCV*), yet alert to it and to Satan's devices (*1 Peter 5:8*). The positive message of Christ's redeeming work and its effect on society is the subject of Unit 16, which examines God's new family and nation, the church.

As in other lessons, be sensitive to the fact that many of your students live in families affected by brokenness and that all students have been exposed to many of the world's evils through media. Without your sensitivity, lessons such as these could produce fear, guilt, and despair. Undergird your teaching with the hope and salvation found in Christ, and emphasize that a Good News message is forthcoming in Unit 16.

Call your students to pray for the family and nation. Help them establish regular times of intercession for these basic units of society, which so desperately need the healing balm of Jesus Christ. Encourage them to be the healing hands of Christ by extending loving acts of kindness to others in His name.

Building on the Rock develops twenty *Biblical Truths*, numbered to correlate with the number of the unit in which they are presented.

A *Memory Verse* for each Section, Unit (*Biblical Truth*), and Character Trait has been selected for clarity and brevity appropriate for young students.

BIBLICAL TRUTH 15

Sin causes disharmony among God's image-bearers.

The biblical Christian worldview affirms that the disharmony among families and nations is the result of our sinful nature and is irreparable without the redeeming work of Jesus Christ.

MEMORY VERSES

SECTION 4: SERVANTHOOD

. . . serve each other in love. Galatians 5:13

BIBLICAL TRUTH (UNIT) 15

For where you have envy and selfish ambition, there you find disorder and every evil practice. James 3:16

CHARACTER TRAIT 15

Make sure that nobody pays back wrong for wrong, but always try to be kind to each other and to everyone else. 1 Thessalonians 5:15

SYMBOL

Two notes in disharmony, the first representing God, the second representing people in broken social relationships because of sin.

Upper note: *God, Sovereign Creator (Deuteronomy 4:39; 1 Chronicles 29:12)*

Broken bridge: *People, created by God, but separated from Him because of sin (Isaiah 59:2)*

Broken lower note: *Families and nations living in broken relationships among each other because of sin (Galatians 5:19-21; James 4:1; 1 John 2:9)*

KEY THEMES

THE SERVANTHOOD UNITS 13-16

- People's social nature
- The family's origin, nature, and purpose
- Government's origin and purpose
- The servant nature of social relationships
- The effects of the fall on the family, government, and social relationships
- Redemption and its effects on social relationships
- The church's origin, nature, and purpose

UNIT 15

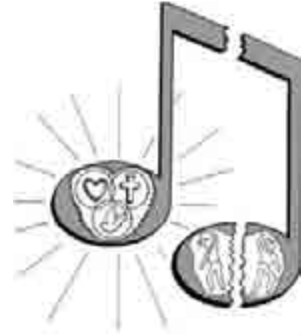
- Sin as the root cause of social disharmony
- Characteristics of broken human relationships
- The effects of sin on the family
- The effects of sin on the institution of government and nations
- Kindness as a social value in response to God's commands and purpose for society

OBJECTIVES

The lessons in Unit 15 should enable students:

- To identify characteristics of broken human relationships.
- To identify the effects of sin on the institution of family.
- To identify the effects of sin on the institution of the nation and its government.
- To extend the kindness of Christ to others, both in the home and nation.

Teacher's Notes



A musical note motif is used to symbolize each *Biblical Truth*. Each part of the symbol represents a particular aspect of each truth.

Unit Objectives are expanded and listed as specific objectives for each lesson.

Key Concepts provide the biblical doctrines and truths upon which the lessons are designed. Knowing doctrinal truths will help with lesson preparation and provide an in-depth background to help you answer student questions and supplement lesson activities.

KEY CONCEPTS

INTRODUCTION

The biblical Christian worldview affirms that we were created to live in a network of harmonious relationships with God, with ourselves, with others, and with nature. As a result of the fall, our interpersonal relationships became distorted, intimate associations were shattered, and we became alienated from one another. In Hebrew culture, nevertheless, the individual was believed to be in “intimate connection with, and representative of, the whole community.”¹

Our personal sins impose consequences on ourselves and others (*Joshua 7:24-26; 2 Samuel 14:7; 2 Kings 9:26*).² Because we are social beings, there can be no clear distinction between social and personal ethics. The ethics that apply to the individual also apply to the institutions of society. Each individual behavior has social consequences, and every social problem affects the individual.³

Broken social relationships are usually expressed in one of four contexts, each of which fails to portray the proper image of God. Fraser defines these four contexts as “being *apart* (autonomy), being *against* (estrangement, alienation), being *above* (prideful mastery) or being *below* (slothful subservience and refusal of responsibility).”⁴ Within each of these contexts, we can identify specific types of sin that distort intimate social relationships and prevent their establishment.

BEING APART (AUTONOMY)

When we separate ourselves from others and attempt to live autonomously, we practice the sins of selfishness, greed, and indifference to others. Selfishness is an exclusive concern for ourselves and our own welfare. Believing that we provide for all of our own needs, we often resort to hoarding our personal possessions (*Proverbs 11:26; Ecclesiastes 5:13*). Ironically, the more we hoard, the more we want, and soon selfishness bears the fruit of greed (*Isaiah 5:8*). Selfish behavior may also result in the sins of theft and adultery, taking that which rightfully belongs to others.

Our self-centeredness forces us to disregard others. Autonomy leads to the sin of indifference, which we express by neglecting the poor and needy (*Proverbs 21:13; Matthew 25:43*). Autonomy and self-centeredness also lead us to disregard the rights of others (*Ezekiel 34:18*). Our repeated acts of societal indifference numb our conscience, producing blindness and insensitivity to our neighbors’ needs (*Deuteronomy 15:7*).

BEING AGAINST (ESTRANGEMENT AND ALIENATION)

The prideful nature of autonomy not only initiates selfishness but also drives us to protect our fragile selves at all costs, propelling us to act against the best interests of others. When we are unable to resolve our conflicts, we alienate ourselves from others, blaming them for our sins (*Genesis 3:12-13*). Paul aptly describes alienated people as those who “live in malice and envy, being hated and hating one another” (*Titus 3:3*).

Alienation between a man and a woman may result in divorce. Groups of people with unresolved differences may isolate themselves from each other, forming estranged, sectarian groups. Racism, nationalism, imperialism, ageism, and sexism are other collective forms of sin resulting from alienating ourselves from others. Sins “against”

others include disputes, false witness, slander, accusation, and hatred.

BEING ABOVE (PRIDEFUL MASTERY)

As sinners, we become dissatisfied with living autonomously; we are unable to ignore our estranged relationships. At the core of our fallen nature is the prideful desire to have dominion over our own lives and to have authority and preeminence over others. This will for power and control initiated the sin of Adam and Eve and continues to dictate all sinful behavior. "Above" sins have produced social oppression and injustice throughout the ages. Domination, exploitation, wars, violence, murder, totalitarianism, and tyranny decorate humanity's "hall of infamy." These and similar sins remind us that when we isolate ourselves from our Creator, we are incapable of living in harmony with others.

BEING BELOW (SLOTHFUL SUBSERVIENCE AND REFUSAL OF RESPONSIBILITY)

God created us to serve and help one another (*2 Corinthians 13:4*). In our pride as fallen people, we reject God's requirement of co-humanity. Biblical servanthood calls us to consider the needs of others before we consider our own (*Philippians 2:4*). Regretfully, when we do offer service to others, we often do it for selfish gain and/or with minimum investment of time and quality. Paul had to remind the Colossians that their service for others was to be done "*with all your heart*" because ultimately they were doing it for God (*Colossians 3:23*). We express our "below" sins in dishonesty, slothfulness, laziness, and an indifference toward assigned tasks.

Before the return of Christ, the social sins of autonomy, estrangement and alienation, prideful mastery, and slothful refusal of responsibility among people will only increase. Jesus prophesied chaotic and warlike social conditions (*Matthew 24:4-8*), and Paul tells us that wickedness will increase until the reign of the "*man of lawlessness*" (*2 Thessalonians 2:3-12; 2 Timothy 3:1-13*).

During these times of social chaos, biblical truth must guide our efforts to limit or control evil and wickedness by defining and enforcing a social ethic. However, no effort based on education, technology, and/or legislation will ever bring harmony to broken societies. Only when people are spiritually reborn through the work of Jesus Christ will effective change take place.

BIBLE STORIES AND REFERENCES

DISCORD IN HUMAN RELATIONSHIPS

- Pride and anger: Cain killed Abel (*Genesis 4*).
- Deceit and favoritism: Jacob and Rebekah conspired to steal Esau's birthright (*Genesis 27:1-30*).
- Holding a grudge: Esau plotted to kill Jacob because of Jacob's trickery in attaining both the birthright and the blessing that belonged to the eldest son (*Genesis 27:36-41*).
- Jealousy: Joseph's brothers sold him into slavery (*Genesis 37:18-36*); Rachel hated Leah for her ability to bear children (*Genesis 30:1*).

The Bible is the "textbook" for *Building on the Rock*. Even where supplemental materials (books, videos, etc.) are available, you are encouraged to emphasize Bible stories for students to read, enact, or paraphrase as the foundation for each lesson.

- Hatred and fear: Egypt's Pharaohs enslaved the Israelites for 400 years (*Exodus 1*).
- Jealousy and hatred: King Saul plotted the death of David (*1 Samuel 18-19*); Haman plotted the death of Mordecai and all Jews (*Esther 3*).
- Lust and adultery: King David committed adultery with Uriah's wife, Bathsheba (*2 Samuel 11:1-6*).
- Murder: King David plotted the death of Uriah (*2 Samuel 11:14-16*).
- Oppression: Babylon waged war against Israel and carried her into captivity (*Jeremiah 52*); Israel enslaved her own people for material gain (*Nehemiah 5*).
- Jealousy and pride: King Herod ordered all male infants two years of age and under to be killed in an effort to kill the Messiah (*Matthew 2:16*).
- Lying: Ananias and Sapphira lied about the sale of their property and the proceeds (*Acts 5:1-11*).
- Cruelty: Paul and Silas were imprisoned and beaten for spreading the Gospel of Christ (*Acts 16:16-24*).

FAMILY STRIFE

- Sarah and Hagar maintained continual jealous conflict (*Genesis 16*).
- Rebekah's daughters-in-law brought her much grief (*Genesis 26:34-35; 27:46*).
- Jacob and Esau were alienated brothers (*Genesis 27:41-45*).
- Moses' brother and sister rose up against him (*Numbers 12*).
- David's wife Michal despised him (*2 Samuel 6:16, 20-23*).
- David's household rebelled against him (*2 Samuel 13*).

NATIONAL STRIFE

- Israel's neighbors became her enemies, waging war as God's judgment on Israel (*Judges 3*).
- Israel waged war against her enemies on all fronts (*1 Chronicles 18-19*).
- Israel and Judah waged war against each other (*2 Chronicles 25*).
- Justice, righteousness, truth, and honesty disappeared from the nation of Israel (*Isaiah 59:14*).
- The godly were gone. Only evil people remained to hunt and kill their brothers and sisters (*Micah 7:2*).
- In the last days, nation will war against nation (*Luke 21:10*).

- Human history will be marked in the last days by excessive evil as people turn against each other (2 Timothy 3:1-2).

CHARACTER RESPONSE

Character Trait 15: Kindness

DEFINITION

Loving acts of service and courtesy I give to others

MEMORY VERSE

Make sure that nobody pays back wrong for wrong, but always try to be kind to each other and to everyone else. 1 Thessalonians 5:15

KEY CONCEPTS

Kindness is an inclusive term, essentially defining the selfless acts of love and service we are to demonstrate to our fellow image-bearers. Kindness is a characteristic of love (1 Corinthians 13:4) and entails not only doing selfless acts of goodness (Luke 6:27), but also having a heartfelt attitude of affection and devotion toward the recipient of our good will (Romans 12:10).

Over the centuries, we have seen both regenerate and unregenerate people demonstrate acts of kindness in great humanitarian works and personal sacrifices on behalf of others. Only believers, however, are capable of showing kindness (though they do not always do so) as a true demonstration of the renewing power of Christ within them and for Christ's glory (Ephesians 3:20).

Biblical kindness is a heart response to God's goodness (Psalm 107:1). Showing kindness to others acknowledges that we are created in the image of God for the purpose of doing good works and demonstrates our commitment to this truth (Ephesians 2:10). In extending kindness to all people, regardless of class, race, or other differentiating factors, we extend kindness to the Master (Matthew 25:40) and lead others to praise the Father (Matthew 5:16).

We are called to show biblical kindness to all people, including our enemies (Luke 6:27). We are able to demonstrate kindness to even the unlovable in this seemingly unnatural way because of God's example to us. He showed kindness to sinners that led to their repentance (Romans 11:22), and "while we were still sinners, Christ died for us" (Romans 5:8). Herein lies the power for being kind to all people: we show loving kindness to others "because He first loved us" (1 John 4:19). This kind of love is shown not only in words but also in selfless acts (1 John 3:18).

Teacher's Notes

The *Character Response* for each lesson is not developed in detail. You may present the *Character Response* as a way for students to apply the truths of the lesson to their own lives as a conclusion to the lesson or during another time such as morning devotions or afternoon closing activities. You may emphasize other appropriate character traits if you desire.

BIBLE STORIES AND REFERENCES

Those Who Exhibited Kindness

- Abraham was kind to Lot by allowing him to choose the best land for his flocks (*Genesis 13*).
- Abraham was kind to the three angelic visitors by extending them hospitality (*Genesis 18:1-16*).
- Rebekah showed kindness to Abraham's servant Eliezer by giving him food, water, and shelter (*Genesis 24*).
- Joseph was kind to his brothers during the famine (*Genesis 42-43*).
- Ruth was kind to her mother-in-law by providing for her as a widow (*Ruth 1*).
- Boaz was kind to Ruth by telling the workers to leave grain in the fields for Naomi and her (*Ruth 2*).
- Abigail was kind to David by bringing him food and supplies after her husband Nabal refused to do so (*1 Samuel 25*).
- David was kind to Mephibosheth, the crippled son of Jonathan (*2 Samuel 9*).
- The widow of Zarephath was kind to Elijah by sharing her meager provisions with him (*1 Kings 17*).
- King Artaxerxes was kind to Nehemiah by giving him permission to return to Jerusalem to inspect the walls of the city (*Nehemiah 1*).
- The Samaritan was kind to the man beaten by robbers on the roadside (*Luke 10:25-37*).
- Peter and John were kind to the crippled beggar by extending the healing of Christ to him (*Acts 3:1-10*).
- The church at Philippi was kind to the apostle Paul by sending gifts to him via Epaphroditus (*Philippians 4:10-20*).
- The apostle Paul was kind to the runaway slave Onesimus by pleading with Philemon, his owner, to receive him back as a brother in the Lord (*Philemon*).

Those Who Did Not Exhibit Kindness

- Joseph's brothers were unkind to him by selling him into slavery (*Genesis 37*).
- The Egyptians were unkind to the Israelites by subjecting them to slavery (*Exodus 1*).
- Sihon, king of the Amorites, was unkind to the Israelites by prohibiting them from passing through his land (*Numbers 21*).
- King Saul was unkind to David by attempting to kill him repeatedly (*1 Samuel 18*).

- Nabal was unkind to David and his army by refusing to give them the provisions they requested (*1 Samuel 25*).
- The people of Nazareth were unkind to Jesus by rejecting Him and His ministry (*Matthew 13:53-58*).
- Both the priest and the Levite were unkind to the man beaten by robbers by refusing to help him (*Luke 10:25-37*).
- Nine of the ten lepers whom Jesus healed were unkind by failing to express thanks for their healing (*Luke 17:11-19*).

DISCUSSION TOPICS FOR THINKING ABOUT KINDNESS

- Share about a time when someone was kind to you.
- Share about a time when you were kind to someone else.
- Discuss motives people have for being kind. Discuss biblical and unbiblical motives for being kind to others.
- Share about a person you think is genuinely kind. Think about the character traits this person demonstrates. Do you have any of the same qualities? Do you see any ways you need to grow the character trait of kindness in your life?
- Share about ways you can demonstrate kindness to others at school and at home.
- Discuss situations when being kind is difficult. What should you do when being kind is difficult?
- Share about a time when you were not kind and avoided doing something you think you should have done.
- Share about a time when you demonstrated unkindness. What did you do that was unkind? How did you feel at the time? Did you try to make up for your unkind behavior or attitude?
- Share about a time when someone was unkind to you. What happened? How did you feel? How did you resolve the situation?
- Make a list of situations and circumstances where you could or should apply the Golden Rule.
- Discuss how God shows kindness to us. Are there any conditions attached to His kindness?

NOTES

1. H. D. McDonald, "Man, Doctrine of," in *Evangelical Dictionary of Theology*, edited by Walter A. Elwell. (Grand Rapids: Baker Book House, 1987), p. 677.
2. Ibid.
3. D. W. Gill, "Social Ethics," in *Evangelical Dictionary of Theology*, p. 1024.
4. David A. Fraser and Tony Campolo, *Sociology Through the Eyes of Faith*. (San Francisco: Harper, 1992), p. 252.

LESSON 20

HOME, UNSWEET HOME

Sin Creates Disharmony in My Family

PREPARING TO TEACH

INTRODUCTION

Unit 14 explored God's creation of the family and nation as social institutions wherein we are to live in loving service to others. Unit 15 examines the devastating effects of sin within families and nations by developing *Biblical Truth 15: Sin causes disharmony among God's image-bearers*.

Lesson 20 identifies and defines specific sins that often disrupt family relationships. The debilitating and destructive effects of sin among the members of Isaac's family exemplify Biblical Truth 15.

MEMORY VERSES

Section 4: Servanthood

. . . serve one another in love. Galatians 5:13

Biblical Truth (Unit) 15

For where you have envy and selfish ambition, there you find disorder and every evil practice. James 3:16

Character Trait 15

Make sure that nobody pays back wrong for wrong, but always try to be kind to each other and to everyone else. 1 Thessalonians 5:15

OBJECTIVES

- Students will be introduced to *Biblical Truth 15: Sin causes disharmony among God's image-bearers*.
- Students will identify and define specific sins of the heart that lead to sins against others in the family.
- Students will look at short story scenarios to identify sins that lead to social disharmony.
- Students will learn about the sins in Isaac and Rebekah's family and understand that these sins along with others cause disharmony in all families where they are practiced.
- Students will be encouraged to demonstrate *kindness* as they strive to build harmony within their families.

Teacher's Notes

Suggested timetable for Lesson 20: 4 days

See *Syllabus*, pp. xix-xx

Teacher Manual and Student Workbook pages to cover each day are noted within each lesson.

Suggestions for teaching each lesson:

1. Get the big picture of the lesson by surveying its major topics.
2. Refer to the *Syllabus* for a suggested timetable for each topic within the lesson.
3. Highlight the bulleted and underlined key concepts to be developed in each topic.
4. Select visual aids, demonstrations, discussion questions, and any workbook pages you wish to use to develop each topic and its concepts. Feel free to use some or all of the ones suggested in the Teacher Manual and/or develop others of your own.

Remember: A teacher manual is only a guide to help you teach creatively in response to your particular setting and the needs of your students.

MATERIALS

Worldview Model

Symbol Card 15

Biblical Truth 15 Couplet

Biblical Truth Couplets CD

Unit Memory Verse Card

15 *James 3:16*

Character Trait Word Card

15 *Kindness*

Character Trait Definition Card

15 Kindness: *Loving acts of service and courtesy I give to others*

Character Trait Memory Verse Card

15 *1 Thessalonians 5:15*

Teacher Made or Procured

1 piece of fresh fruit in excellent condition

1 piece of badly bruised, misshapen, or rotten fruit

Blackline Masters (Photocopy only. Do not cut or use originals in class.)

- Word/Phrase 20a *Envy*
- Word/Phrase 20b *Selfish ambition*
- Word/Phrase 20c *Slander*
- Word/Phrase 20d *Lying*
- Word/Phrase 20e *Murder*
- Word/Phrase 20f *Stealing*
- Word/Phrase 20g *Quarrelling*
- Word/Phrase 20h *Favoritism*
- Word/Phrase 20i *Disrespect*
- Word/Phrase 20j *Birthright*

- Definition 20a Envy: *The sin of not loving others because they have something I want and do not have*
- Definition 20b Selfish ambition: *The sin of caring only about what I want to do and have for myself*
- Definition 20c Slander: *The sin of speaking unkindly about others*
- Definition 20d Lying: *The sin of speaking words that are not true*
- Definition 20e Murder: *The sin of killing another person*
- Definition 20f Stealing: *The sin of taking something that does not belong to me*
- Definition 20g Quarrelling: *The sin of arguing and disagreeing with others in anger*
- Definition 20h Favoritism: *The sin of unjustly treating one person or group better than another*
- Definition 20i Disrespect: *The sin of not showing honor or respect to someone or something*

Words, Phrases, and Definitions are provided as Blackline Masters. You may create visuals to display or write the words and definitions on the board as you present them in the lesson.

Definitions are also included in the Student Workbook.

DEVELOPING THE COMPREHENSION

Student Workbook Activities

Introducing Lesson 20, Part 1, pp. 163-168

The Main Points: Sins Causes Disharmony Among God's Image-Bearers, p. 169

Picture It: Biblical Truth 15, p. 171

Say It With Symbols: Biblical Truth 15, p. 172

Introducing Lesson 20, Part 2, pp. 173-181

The Main Points: Home, Unsweet Home, Part 1, pp. 183-184

The Main Points: Home, Unsweet Home, Part 2, pp. 185-186

Group Activity

Isaac's Family. Divide the story of Isaac's family into two acts. Have groups of students prepare a dramatization of each act. Prepare and distribute signs to other students identifying each heart attitude (*envy, selfish ambition*) and outward sin (*favoritism, disrespect, lying, stealing, murder*) revealed in the story. As a sin is enacted, call for a pause in the action, and have students hold up the signs identifying the outward sin and the heart attitude behind it.

MAKING THE APPLICATION

Student Workbook Activity

Introducing Lesson 20, Part 1, pp. 163-168

Hiding God's Word: James 3:16, p. 170

Group Activities

Conflict Resolution: Write a series of scenarios on index cards that have the potential for producing conflict or retaliatory responses between family members or friends. Distribute the cards to small groups of students. Have students prepare biblical responses to each scenario that would have the potential to restore harmony in the relationships affected. Have the groups share their responses with the class.

A Letter to Parents: Have students identify specific ways they could contribute to creating and maintaining harmony within their families. Have them share their ideas with their parents in a letter.

Community Extension

Focus on the Family: Visit the Focus on the Family web site (<http://www.family.org/>) for a variety of family resources appropriate for elementary age students. Create a small library in your classroom of family oriented magazines, activities, videos, etc.

DAY 1 (Syllabus Day 66)
Teacher Manual: pp. 190-198 Student Workbook: pp. 163-172

Part 1: Sin Causes Disharmony Among God's Image-Bearers

INTRODUCTION

- Introduce Lesson 20, Part 1.

Focus: Lesson 20, Part 1 introduces students to Biblical Truth 15.

Have students turn to *Introducing . . .* on pages 163-164 of their Student Workbooks.

Have them identify the *Lesson* and *Part* numbers. Ascertain through discussion students' understanding of the title and subtitle. Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly. You may wish to introduce *Words and Definitions*, *Biblical Truth 15*, and the *Unit Memory Verse* at this time or use them as a review following the lesson.

SETTING THE STAGE

- Review the truth that sin causes disharmony within families, nations, and all social groups.

Focus: Sin mars relationships within all social groups.

Have students turn to *Getting Started* on page 165.

Have them study Pictures 1 through 10.

For Discussion:

What do these pictures show us about relationships among God's image-bearers?

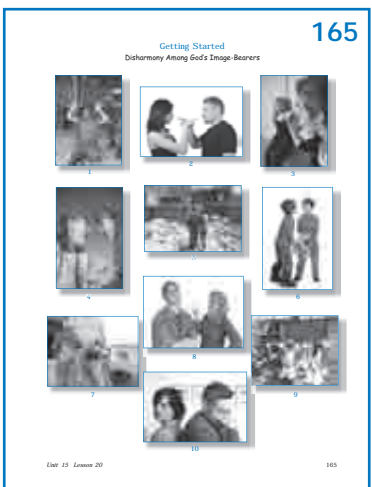
*Which pictures represent disharmony among family members?
 What causes disharmony among family members?
 What sins among family members could these pictures represent?*

*Which pictures represent disharmony among nations?
 What causes disharmony among nations?
 What sins do people in some nations commit against people in other nations?*

Do you know of any other groups where sin causes disharmony? Give some examples.

Why do we so often live in disharmony with each other?

Explain that Part 1 of Lesson 20 introduces the basic causes and characteristics of social disharmony among people in all social groups.



DISCLOSURE

TOPIC 1. SINS AGAINST OTHERS BEGIN AS SINS IN OUR HEARTS

- Develop the biblical truth that all social conflict is rooted in sins of the heart.

Focus: The outward or visible sins that cause disharmony among people are rooted in personal sins of the heart. Envy (jealousy) and selfish ambition (self-centeredness) are at the root of many other sins.

Have students turn to *Topic 1* on page 166.

For Discussion:

Why do you think a person would rob a bank?

What has to be in a bank robber's heart before he or she actually robs a bank?

Why do you think a person would tell lies or speak unkindly about another person?

What has to be in a person's heart before he or she lies or speaks unkindly about someone else?

Suppose you disobey your parents and then lie about it to try to make them think you obeyed. Why would you lie to cover up your disobedience?

Who are you thinking about when you lie to your parents or to someone else?

What has to be in your heart before you lie?

Explain that Jesus once told a simple story about two fruit trees to help people see that the things they do result from what is already in their hearts.

Have students read and discuss **Scripture 1**, *Luke 6:43-45* (workbook page 166).

Luke 6

[43] "No good tree bears bad fruit, nor does a bad tree bear good fruit. [44] Each tree is recognized by its own fruit.

[45] "The good man brings good things out of the good stored up in his heart, and the evil man brings evil things out of the evil stored up in his heart."

DISPLAY a piece of good fruit.

For Discussion:

If a fruit tree is healthy, what kind of fruit does it produce?

Could an unhealthy fruit tree produce a piece of healthy fruit like this?

What good things do you need to have in your heart so you can live in harmony with others?

Can you live in harmony with others if your heart is unhealthy or full of sin? Why not?

Teacher's Notes

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Topic 1
Sins Against Others Begin as Sins in Our Hearts

1. No good tree bears bad fruit, nor does a bad tree bear good fruit. Each tree is recognized by its own fruit.

The good man brings good things out of the good stored up in his heart. Luke 6:43-45

and the evil man brings evil things out of the evil stored up in his heart. Luke 6:43-45

2. For where you have envy and selfish ambition, there you find disorder and every evil practice. - James 3:16

Envy
The sin of not loving others because they have something I want and do not have

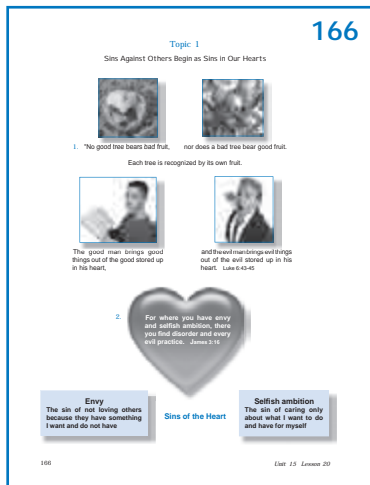
Selfish ambition
The sin of caring only about what I want to do and have for myself

Sins of the Heart

166 Unit 15 Lesson 20

Teacher's Notes

This illustration only simulates fruit from a bad tree. Even fruit from good trees eventually rots if not stored properly or consumed.



James 3:16 is presented again in *Topic 2* as the memory verse for Biblical Truth (Unit 15).

DISPLAY a piece of bad or rotting fruit.

For Discussion:

*What kind of fruit does an unhealthy tree produce?
Does a healthy fruit tree produce this kind of unhealthy fruit?*

What are some of the sinful things in our hearts that cause us to live in disharmony with others?

Do people live in disharmony with others if their hearts are healthy and full of Jesus' love and truth? Why not?

Continue the discussion to help students identify two major sins of the heart that are at the root of outward sinful behavior.

For Discussion:

The Bible tells us that there are two big sins of the heart that lead to many other sinful actions and behaviors? What do you think the two big sins are?

Have students read and discuss **Scripture 2**, James 3:16 (workbook page 166).

James 3

[16] For where you have envy and selfish ambition, there you find disorder and every evil practice.

For Discussion:

What two sins of the heart does this Scripture tell us cause disorder and evil?

WRITE OR DISPLAY BLM Word/Phrase 20a, *Envy*, and **20b**, *Selfish ambition*.

Have students recite them.

For Discussion:

What is envy?

WRITE OR DISPLAY BLM Definition 20a, *Envy*: The sin of not loving others because they have something I want and do not have.

Have students find the definition for *envy* on page 166.

Have them read and recite it.

For Discussion:

*What sins might you commit when your heart is filled with envy?
Instead of envy, what should you have in your heart toward others who have things you want but don't have?*

Besides envy, what other sin does James tell us causes disorder and evil?

What is selfish ambition?

WRITE OR DISPLAY BLM Definition 20b, *Selfish ambition*: The sin of caring only about what I want to do and have for myself.

Have students find the definition for *selfish ambition* on page 166.

Have them read and recite it.

For Discussion:

What sins might you commit when your heart is filled with selfish ambition?

What attitude did Jesus show us we must have toward others instead of selfish ambition?

Have students turn to the continuation of **Topic 1** on page 167.

- Introduce examples of outward sins that flow from hearts filled with envy (jealousy) and selfish ambition (self-centeredness).

Focus: Envy and selfish ambition give rise to, among other sins, slander, lying, murder, stealing, quarrelling, favoritism, and disrespect.

WRITE OR DISPLAY BLM Words/Phrases 20c-i, Slander, Lying, Murder, Stealing, Quarrelling, Favoritism, and Disrespect.

Have students read and recite each sin as you write or display the words.

Have them read aloud the definitions of the sins against others (page 167).

Discuss each briefly.

Explain that you are going to read some short story scenarios that describe outward sinful behaviors that flow from the heart sins of *envy (jealousy)* and/or *selfish ambition (selfishness)*. After you read each story scenario, have students identify the sin that matches the behavior the story describes.

Have students read the Scripture that corresponds to each sin (workbook page 167).

Next, lead a discussion to help students link *envy* and/or *selfish ambition* to each of the outward sins.

Note: To promote thinking, the order of the story scenarios you will read in the Teacher Manual does not correspond to the order of the sins listed in the Student Workbook. Have students scan the list of sins on page 167 to find the one that corresponds to each scenario.

1. Favoritism

Jacob was Abraham's grandson. Jacob had twelve sons. One son was named Joseph. Jacob loved Joseph more than any of his older sons. Jacob showed Joseph that he was his favorite son by making him a very beautiful coat. He did not make any of his other sons such a coat.

For Discussion:

What sin did Jacob commit when he showed more love for Joseph than his other sons?

What is favoritism?

WRITE OR DISPLAY BLM Definition 20h, Favoritism: The sin of unfairly treating one person or group better than another.

Have students read and recite it.

For Discussion:

What sin was in Jacob's heart that led to the sin of favoritism?

What do you think Jacob was trying to do by showing favoritism to just one son, Joseph?

Teacher's Notes

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Sins Against Others

Slander The sin of speaking unkindly about others	With their words, the godless destroy their friends. Proverbs 11:9
Lying The sin of speaking words that are not true	"Friend becomes friend, and no one speaks the truth. They have taught their tongues to lie; they weary themselves with striving." Jeremiah 9:3
Stealing The sin of taking something that does not belong to me	"They practice deceit, thieves break into houses, bands rob in the streets." Romans 7:1
Murder The sin of killing another person	"You want what you don't have, so you scheme and kill to get it. You are jealous of what others have, but you don't fight it, so you fight and wage war to take it away from them." James 4:2
Quarrelling The sin of arguing and disagreeing with others in anger	Anyone who hates his brother is a murderer. 1 John 3:15
Favoritism The sin of unfairly treating one person or group better than another	What is causing the quarrels and fights among you? Don't they come from the evil desires at war within you? You want what you don't have. . . You quarrel and fight. James 4:1-2
Disrespect The sin of not honoring or respecting others	But if you show favoritism, you sin. James 2:9
	For a son dishonors his father, a daughter rises up against her mother . . . a man's enemies are the members of his own household. Matthew 7:6

Unit 15 Lesson 20 167

Favoritism often stems from the self-centered attitude of believing that I have the right to favor people I like or people I believe can benefit me in some way. The sin of *favoritism* allows me to circumvent my responsibility to treat all people justly.

Having friends we love and are closer to than others is not the sin of *favoritism*. *Favoritism* is marked by the unjust support and treatment of people we deem to be more valuable than others.

Teacher's Notes

Have students read and discuss **Scripture 6**, James 2:9 (workbook page 167).

James 2
[9] But if you show favoritism, you sin.

2. Lying

Molly did not want to share her colored pens with anyone in her class. When Latisha asked to borrow her green pen, Molly said she would like to let her borrow it, but she had accidentally lost it on the way to school.

For Discussion:

*What sin did Molly commit by not telling Latisha the truth?
What is lying?*

WRITE OR DISPLAY BLM Definition 20d, Lying: The sin of speaking words that are not true.

Have students read and recite it.

For Discussion:

*What sin was in Molly's heart that led her to lie?
What do you think Molly was trying to do by lying to Latisha?*

Have students read and discuss **Scripture 2**, Jeremiah 9:5 (workbook page 167).

Jeremiah 9
[5] "Friend deceives friend, and no one speaks the truth. They have taught their tongues to lie; they weary themselves with sinning."

3. Slander

Tim did not like Joshua because Joshua seemed to have more friends than Tim did. In fact, Tim wanted Joshua's friends to be his friends. In order to get Joshua's friends to ignore him, Tim started saying very unkind things about Joshua to everyone.

For Discussion:

*What sin did Tim commit by saying unkind things about Joshua?
What is slander?*

WRITE OR DISPLAY BLM Definition 20c, Slander: The sin of speaking unkindly about others.

Have students read and recite it.

For Discussion:

*What sin was in Tim's heart that led him to slander Joshua?
What do you think Tim was trying to do by slandering Joshua?*

Have students read and discuss **Scripture 1**, Proverbs 11:9 *NLT* (workbook page 167).

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Sins Against Others

Slander The sin of speaking unkindly about others	1 With their words, the godless destroy their friends. <i>Proverbs 11:9</i>
Lying The sin of speaking words that are not true	2 "Friend deceives friend, and no one speaks the truth. They weary themselves with sinning." <i>Jeremiah 9:5</i>
Stealing The sin of taking something that does not belong to me	3 "They practice deceit, thieves break into houses, bands rob in the streets." <i>Jeremiah 7:1</i>
Murder The sin of killing another person	4 You want what you don't have, so you scheme and kill to get it. You are jealous of what others have, but you can't get it, so you fight and engage war to take it away from them. <i>James 4:2</i> Anyone who hates his brother is a murderer. <i>1 John 3:15</i>
Quarreling The sin of arguing and disagreeing with others in anger	5 What is causing the quarrels and fights among you? Don't they come from the evil desires at war within you? You want what you don't have. . . . You quarrel and fight. <i>James 4:1-2</i>
Favoritism The sin of unfairly treating one person or group better than another	6 But if you show favoritism, you sin. <i>James 2:9</i>
Disrespect The sin of not honoring or respecting others	7 For a son dishonors his father, a daughter rises up against her mother. . . a man's enemies are the members of his own household. <i>Matthew 10:34</i>

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Proverbs 11

[9] With their **words**, the godless destroy their friends. *NLT*

Teacher's Notes

4. Stealing

Jacob was very unhappy with his parents because they would not buy the newest Hot Wheels truck he wanted. One day while playing at Jeffrey's house, Jacob saw that Jeffrey had the exact truck he wanted. When Jeffrey wasn't looking, Jacob slipped the truck into his jacket pocket and told Jeffrey he had to go home for lunch.

For Discussion:

What sin did Jacob commit by taking something that did not belong to him?

What is stealing?

WRITE OR DISPLAY BLM Definition 20f, Stealing: *The sin of taking something that does not belong to me.*

Have students read and recite it.

For Discussion:

What sin was in Jacob's heart that led him to steal?

What do you think Jacob was trying to do by stealing his friend's toy?

Have students read and discuss **Scripture 4**, Hosea 7:1 (workbook page 167).

Hosea 7

[1] *"They practice deceit, thieves break into houses, bandits rob in the streets."*

5. Disrespect

Ben became angry with his mom because she would not allow him ride his bike until after he finished his homework. He shouted, "I don't care what you say. Other kids get to ride their bikes whenever they want. I don't like you or dad with all of your dumb rules!"

For Discussion:

What sin did Ben commit by getting angry and talking back to his mother?

What is disrespect?

WRITE OR DISPLAY BLM Definition 20i, Disrespect: *The sin of not showing honor or respect to someone or something.*

Have students read and recite it.

For Discussion:

What sin was in Ben's heart that led him to show disrespect to his mother?

What do you think Ben was trying to do by showing disrespect to his mother?

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Sins Against Others	
Slander The sin of speaking unkindly about others	With their words , the godless destroy their friends. Proverbs 11:9-11
Lying The sin of speaking words that are not true	"Friend betrays friend, and no one speaks the truth. They have taught their tongues to lie; they weary themselves with sinning." Jeremiah 9:5
Stealing The sin of taking something that does not belong to me	"They practice deceit, thieves break into houses, bandits rob in the streets." Hosea 7:1
Murder The sin of killing another person	"You want what you don't have, so you scheme and kill to get it. You are jealous of what others have, but you don't get it, so you fight and wage war to take it away from them." James 4:2-4 Anyone who hates his brother is a murderer. 1 John 3:15
Quarreling The sin of arguing and disagreeing with others in anger	What is causing the quarrels and fights among you? Surely they come from the evil desires at war within you? You want what you don't have. . . You quarrel and fight. James 4:1-2
Favoritism The sin of unfairly treating one person or group better than another	But if you show favoritism , you sin. James 2:9
Disrespect The sin of not honoring or respecting others	For a son dishonors his father, a daughter rises up against her mother . . . a man's enemies are the members of his own household. Micah 7:6

Disrespect can be shown toward other people, toward symbols such as a cross or a flag, or toward a family tradition such as a birthright.

Teacher's Notes

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Sins Against Others

Slander The sin of speaking unkindly about others	With their words, the godless destroy their friends. Proverbs 11:9 a1
Lying The sin of speaking words that are not true	"Friend becomes friend, and no one speaks the truth. They have sought their tongues to lie; they weave themselves with lying." Jeremiah 9:3
Stealing The sin of taking something that does not belong to me	"They practice deceit, thieves break into houses, bandits rob in the streets." Romans 7:1
Murder The sin of killing another person	"You want what you don't have, so you scheme and set to get it. You are jealous of what others have, but you can't get it, so you fight and wage war to take it away from them." James 4:2 a1 Anyone who hates his brother is a murderer. 1 John 3:15
Quarreling The sin of arguing and disagreeing with others in anger	What is causing the quarrels and fights among you? Don't they come from the evil desires of our nature? You want what you don't have. . . . You quarrel and fight. James 4:1-2 a1
Favoritism The sin of unfairly treating one person or group better than another	But if you show favoritism, you sin. James 2:9
Disrespect The sin of not honoring or respecting others	For a son dishonors his father, a daughter rises up against her mother. . . . a man's enemies are the members of his own household. Micah 7:6

Unit 15 Lesson 20

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Have students read and discuss **Scripture 7**, Micah 7:6 (workbook page 167).

Micah 7

[6] For a son dishonors his father, a daughter rises up against her mother . . . a man's enemies are the members of his own household.

6. Quarreling

Andrea wanted everyone to play the game according to her rules, and Jamie wanted everyone to play the game her way. Before long, Andrea and Jamie were arguing back and forth. Both girls became angry and began calling each other names.

For Discussion:

What sin did the girls commit when they argued with each other in anger?

What is quarrelling?

WRITE OR DISPLAY BLM Definition 20g, Quarrelling: The sin of arguing and disagreeing with others in anger.

Have students read and recite it.

For Discussion:

What sin was in Andrea's and Jamie's hearts that led to their quarrelling?

What do you think both Andrea and Jamie were trying to do by quarrelling?

Have students read and discuss **Scripture 5**, James 4:1-2 (workbook page 167).

James 4

[1] What causes fights and quarrels among you? Don't they come from your desires that battle within you? [2] You want something but don't get it. . . . You quarrel and fight.

7. Murder

After David killed Goliath, King Saul asked David to become his servant. When the people began to love David more than they loved King Saul, the king became angry. He tried to take David's life by throwing a spear at him. But the spear missed, and David ran away.

For Discussion:

What sin did King Saul commit by trying to take David's life?

What is murder?

Even though King Saul did not kill David, do you think he was still guilty of murder?

WRITE OR DISPLAY BLM Definition 20e, Murder: The sin of killing another person.

Have students read and recite it.

For Discussion:

*What sin was in King Saul's heart that led him to try to kill David?
What do you think King Saul was trying to do by hating David and trying to kill him?*

Have students read and discuss **Scripture 3**, James 4:2 *NLT*; 1 John 3:15 (workbook page 167).

James 4

[2] You want what you don't have, so you scheme and kill to get it. You are jealous of what others have, but you can't get it, so you fight and wage war to take it away from them. NLT

1 John 3

[15] Anyone who hates his brother is a murderer.

TOPIC 2. SYMBOLS HELP US REMEMBER BIBLICAL TRUTHS

- Introduce the Symbol Card for Biblical Truth 15.

Focus: Sin causes disharmony in all our relationships with others.

Have students turn to **Topic 2** on page 168.

DISPLAY Symbol Card 15, Biblical Truth 15: *Sin causes disharmony among God's image-bearers.*

Have students recite it.

For Discussion:

*What part of the symbol reminds us that God created us in His image?
What part of the symbol reminds us that our sin separates us from God?*

What part of the symbol reminds us that our sin separates us from each other?

DISPLAY Biblical Truth 15 Couplet.

Have students recite it.

*Sin caused disharmony
In family and nation.
Now we live together
With wars and confrontation.*

Play the **Biblical Truth Couplets CD**, track 15.

Have students sing along.

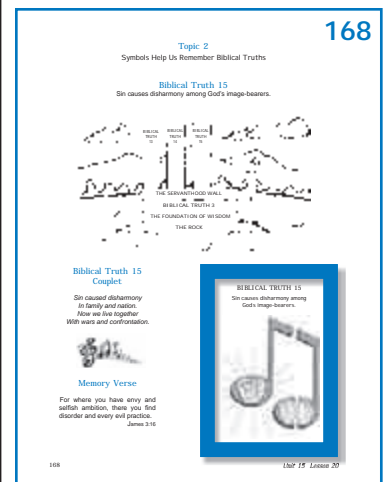
Have students compare the wording of Biblical Truth 15 Couplet with Biblical Truth 15 on the Symbol Card.

- Erect the third pillar of truth about our relationship with others in the *Servanthood Wall*.

Focus: Biblical Truth 15 is the third pillar of truth in the *Servanthood Wall*. It represents the effects of the fall on our relationship with others.

DISPLAY the **Worldview Model**.

Teacher's Notes



Teacher's Notes

Explain that you are going to erect the third pillar of truth in the *Servanthood Wall*.

Invite a student to place the pillar for *Biblical Truth 15* in the *Servanthood Wall*.

Have students compare the wording of Biblical Truth 15 on the Symbol Card and on the Worldview Model.

Have them correlate the picture of Wise William's House of Truth in their workbooks (page 168) with the Worldview Model.

- Introduce the memory verse for Biblical Truth (Unit) 15.

Focus: The sins that cause social disharmony stem from the sins of envy and selfish ambition (jealousy and selfishness) that reside in each of our hearts.

DISPLAY Unit 15 Memory Verse Card, James 3:16.

Have students recite it.

Correlate it with the **Bible Poster** and Biblical Truth 15.

James 3

[16] For where you have envy and selfish ambition, there you find disorder and every evil practice.

For Discussion:

What two sins of the heart lead to the sins we commit against other people?

What kinds of sin do envy and selfish ambition lead us to commit against others?

What does our sin do to harmony in our families and among our friends and classmates?

DAY 2 (Syllabus Day 67)

Teacher Manual: pp. 198-204 Student Workbook: pp. 173-177, 183-184

Part 2: A Family in Disharmony

INTRODUCTION

- Introduce Lesson 20, Part 2.

Focus: Lesson 20, Part 2 examines particular sins and their effects in the real family of Isaac and Rebekah.

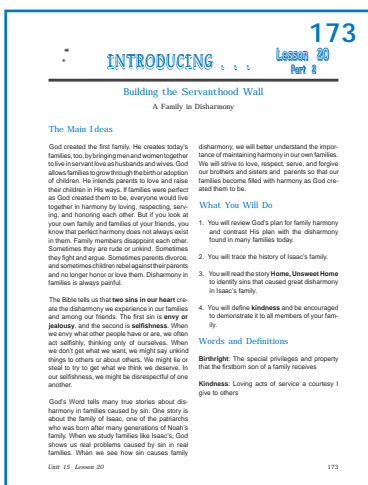
Have students turn to *Introducing . . .* on page 173 of their Student Workbooks.

Have them identify the *Lesson* and *Part* numbers.

Ascertain through discussion students' understanding of the title and subtitle.

Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly.

You may wish to introduce *Words and Definitions* at this time or use them as a review following the lesson.



SETTING THE STAGE

- Review the responsibilities of family members according to God's plan (Unit 14, Lesson 17). Contrast God's ideal with the effects of sin on family relationships.

Focus: Because of sin, family members often fulfill imperfectly their God-given responsibilities to each other.

Have students turn to *Getting Started* on page 174.

Have them review the responsibilities of family members to each other according to God's plan (on the left side of the page). Have them think about the contrasting effects on relationships of following and not following God's plan (on the right side of the page).

Responsibilities of Husbands and Wives

For Discussion:

What responsibilities does God give husbands and wives to each other?

How well are the husbands and wives in Pictures 1 and 2 fulfilling their responsibilities to each other?

Why do you think the husband and wife in Picture 1 are living in harmony?

Why do you think the husband and wife in Picture 2 are not living in harmony?

Responsibilities of Parents

For Discussion:

What responsibilities does God give parents to their children?

How well are the parents in Pictures 3 and 4 fulfilling their responsibilities to their children?

Why do you think the parents in Picture 3 are raising their children in harmony?

Why do you think the father in Picture 4 is not raising his children in harmony?

Responsibilities of Children

For Discussion:

What responsibilities does God give children to their parents?

How well are the children in Pictures 5 and 6 fulfilling their responsibilities to their parents?

Why do you think the boy in Picture 5 is living in harmony with his dad?

Why do you think the boy in Picture 6 is not living in not in harmony with his mom?







What other kinds of problems does sin cause in families?

Explain that Part 2 of Lesson 20 examines the effects of sin on God's plan for the family.

Teacher's Notes

Getting Started
Sin Causes Disharmony in Families

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God's Plan	Harmony	Disharmony
Husbands and Wives Love each other Respect each other Submit to each other Stay faithful to each other		
Parents Provide for their children Appreciate their children Reprove and discipline their children Encourage their children Never approve their children Teach and train their children Set a good example for their children		
Children Honor their parents Listen to their parents Obey their parents Care for their parents Bless their parents with joy		

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Teacher's Notes

Students familiar with Levels 1-3 of *Building on the Rock* will recognize the lineage of the patriarchs beginning with Abraham. The key names and generations in this lineage are the 14 generations from Abraham, Isaac, and Jacob to David and the 28 generations from David to Christ.

The name *Jacob* literally means *he grasps the heel*. Figuratively it means to *betray or trick someone*. Unknowingly, Isaac and Rebekah named their son prophetically, in that betrayal, deceit, and trickery dominated his life.

DISCLOSURE

TOPIC 1. HOME, UNSWEET HOME--PART 1

- Develop the story of the family of Isaac and Rebekah to illustrate the effects of sin within families.

Focus: In spite of God's covenant with Abraham, Isaac, and Jacob, sin caused disharmony in each patriarch's family. In Isaac's family, especially, the sins of favoritism, selfishness, disrespect, lying, and hatred (murder) caused continual disharmony.

Write the phrase "Home, Sweet Home" on the board.

Ascertain students' understanding of the meaning of the phrase or title.

Explain that it is the title of an old song that describes an ideal and happy home.

Explain that the words are often used by people today in connection with their own homes and families.

Have students turn to Topic 1 on page 175.

Have them read the title *Home, Unsweet Home*.

For Discussion:

What do you think the title of Topic 1 means?

What could make life in your home or family unsweet instead of sweet?

Explain that *Topic 1* explores the true story of a family in the Bible whose home became very *unsweet* because of their sin.

Background: Use the simplified genealogy chart in the Student Workbook (page 174) to establish the time frame for the story of Isaac's family. Have students identify the key characters of Noah, Shem, Abraham, Isaac, Jacob, and Esau.

Have them number the generations chronologically from 1-13.

For fun, have them read the "greats" before the grandsons to attain some sense of the time span between Noah and Isaac.

For Discussion:

Who was Noah? Who was Shem?

What famous Bible character was born eleven generations after Noah?

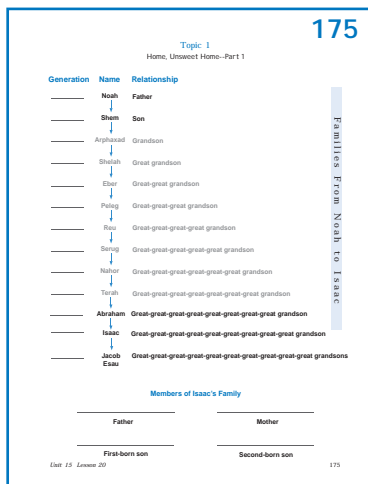
What was the name of Abraham's son?

What were the names of Isaac's twin sons?

Optional discussion question to extend the lineage of the patriarchs to the birth of Christ:

The most important Person who ever lived on earth was born into this same family many, many generations after Abraham, Isaac, and Jacob. Who was He?

See also *Student Workbook* page 126 for the generations from Adam to Noah.



Narrow the discussion to the family of Isaac.

Write the names of the members of Isaac's family on the board: *Isaac, Rebekah, Esau, and Jacob.*

Have students write the names in their workbooks (page 175).

Have students turn to the continuation of Topic 1 on page 176.

Have students read Part 1 of *Home, Unsweet Home* (Genesis 25:19-34).

Home, Unsweet Home--Part 1

Genesis 25

[19] This is the account of Abraham's son Isaac. Abraham became the father of Isaac, [20] and Isaac was forty years old when he married Rebekah. [21] Isaac prayed to the LORD on behalf of his wife, because she was barren. The LORD answered his prayer, and his wife Rebekah became pregnant.

[22] The babies jostled each other within her, and she said, "Why is this happening to me?" So she went to inquire of the LORD.

[23] The LORD said to her, "Two nations are in your womb, and two peoples from within you will be separated; one people will be stronger than the other, and the older will serve the younger."

[24] When the time came for her to give birth, there were twin boys in her womb. [25] The first to come out was red, and his whole body was like a hairy garment; so they named him Esau. [26] After this, his brother came out, with his hand grasping Esau's heel; so he was named Jacob. Isaac was sixty years old when Rebekah gave birth to them.

[27] The boys grew up, and Esau became a skilful hunter, a man of the open country, while Jacob was a quiet man, staying among the tents.

[28] Isaac, who had a taste for wild game, loved Esau, but Rebekah loved Jacob.

[29] Once when Jacob was cooking some stew, Esau came in from the open country, famished. [30] He said to Jacob, "Quick, let me have some of that red stew! I'm famished!" (That is why he was also called Edom.)

[31] Jacob replied, "First sell me your birthright."

[32] "Look, I am about to die," Esau said. "What good is the birthright to me?"

[33] But Jacob said, "Swear to me first." So he swore an oath to him, selling his birthright to Jacob.

[34] Then Jacob gave Esau some bread and some lentil stew. He ate and drank, and then got up and left. So Esau despised his birthright.

First, discuss the main ideas in Part 1 of the story.

Next, have students identify specific sins members of Isaac's family committed in Part 1 of the story.

Teacher's Notes

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Home, Unsweet Home--Part 1

This is the account of Abraham's son Isaac. Abraham became the father of Isaac, and Isaac was forty years old when he married Rebekah. Isaac prayed to the LORD on behalf of his wife, because she was barren. The LORD answered his prayer, and his wife Rebekah became pregnant.

The babies jostled each other within her, and she said, "Why is this happening to me?" So she went to inquire of the LORD.

The LORD said to her, "Two nations are in your womb, and two peoples from within you will be separated; one people will be stronger than the other, and the older will serve the younger."

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The boys grew up, and Esau became a skilful hunter, a man of the open country, while Jacob was a quiet man, staying among the tents. Isaac, who had a taste for wild game, loved Esau, but Rebekah loved Jacob.

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But Jacob said, "Swear to me first." So he swore an oath to him, selling his birthright to Jacob.

Then Jacob gave Esau some bread and some lentil stew. He ate and drank, and then got up and left. So Esau despised his birthright. *Genesis 25:19-34*

Birthright

The special privileges and property that the firstborn son of a family receives

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Unit 15 Lesson 20

For Discussion:

- Who are the husband and wife in this story?*
- When Rebekah could not become pregnant, what did Isaac do on her behalf?*
- What problem did Rebekah experience while she was pregnant?*
- When Rebekah asked God about the problem she was having, what answer did God give her?*
- What did Isaac and Rebekah name their twin boys?*
- Which son was born first?*
- What did Esau like to do when he grew up?*
- What was Jacob like, and what did he like to do when he grew up?*
- Which son did Rebekah love more?*
- Which son did Isaac love more?*
- What did Esau want from Jacob? Why?*
- What did Jacob want from Esau?*

WRITE OR DISPLAY BLM Word/Phrase 20j, Birthright.

Have students recite it.

For Discussion:

What do you think a birthright is?

WRITE OR DISPLAY BLM Definition 20j, Birthright: *The special privileges and property that the firstborn son of a family receives.*

Have students find the definition for *birthright* on page 176.

Have them read and recite it.

For Discussion:

What did Esau agree to do if his brother Jacob would give him some bread and stew?

The Sins in the Story

Have students turn to the continuation of *Topic 1* on page 177.

Have them read the sins listed in the word box at the top of the page.

Have students read and discuss the selected Scriptures that describe the sinful behaviors in Isaac's family.

Have them identify the sin from the word box that corresponds with each Scripture passage.

Have them write the sins in the correct blanks in their workbooks.

Have students write the definitions for the sins in their workbooks as you write or display them.

Favoritism

Have students read and discuss **Scripture 1**, *Genesis 25:28* (page 177).

Genesis 25
[28] Isaac, who had a taste for wild game, loved Esau, but Rebekah loved Jacob.

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envy selfish ambition slander lying murder
 stealing quarrelling favoritism disrespect

1. Isaac, who had a taste for wild game, loved Esau, but Rebekah loved Jacob. *Genesis 25:28* Sin _____
 Definition _____

2. Jacob replied, "First sell me your birthright." *Genesis 25:31* Sin _____
 Definition _____

3. So [Esau] swore an oath to him, selling his birthright to Jacob. So Esau despised his birthright. *Genesis 25:34* Sin _____
 Definition _____

Unit 15, Lesson 20 177

Only one sin for each passage is developed in the lesson. Encourage students to identify other sinful behaviors and attitudes in the family.

For Discussion:

- Why did Isaac love (favor) Esau more than Jacob?*
- Why do you think Rebekah loved Jacob more than Esau?*
- What sin were Isaac and Rebekah committing?*
- What heart sin do you think led Rebekah to favor Jacob?*
- What heart sin do you think led Isaac to favor Esau?*
- What is the meaning of favoritism?*

WRITE OR DISPLAY BLM Definition 20h, Favoritism: *The sin of unjustly treating one person or group better than another.*

Have students read and recite it.

For Discussion:

- How does favoritism make you feel if you are not the favorite person?*
- What problems could arise in a family if the parents practice favoritism among their children?*

Selfish Ambition

Have students read and discuss **Scripture 2**, Genesis 25:31 (page 177).

Genesis 25

[31] Jacob replied, "First sell me your birthright."

For Discussion:

- What did Jacob want?*
- What did he not want to share?*
- What heart sin led Jacob to ask Esau to sell his birthright?*
- What is the meaning of selfish ambition?*

WRITE OR DISPLAY BLM Definition 20b, Selfish ambition: *The sin of caring only about what I want to do and have for myself.*

Have students read and recite it.

For Discussion:

- What problems could arise in a family where family members practice selfish ambition?*

Disrespect

Have students read and discuss **Scripture 3**, Genesis 25:33-34 (page 177).

Genesis 25

[33] So [Esau] swore an oath to him, selling his birthright to Jacob.

[34] So Esau despised his birthright.

For Discussion:

- What was Esau willing to sell to his brother for a bowl of stew and a piece of bread?*
- What heart sin do you think led Esau to sell his birthright?*
- What did Esau do after he finished eating and drinking?*
- What did Esau's behavior show about how he felt toward his family, his place in it, and his rights?*

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envy selfish ambition slander lying murder stealing quarrelling favoritism disrespect
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1. Isaac, who had a taste for wild game, loved Esau, but Rebekah loved Jacob. Genesis 25:28

Sin _____

Definition _____

2. Jacob replied, "First sell me your birthright." Genesis 25:31

Sin _____

Definition _____

3. So [Esau] swore an oath to him, selling his birthright to Jacob. So Esau despised his birthright. Genesis 25:33-34

Sin _____

Definition _____

Unit 15 Lesson 20 177

*What sin did Esau commit by not caring about family traditions and his responsibility as the firstborn son?
What is the meaning of disrespect?*

WRITE OR DISPLAY BLM Definition 20i, Disrespect: *The sin of not showing honor or respect to others.*
Have students read and recite it.

For Discussion:
What problems could arise in a family where family members practice disrespect for themselves, their family's traditions, and other family members?

DAY 3 (Syllabus Day 68)
Teacher Manual: pp. 204-209 Student Workbook: pp. 178-181, 185-186

TOPIC 2. HOME, UNSWEET HOME--PART 2

- Continue to develop the story of the family of Isaac and Rebekah to illustrate the effects of sin within families.

Focus: In spite of God's covenant with Abraham, Isaac, and Jacob, sin caused disharmony in each patriarch's family. In Isaac's family, especially, the sins of favoritism, selfishness, disrespect, lying, and hatred (murder) caused continual disharmony.

Have students turn to **Topic 2** on pages 178-179.

Have students read Part 2 of *Home, Unsweet Home* (Genesis 27:1-27, 30-36, 41-43).

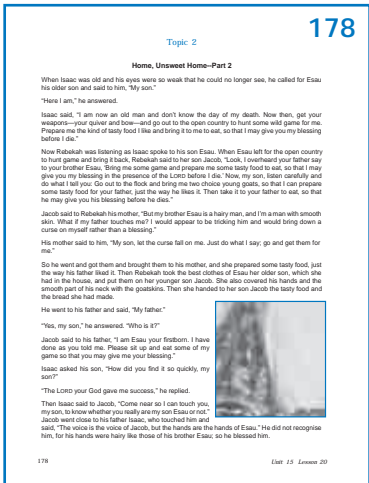
Home, Unsweet Home--Part 2

Genesis 27
[1] When Isaac was old and his eyes were so weak that he could no longer see, he called for Esau his older son and said to him, "My son."

"Here I am," he answered.

[2] Isaac said, "I am now an old man and don't know the day of my death. [3] Now then, get your weapons—your quiver and bow—and go out to the open country to hunt some wild game for me. [4] Prepare me the kind of tasty food I like and bring it to me to eat, so that I may give you my blessing before I die."

[5] Now Rebekah was listening as Isaac spoke to his son Esau. When Esau left for the open country to hunt game and bring it back, [6] Rebekah said to her son Jacob, "Look, I overheard your father say to your brother Esau, [7] 'Bring me some game and prepare me some tasty food to eat, so that I may give you my blessing in the presence of the LORD before I die.' [8] Now, my son, listen carefully and do what I tell you: [9] Go out to the flock and bring me two choice young goats, so that I can prepare some tasty food for your father, just the way he likes it. [10] Then take it to your father to eat, so that he may give you his blessing before he dies."



Teacher's Notes

Although Esau had earlier sold his birthright to Jacob for the bowl of stew, it is unlikely Isaac would have sanctioned their actions had he not been tricked. For the birthright to legally become Jacob's, Isaac would have had to officially sanction it through a ceremony of blessing. Knowing this, Rebekah and Jacob both deceived Isaac (lied) and mutually orchestrated the theft of the birthright.

[11] Jacob said to Rebekah his mother, "But my brother Esau is a hairy man, and I'm a man with smooth skin. [12] What if my father touches me? I would appear to be tricking him and would bring down a curse on myself rather than a blessing."

[13] His mother said to him, "My son, let the curse fall on me. Just do what I say; go and get them for me."

[14] So he went and got them and brought them to his mother, and she prepared some tasty food, just the way his father liked it.

[15] Then Rebekah took the best clothes of Esau her older son, which she had in the house, and put them on her younger son Jacob. [16] She also covered his hands and the smooth part of his neck with the goatskins. [17] Then she handed to her son Jacob the tasty food and the bread she had made.

[18] He went to his father and said, "My father."

"Yes, my son," he answered. "Who is it?"

[19] Jacob said to his father, "I am Esau your firstborn. I have done as you told me. Please sit up and eat some of my game so that you may give me your blessing."

[20] Isaac asked his son, "How did you find it so quickly, my son?"

"The LORD your God gave me success," he replied.

[21] Then Isaac said to Jacob, "Come near so I can touch you, my son, to know whether you really are my son Esau or not." [22] Jacob went close to his father Isaac, who touched him and said, "The voice is the voice of Jacob, but the hands are the hands of Esau." [23] He did not recognise him, for his hands were hairy like those of his brother Esau; so he blessed him.

[24] "Are you really my son Esau?" he asked.

"I am," he replied.

[25] Then he said, "My son, bring me some of your game to eat, so that I may give you my blessing." Jacob brought it to him and he ate; and he brought some wine and he drank.

[26] Then his father Isaac said to him, "Come here, my son, and kiss me." [27] So he went to him and kissed him. When Isaac caught the smell of his clothes, he blessed him . . .

[30] After Isaac finished blessing him and Jacob had scarcely left his father's presence, his brother Esau came in from hunting. [31] He too prepared some tasty food and brought it to his father. Then he said to him, "My father, sit up and eat some of my game, so that you may give me your blessing."

[32] His father Isaac asked him, "Who are you?"

"I am your son," he answered, "your firstborn, Esau."

[33] *Isaac trembled violently and said, "Who was it, then, that hunted game and brought it to me? I ate it just before you came and I blessed him—and indeed he will be blessed!"*

[34] *When Esau heard his father's words, he burst out with a loud and bitter cry and said to his father, "Bless me—me too, my father!"*

[35] *But he said, "Your brother came deceitfully and took your blessing."*

[36] *Esau said, "Isn't he rightly named Jacob? He has deceived me these two times: He took my birthright, and now he's taken my blessing!"*

[41] *Esau held a grudge against Jacob because of the blessing his father had given him. He said to himself, "The days of mourning for my father are near; then I will kill my brother Jacob."*

[42] *When Rebekah was told what her older son Esau had said, she sent for her younger son Jacob and said to him, "Your brother Esau is consoling himself with the thought of killing you. [43] Now then, my son, do what I say: Flee at once to my brother Laban in Haran."*

First, discuss the main ideas in Part 2 of the story.
Next, have students identify specific sins members of Isaac's family committed in Part 2 of the story.

The Main Ideas in the Story

For Discussion:

When Isaac was very old and nearly blind, what did he ask Esau to do for him?

What did Isaac say he would do for Esau after he prepared the tasty meal?

Who overheard their conversation?

What did Rebekah tell Jacob to do?

How did Rebekah and Jacob plan to trick Isaac?

After Jacob received the blessing from his father, who arrived with another tasty meal for Isaac?

Was Isaac able to take back the blessing he had just given to Jacob?

How did Esau feel about Jacob getting his birthright blessing through deceit and trickery?

What did Esau plan to do to Jacob after their father died?

What did Rebekah do to prevent Esau from killing Jacob?

The Sins in the Story

Have students turn to the continuation of **Topic 2** on pages 180-181.

Have them read the sins listed in the word box at the top of the page.

Have students read and discuss the selected Scriptures that describe the sinful behaviors in Isaac's family.

Have them identify the sin from the word box that corresponds with each Scripture passage.

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envy selfish ambition slander lying murder
 stealing quarrelling favoritism disrespect

1. Now, my son, listen carefully and do what I tell you: Go out to the flock and bring me two choice young goats, so that I can prepare some tasty food for your father, just the way he likes it. Then take it to your father to eat, so that he may give you his blessing before he dies." Sin _____
Genesis 27:9-10 Sin _____

Definition _____

Definition _____

2. Jacob said to his father, "I am Esau your firstborn. I have done as you told me. Please sit up and eat some of my game so that you may give me your blessing." Sin _____
Genesis 27:11-12 Sin _____

Isaac asked his son, "How did you find it so quickly, my son?"
 "The Lord your God gave me success," he replied.
 "Are you really my son Esau?" he asked.
 "I am," he replied.
 Then he said, "My son, bring me some of your game to eat, so that I may give you my blessing."
Genesis 27:13-26, 24-25

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Have them write the sins in the correct blanks in their workbooks.
 Have students write the definitions for the sins in their workbooks as you write or display them.

Rebekah's Lying and Stealing

Have students read and discuss **Scripture 1**, Genesis 27:8-10 (page 180).

Genesis 27

[8] "Now, my son, listen carefully and do what I tell you: [9] Go out to the flock and bring me two choice young goats, so that I can prepare some tasty food for your father, just the way he likes it. [10] Then take it to your father to eat, so that he may give you his blessing before he dies."

For Discussion:

Why did Rebekah want Jacob to get the birthright blessing instead of Esau?

Besides showing favoritism to one son over the other, what other two sins was Rebekah committing by helping Jacob get Esau's birthright? What is the meaning of lying?

WRITE OR DISPLAY BLM Definition 20d, Lying: The sin of speaking words that are not true.

Have students read and recite it.

For Discussion:

What is the meaning of stealing?

Why would Rebekah be guilty of stealing even though she was not the one to actually take the birthright away from Esau?

WRITE OR DISPLAY BLM Definition 20f, Stealing: The sin of taking something that does not belong to me.

Have students read and recite it.

For Discussion:

What sin of the heart (that we studied in Part 1 of this lesson) led Rebekah to lie and steal so that Jacob would get Esau's birthright? What problems could arise in a family where family members practice lying and stealing?

Jacob's Lying and Stealing

Have students read and discuss **Scripture 2**, Genesis 27:19-20, 24-25 (page 180).

[19] Jacob said to his father, "I am Esau your firstborn. I have done as you told me. Please sit up and eat some of my game so that you may give me your blessing."

[20] Isaac asked his son, "How did you find it so quickly, my son?"

"The LORD your God gave me success," he replied.

[24] "Are you really my son Esau?" he asked.

Teacher's Notes

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envy	selfish ambition	slander	lying	murder
stealing	quarrelling	favoritism	disrespect	

1. Now, my son, listen carefully and do what I tell you. Go out to the flock and bring me two choice young goats, so that I can prepare some tasty food for your father, just the way he likes it. Then take it to your father to eat, so that he may give you his blessing before he dies." Sin _____
Genesis 27:8-10 Sin _____

Definition _____

Definition _____

2. Jacob said to his father, "I am Esau your firstborn. I have done as you told me. Please sit up and eat some of my game so that you may give me your blessing." Sin _____
Genesis 27:19-20 Sin _____

Isaac asked his son, "How did you find it so quickly, my son?"
 "The LORD your God gave me success," he replied.
 "Are you really my son Esau?" he asked.
 "Yes," he replied.
 Then he said, "My son, bring me some of your game to eat, so that I may give you my blessing."
Genesis 27:19-20, 24-25

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Unit 15 Lesson 20

"I am," he replied.

[25] Then he said, "My son, bring me some of your game to eat, so that I may give you my blessing."

For Discussion:

What sins did Jacob commit in this part of the story?

How many times did Jacob lie?

What did Jacob steal? Why?

Have students look back and review the definitions of *lying* and *stealing*.

For Discussion:

What sin of the heart (that we studied in Part 1) led Jacob to lie and steal to get his brother's birthright?

What problems could arise in a family where family members practice lying and stealing?

Envy

Have students read and discuss **Scripture 3**, Genesis 27:36 (page 181).

Genesis 27

[36] Esau said, "Isn't he rightly named Jacob? He has deceived me these two times: He took my birthright, and now he's taken my blessing!"

For Discussion:

What does Esau now want back even though he freely gave it away when he was famished?

What sin filled Esau's heart when he learned his brother had what he wanted but could no longer have?

What is the meaning of envy?

WRITE OR DISPLAY BLM Definition 20a, *Envy*: The sin of not loving others because they have something I want and do not have.

Have students read and recite it.

For Discussion:

What problems could arise in a family when family members practice envy among themselves?

Murder

Have students read and discuss **Scripture 4**, Genesis 27:41 (page 181).

Genesis 27

[41] Esau held a grudge against Jacob because of the blessing his father had given him. He said to himself, "The days of mourning for my father are near; then I will kill my brother Jacob."

For Discussion:

What other sin did Esau's heart sin of envy lead him to commit?

Although Esau was unable to kill Jacob because Jacob ran away, was Esau still guilty of murder? Why?

What is the meaning of murder?

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3. Esau said, "Isn't he rightly named Jacob? He has deceived me these two times: He took my birthright, and now he's taken my blessing!" Genesis 27:36 Sin _____

Definition _____

4. Esau held a grudge against Jacob because of the blessing his father had given him. He said to himself, "The days of mourning for my father are near; then I will kill my brother Jacob." Genesis 27:41 Sin _____

Definition _____

WRITE OR DISPLAY BLM Definition 20e, *Murder*: *The sin of killing another person.*

Have students read and recite it.

For Discussion:

What are we learning in this lesson about what sinful heart attitudes often lead us to do?

What does the Bible say is the difference between a sinful heart attitude about murder and actually committing the sin of murder? (See Scripture 3 on workbook page 167.)

What problems could arise in a family where one family member hates another family member enough to want to murder him or her?

DAY 4 (Syllabus Day 69)
Teacher Manual: pp. 209-212

SUMMARY

- Review the Symbol Card for Biblical Truth 15.

Focus: Sin creates disharmony among family members, in social groups, and among nations.

DISPLAY Symbol Card 15.

Have students explain the meaning of each part of the symbol.

For Discussion:

What part of the symbol reminds us that God created us in His image? What part of the symbol reminds us that our sin separates us from God?

What part of the symbol reminds us that our sin separates us from each other?

- Review the Worldview Model.

Focus: Biblical Truth 15 represents the effects of the fall on our relationships with others.

Refer to the **Worldview Model**.

Have students locate the pillar for Biblical Truth 15: Sin causes disharmony among God's image-bearers.

Have them recite it.

DISPLAY Biblical Truth 15 Couplet.

Have students recite it.

*Sin caused disharmony
In family and nation.
Now we live together
With wars and confrontation.*

Play the **Biblical Truth Couplets CD**, track 15.

Have students sing along.

Teacher's Notes

- Review the memory verse for Biblical Truth (Unit) 15.

Focus: The heart sins of envy (jealousy) and selfish ambition (selfishness) are at the root of our outward sins against others.

DISPLAY Unit 15 Memory Verse Card, James 3:16.

Have students recite it.

Correlate it with the **Bible Poster**.

James 3

[16] For where you have envy and selfish ambition, there you find disorder and every evil practice.

For Discussion:

What sins of our heart lead to disharmony in our relationships?

What is envy?

What is selfish ambition?

Why do envy and selfish ambition lead to disharmony in our relationships?

- Review seven of the sins against others that stem from envy and selfish ambition.

Focus: The heart sins of envy and selfish ambition often lead to the outward sins of slander, lying, murder, stealing, quarrelling, favoritism, and disrespect.

WRITE OR DISPLAY BLM Words/Phrases 20a-20i and Definitions 20a-20i in pairs.

Have students match and define each sin.

Discuss each sin in relation to its effect on family harmony.

- Review the main points in both parts of the story of Isaac's family that illustrate the destructive effects of sin on family harmony.

Focus: Isaac's family was rife with sins that led to distrust and broken relationships.

For Discussion:

What sins did Isaac and Rebekah commit that led to disharmony in their family?

What sins did Jacob commit?

What sins did Esau commit?

What sins create disharmony in our families?

PRAYER

Have students pray for the relationships among members of their families. Have them ask God to show them their own envy and selfish ambition and help them guard against the other sins that could easily follow.

CHARACTER RESPONSE--KINDNESS: PART 1

- Introduce the concept of *kindness*.

Focus: Kindness is the outward expression of love that helps to maintain harmony within the family and nation. Kindness flows from unselfish ambition and a servant's heart that dies to self for the good of others.

DISPLAY Character Trait 15 Word Card, *Kindness*.

Have students recite it.

Ascertain students' understanding of the meaning of *kindness*.

For Discussion:

Are you always kind to others?

What does it mean to be kind?

- Define *kindness*

Focus: Kindness is rooted in our desire to reflect Jesus' selfless service to others.

DISPLAY Character Trait 15 Definition Card, *Kindness: Loving acts of service and courtesy I give to others.*

Have students recite it.

For Discussion:

How do you show kindness to others?

When you show kindness to others, what attitude do you have in your heart?

Can you do kind things for others if you do not have love in your heart? Explain.

Who is our perfect example of showing kindness to others?

How did Jesus show kindness to others?

- Develop *kindness* as an appropriate response to relationships within our families.

Focus: The intimacy of family relationships requires sacrificial kindness. The habit of being kind to others outside the home is nurtured by learning to be kind to others inside the home.

For Discussion:

When family members are not kind to each other, what is family life like? Why?

How does kindness affect your relationships with your parents, brothers, and sisters? Give examples.

Why is it important for you to practice kindness first with the members of your own family?

- Introduce the memory verse for *kindness*.

Focus: We are not to be kind to others only when they are kind to us. Rather, we must demonstrate kindness in spite of how others treat us (*1 Corinthians 13*).

DISPLAY Character Trait 15 Memory Verse Card, *1 Thessalonians 5:15*.

Have students recite it.

Teacher's Notes

The *Character Response* for each lesson is not developed in detail. You may present the *Character Response* as a way for students to apply the truths of the lesson to their own lives as a conclusion to the lesson or during another time such as morning devotions or afternoon closing activities. Emphasize the need for students to respond in heart to the truths God reveals. The character response should be demonstrated by a character trait that reflects Jesus in each student's life.

A character trait has been selected for each unit. The trait, its definition, corresponding memory verse, key concepts, related Bible stories, and discussion topics are included in each *Unit Introduction*.

A three-part presentation is suggested. **In Part 1, introduce the character trait, its definition, and its corresponding memory verse.**

In Part 2, select and read a Bible story in which the character trait is demonstrated. Following the story, ask and discuss relevant questions.

In Part 3, select and read a Bible story in which the character trait is *not* demonstrated. Following the story, ask and discuss relevant questions.

Teacher's Notes

Correlate it with the **Bible Poster**.

1 Thessalonians 5

[15] Make sure that nobody pays back wrong for wrong, but always try to be kind to each other and to everyone else.

For Discussion:

If someone is unkind to you, what should you do? Why?

What does the Bible tell you to do even for your enemies?

Why is showing kindness such a powerful way of maintaining harmony in your family? Among your friends?

Why is showing unkindness such a powerful way of producing disharmony in your family? Among your friends?

The *Roof of Character* will be constructed at the end of this study when all the character responses for *Biblical Truths* 1 through 20 have been presented. The construction will take place in the final lesson as students review each *Biblical Truth* and its corresponding character trait.

SERVANTHOOD

Building a Relationship of Harmony With Others by
Serving Them in Love

Unit 16

Jesus Died to Bring His Image-Bearers Into a New Family and Nation of Harmony Called God's Church

Serve each other with love. Galatians 5:13

God decided in advance to adopt us into his own family by bringing us to himself through Jesus Christ. Ephesians 1:5 NLT

You are a holy nation. You are a nation that belongs to God alone. 1 Peter 2:9 ICB

Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. Colossians 3:13



INTRODUCTION

The fall separated people from God and established disharmony within the institutions of family and nation. Sin led to the “blame game” between Adam and Eve and precipitated the first fratricide, Cain’s murder of his brother Abel. As families merged into tribes and tribes into nations, the cancer of sin continued to erode human relationships. Regretfully, no period of human history has escaped the tragedy of broken families and alienated nations.

When Jesus Christ lived on earth, the socio-political scene in Israel was a microcosm of every social injustice and evil known to humanity. The occupying Romans brutally oppressed the Jews and displayed all the marks of fallen people among themselves. Their patriarchal society was rife with family dysfunction and abuse; the fierce and intriguing infighting among Rome’s political leaders is now legendary. While suffering under Roman injustice, Israel was also dispensing her own injustice to neighboring Samaritans and Gentiles. Even among the Jews, there was discord as Pharisees and Sadducees battled over theological differences. Yet in the midst of this social turmoil, the “fullness of time” arrived when God sent His Son as an emissary to offer healing and reconciliation for the family and nation (*Galatians 4:4 NASB*). Because of this act of love, fractured lives could be restored in harmony with God and reconciled in fellowship with each other as members of God’s new family and holy nation, the church (*Ephesians 2:14, 19; 2 Peter 2:9*).

God placed His church in the midst of broken humanity to restore us to fellowship with Him and with each other. As the Body of Christ, the church is to mirror the unity of the Godhead through community life that is not divided by gender, ethnicity, or social class (*John 17:20-21; 1 Corinthians 12:12-31; Galatians 3:28*). The church is to mirror God’s holiness in the way we live (*2 Corinthians 7:1*). We are to model the church’s unity and holiness within the context of both a *position* and a *process*. Believers who by grace are one in Christ (*position*) are to continue growing (*process*) by grace in oneness (*Ephesians 4:3, 12*). We who have been declared holy in Christ are to continue growing in holiness (*1 Corinthians 1:30; 2 Corinthians 7:1*).

The church is the object of God’s restorative grace, and it serves as a vessel for the distribution of that grace to the world. The church is to declare God’s goodness and

Teacher's Notes

The introduction provides an overview of the theme and essential character response for each unit.

Teacher's Notes

glory (*1 Peter 2:9*). The church is to carry Christ's message of grace to the ends of the earth (*Matthew 28:19-20*); it is to be salt and light where decay and darkness abound (*Matthew 5:13-16*). Through the prayers of the church, the hearts of nations are turned and God's Kingdom is established (*1 Timothy 2:1-4*).

The lessons of Unit 16 teach the corporate purpose of Christ's atonement--the reconciling of all people into one harmonious body, the church. This unit is designed to help students understand that we are not redeemed to live in isolation, but rather in corporate fellowship to serve and care for one another. We are to declare the praises of our Creator and be channels of God's redemptive grace to a still fractured and alienated world. Students need to understand that the church exists because our fellowship with God is restored and our sins are forgiven through the atoning work of Christ. God's gracious gift of forgiveness and restored fellowship makes possible the new family and nation of His people. In response to His forgiveness, we are to forgive others.

As you teach the lessons in this unit, understand that the church is universal and one, even with its many denominations and differences. Avoid emphasizing doctrinal distinctions that divide believers, stressing always the oneness we experience because we are all in Christ Who is, Himself, not divided (*1 Corinthians 1:13*).

BIBLICAL TRUTH 16

Jesus died to bring His image-bearers into a new family and nation of harmony called God's church.

The biblical Christian worldview affirms that we who are redeemed through the atoning work of Christ experience restored relationships of harmony and oneness within God's new family and nation, the church.

MEMORY VERSES

SECTION 4: SERVANTHOOD

. . . serve one another in love. Galatians 5:13

BIBLICAL TRUTH (UNIT) 16

God decided in advance to adopt us into his own family by bringing us to himself through Jesus Christ. Ephesians 1:5 NLT

*You are a holy nation. You are a nation that belongs to God alone.
1 Peter 2:9 ICB*

CHARACTER TRAIT 16

*Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.
Colossians 3:13*

Building on the Rock develops twenty *Biblical Truths*, numbered to correlate with the number of the unit in which they are presented.

A *Memory Verse* for each section, unit (*Biblical Truth*), and character trait has been selected for clarity and brevity appropriate for young students.

SYMBOL

Two harmonious notes, the first representing God, the second representing people restored in harmony with God and with each other within His new family and nation, the church.

Upper note: *God, Sovereign Creator (Deuteronomy 4:39; I Chronicles 29:12)*

The cross: *The Person and redemptive work of Jesus Christ (John 3:16).*

Mended bridge: *People restored in harmony with God through the atonement of Christ (Ephesians 1:5; 1 John 4:14-15).*

Lower note: *People restored in harmony with God and united in fellowship within His new family and nation, the church (Hebrews 2:11; 1 Peter 2:9).*

KEY THEMES

THE SERVANTHOOD UNITS 13-16

- People's social nature
- The family's origin, nature, and purpose
- Government's origin and purpose
- The servant nature of social relationships
- The effects of the fall on the family, government, and social relationships
- Redemption and social relationships
- The church's origin, nature, and purpose

UNIT 16

- Redemption and the restoration of social relationships
- The church as a "socio-spiritual" institution ordained by God
- The church's origin and nature
- Roles of members of God's family and nation, the church
- Salvation and church membership
- Forgiveness as a social value in response to the forgiving work of God through Christ

OBJECTIVES

The lessons in Unit 16 should enable students:

- To understand the origin and early growth of the church.
- To describe the nature and characteristics of the church.
- To identify the functions of the church.
- To forgive others as Christ forgives them.

Teacher's Notes



A musical note motif is used to symbolize each *Biblical Truth*. Each part of the symbol represents a particular aspect of each truth.

Unit Objectives are expanded and listed as specific objectives for each lesson.

Key Concepts provide the biblical doctrines and truths upon which the lessons are designed. Knowing doctrinal truths will help with lesson preparation and provide an in-depth background to help you answer student questions and supplement lesson activities.

KEY CONCEPTS

INTRODUCTION

People redeemed by Jesus Christ become members of a new, God-ordained social institution, the church. As the corporate fruit of the atonement, the church is extremely precious to God (*Ephesians 5:25*) because it cost His Son's life to give it birth. God ordained the church as a model of harmonious co-humanity to a sinful and divided world. His church is to reflect the unity of the Godhead, display the Father's love, and communicate His plan for the restoration of harmony in all relationships of creation (*John 17:20-21*).

THE NATURE AND ORIGIN OF THE CHURCH

The word *church* comes from the Greek word *ecclesia*, meaning "called out" or "assembly." When applied to Christians, it refers to "those who have been called out to Jesus Christ."¹ The church is a living spiritual and social institution. It is spiritual in that its members are part of the spiritual Body of Jesus Christ (*1 Corinthians 12:12-14*). It is physical in that corporately it is made up of men and women on earth. The church is not a place or a building, but a living entity designed to reflect the redeeming power of God. However, an individual church may be defined as a smaller group of the universal body that meets together in a specific locale to worship, fellowship, and minister to both its members and to the community at large. The church is referred to as the Kingdom of God (*Romans 14:17; 1 Corinthians 4:20*), a holy nation (*1 Peter 2:9*), and the family of God (*2 Corinthians 6:18*). These names correlate with the social institutions of family and nation ordained by God to accommodate our sociality.

The church exists in the present redeemed order and will exist throughout eternity in the glorified order. Those redeemed by Christ are now a part of the earthly expression of His eternal Kingdom. Christ now rules in the hearts and lives of His saints. At the return of Christ, the eternal order will begin, and He will exercise His power and reign over the glorified Kingdom (*Revelation 12:10*).

The church was established at Pentecost, fifty days after the resurrection of Christ (*Acts 2*). Men and women of all ethnicities, nationalities, and social levels who believe in the atoning work of Christ and turn from their sins are added to the church. Believers of all profiles are equal—they are "all one in Christ Jesus" (*Galatians 3:28*) although there may be functional differences determined by their gender, spiritual maturity, and marital status (*1 Timothy 5:17*).

THE FRUIT OF BODY LIFE

The universal church is declared a "holy nation" (*1 Peter 2:9*). This does not mean that each individual member is morally perfect, but it does mean that it is "an organism which is holy and available to all [people]."² Reunited in fellowship with God and restored in harmony with self, members of the church have the capacity to demonstrate the characteristics of a redeemed and harmonious fellowship (*Hebrews 2:11*).

Enabled by the regenerative and empowering work of the Spirit of God, members of Christ's church are to become loving neighbors (*Matthew 22:39; Romans 15:2*). In stark contrast to the "apart sins" of selfishness and indifference, church members are to demonstrate neighborliness by loving helpfulness (*Ephesians 6:7*), service

(*John 13:14-15*), and self-sacrifice (*1 Corinthians 8:13*). The “against sins” of hatred, disputes, false witness, slander, and envy are replaced by the virtues of fidelity (*1 Corinthians 4:2*), honesty (*Romans 12:17*), impartiality (*Acts 10:34-35; Romans 10:12*), and forgiveness (*Ephesians 4:32*). No longer does pride separate one person from another as the “above sins” of injustice and social oppression give way to the practice of courtesy (*Colossians 4:6*), tolerance (*Romans 14:13*), hospitality (*Romans 12:13*), and deference. Neighborly concern for one another becomes so intimate that the hurts of one hurt all, and the honors and victories of one bring joy to all (*1 Corinthians 12:26*).

THE ROLE OF THE CHURCH IN SOCIETY

As a God-ordained institution, the church plays an important role in the world. It does not exist to impose a political form or social ethic on culture. Rather, it exists in tension, striving to establish Kingdom principles within the unregenerate earthly institutions of family and nation. Its mission is to serve as a catalyst for change in a dying world and to be salt and light to a decaying and dark society (*Matthew 5:13-14*).

Members of Christ’s church are to embody the ideals of social harmony. Through acts of love, respect, honor, and devotion to each other, they model Christ’s love for His church. Through demonstrations of unity within community, they reveal the restorative grace and power of God and influence the world for righteousness (*John 17:20-21*).

Individually or corporately, members of the church are to contribute to the society in which they live. No area of participation is to be considered secular as opposed to sacred. Rather, all service is to be offered unto the Lord for His glory (*Colossians 3:17*). We participate in government, education, the arts, medicine, business, and other corporate structures with an eye toward promoting righteousness, justice, and shalom within the culture in which the church is found. As part of Christ’s Body, we are to resolve conflicts among ourselves (*1 Corinthians 6:1-8*). We are to care for the hurting and the needy (*Acts 4:32-34; 1 John 3:17*). We are called to preserve the institution of family (*Ephesians 5:22-6:4*). Christ’s Body, the church, is to model ethnic and national harmony (*Galatians 3:28*) and portray to the world the fellowship of humanity, united in true community and solidarity through Jesus Christ.

The church is not called to preach a liberal “social gospel” or radical “liberation theology.” It is called to be salt and light to the world through the proclamation of the gospel of Jesus Christ. At the heart of this commission is the necessity of declaring the existence and nature of sin, the message of the atonement, and the call for all people to respond through repentance and faith to the saving grace of Christ. Without the church’s diligent attentiveness to this calling, society will never be changed or spiritually renewed from within.

As you teach the lessons in this unit, encourage students to work together in harmony and to forgive one another as Christ has forgiven them. Strive to make your classroom a microcosm of social harmony where friendliness, kindness, integrity, and forgiveness become the norm for each relationship.

Teacher's Notes

The Bible is the "textbook" for *Building on the Rock*. Even where supplemental materials (books, videos, etc.) are available, you are encouraged to emphasize Bible stories that students can read, enact, or paraphrase as the foundation for each lesson.

The *Character Response* for each lesson is not developed in detail. You may present the *Character Response* as a way for students to apply the truths of the lesson to their own lives as a conclusion to the lesson or during another time such as morning devotions or afternoon closing activities. You may emphasize other appropriate character traits if you desire.

BIBLE STORIES AND REFERENCES

THE CHURCH

- The church began on the day of Pentecost (*Acts 2*).
- The church experienced rapid growth (*Acts 2*).
- Stephen was the first martyr of the church (*Acts 7*).
- The early church experienced persecution as it shared its new-found faith (*Acts 8*).
- The church spread, increasing its numbers to include Samaritans and Ethiopians (*Acts 8*).
- The Roman centurion Cornelius became the first Gentile member of the church (*Acts 10*).
- The church spread into the Greek culture in Antioch where believers were first called Christians (*Acts 11*).
- The early church suffered persecution at the hands of agitated Jews and Gentiles in Iconium (*Acts 14*).
- In Philippi, Lydia and a jailer became members of the church (*Acts 16*).
- The church brought change to the pagan cultures in which it was established (*Acts 18, 19*).

CHARACTER RESPONSE

Character Trait 16: Forgiveness

DEFINITION

A choice to love those who have been unkind to me

MEMORY VERSE

Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.

Colossians 3:13

KEY CONCEPTS

The character and life of Jesus Christ provide the origin and the perfect expression of forgiveness. With Him there is forgiveness (*Psalms 130:4*), and in Him we find redemption and the forgiveness of sins (*Ephesians 1:7*) through the shedding of His blood (*Hebrews 9:22*). Christ's willingness to die for us (*Romans 5:8*) remains the hallmark of forgiveness. His death for us demonstrates unconditional love that releases us from obligation or debt because of our sin. We are called to follow

Christ's example in forgiving others (*Ephesians 4:32*).

Forgiveness is not an option for the Christian, but a command (*Colossians 3:13*). There is no limit to the number of times believers are to extend this grace to their brothers and sisters (*Luke 17:4*). Forgiveness is an act of the will expressed in tangible deeds of love, kindness, compassion (*Ephesians 4:32*), and forbearance (*Colossians 3:13*). We must forgive rather than retaliate (*Romans 12:17*). God assures us that as we forgive others, He will continue to forgive our sins when we confess them and humbly repent (*Mark 11:25; 1 John 1:9*).

When we as Christians find it difficult to forgive, we should reflect on the crucifixion of Christ. In the midst of insult, cruelty, and immense suffering, Christ forgave those who crucified Him (*Luke 23:34*). Pondering His example should pierce our resistant hearts and allow forgiveness to flow from us toward others.

BIBLE STORIES AND REFERENCES RELATED TO FORGIVENESS

Those Who Exhibited Forgiveness

- Esau received Jacob and forgave him for his earlier deception (*Genesis 33*).
- Joseph forgave his brothers for selling him into slavery (*Genesis 45, 50*).
- David forgave Shimei for cursing him (*2 Samuel 16:5-19; 19:16-23*).
- While on the cross, Jesus forgave His enemies (*Luke 23:26-43*).
- Stephen forgave his murderers before he died (*Acts 7:54-60*).

Those Who Did Not Exhibit Forgiveness

- Esau initially did not forgive Jacob for deceiving him (*Genesis 27*).
- Jonah harbored a spirit of unforgiveness against Nineveh (*Jonah 4*).
- The servant refused to forgive the man who owed him money (*Matthew 18:21-35*).
- The prodigal son's brother refused to forgive him (*Luke 15:11-32*).

DISCUSSION TOPICS FOR THINKING ABOUT FORGIVENESS

- Share about a time when someone forgave you. How did you feel about being forgiven?
- Share about a time when you were able to forgive someone. What made you want to forgive? How did the other person respond to your forgiveness?
- Discuss why it is difficult to forgive someone who has hurt you.
- Discuss how to forgive someone when it is difficult to do so.

Teacher's Notes

- Share about what Christ's forgiveness means to you personally.
- Discuss what it means to forgive someone "seventy times seventy." Are there any limits to this type of forgiveness?
- Discuss what it means to repent of your sins.
- Could and should you forgive someone who does not ask you for forgiveness?
- Discuss how you want to be treated if someone tells you that you have offended him or her. Even though you want to be forgiven for your offense, is it often difficult for you to do the same for others?
- Discuss who should ask forgiveness first when there is an offense between two people.
- Discuss what can happen when people do not forgive each other.
- Discuss how you can humble yourself and ask someone to forgive you. What would it require for you to be able to do that? Is there anyone you need to ask to forgive you? If so, what is keeping you from doing so?
- Think about people you have not forgiven but need to. What can you do now to begin the forgiving process?
- Can you think of any practical ways you can show others a sincere spirit of forgiveness?
- Think about Jesus forgiving you each time you sin and then repent. Think about this in relation to your ability to forgive others.

NOTES

1. Paul E. Little, *Know What you Believe*. (Wheaton: Victor Books, 1987), p. 88.
2. H. W. Byrne, *A Christian Approach to Education*. (Milford: Mott Media, 1977), p. 274.

LESSON 22

HAPPY BIRTHDAY!

God's Church Is Born

PREPARING TO TEACH

INTRODUCTION

Unit 15 examined the destructive effects of sin in the God-ordained social institutions of family and nation. Unit 16 explores the church as the third institution God ordained to fulfill His plan and design for creation. The church is made up of members of God's family who are restored in fellowship with Him through faith in the atoning work of Christ. The church is also called a holy nation and the body of Christ.

Lesson 22 explores the relationship of God's covenant with Abraham to the birth of the church on the day of Pentecost and introduces *Biblical Truth 16: Jesus died to bring His image-bearers into a new family and nation of harmony called God's church.*

MEMORY VERSES

Section 4: Servanthood

. . . serve one another in love. Galatians 5:13

Biblical Truth (Unit) 16

God decided in advance to adopt us into his own family by bringing us to himself through Jesus Christ. Ephesians 1:5 NLT

*You are a holy nation. You are a nation that belongs to God alone.
1 Peter 2:9 ICB*

Character Trait 16

*Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.
Colossians 3:13*

OBJECTIVES

- Students will be introduced to *Biblical Truth 16: Jesus died to bring His image-bearers into a new family and nation of harmony called God's church.*
- Students will define God's church as His family and holy nation.
- Students will link God's covenant with Abraham with the establishment of His church through Jesus Christ.
- Students will read the biblical accounts and describe the events surrounding Jesus' two announcements about how He would build His church.

Teacher's Notes

Suggested timetable for Lesson 22: 4 days
See *Syllabus*, p. xx

Teacher Manual and Student Workbook pages to cover each day are noted within each lesson.

Suggestions for teaching each lesson:

1. Get the big picture of the lesson by surveying its major topics.
2. Refer to the *Syllabus* for a suggested timetable for each topic within the lesson.
3. Highlight the bulleted and underlined key concepts to be developed in each topic.
4. Select visual aids, demonstrations, discussion questions, and any workbook pages you wish to use to develop each topic and its concepts. Feel free to use some or all of the ones suggested in the Teacher Manual and/or develop others of your own.

Remember: A teacher manual is only a guide to help you teach creatively in response to your particular setting and the needs of your students.

Teacher's Notes

- Students will read the biblical account and describe the events surrounding the founding of the church on the day of Pentecost.
- Students will explore how to become members of God's church by rebirth through the Holy Spirit.
- Students will be encouraged to display *forgiveness* in their relationships in response to Christ's command that we forgive others as God forgives us.

MATERIALS

Worldview Model

Worldview Model Piece

Biblical truth 16: Jesus died to bring His image-bearers into a new family and nation of harmony called God's church.

Worldview Posters

Symbol Cards 8, 16

Biblical Truth 16 Couplet

Biblical Truth Couplets CD

Section Memory Verse Card

2 1 John 4:14-15

Unit Memory Verse Cards

16a *Ephesians 1:5* NLT
16b *1 Peter 2:9* ICB

Character Trait Word Card

16 *Forgiveness*

Character Trait Definition Card

16 Forgiveness: A choice to love those who have been unkind to me

Character Trait Memory Verse Card

16 *Colossians 3:13*

Teacher Made or Procured

Blackline Masters (Photocopy only. Do not cut or use originals in class.)

Word/Phrase 22a *God's family*
Word/Phrase 22b *God's holy nation*
Word/Phrase 22c *The church*
Word/Phrase 22d *Passover feast*
Word/Phrase 22e *Pentecost feast*

Definition 16c Family: One man and one woman married as husband and wife and the children they may have through birth or adoption

Words, Phrases, and Definitions are provided as Blackline Masters. You may create visuals to display or write the words and definitions on the board as you present them in the lesson.

Definitions are also included in the Student Workbook.

- Definition 18a *Citizen: A person who is a member of a nation because he or she was born there or was adopted by law from another nation*
- Definition 22a *The church: All people who have become members of God's family and citizens of His holy nation by believing in God's Son Jesus as their Savior and obeying Him*
- Definition 22b *Passover feast: The Hebrew feast of thanksgiving for the night in Egypt when God passed over their houses marked with the blood of a lamb and set them free from slavery*
- Definition 22c *Pentecost feast: The Hebrew feast of thanksgiving for the harvest celebrated 50 days after the Passover feast*

DEVELOPING THE COMPREHENSION

Student Workbook Activities

Introducing Lesson 22, Part 1, pp. 213-217

The Main Points: The Family, the Nation, and the Church, p. 219

Scripture Search: The Family, the Nation, and the Church, p. 220

Picture It: Biblical Truth 16, p. 221

Say It With Symbols: Biblical Truth 16, p. 222

Introducing Lesson 22, Part 2, pp. 225-232

The Main Points: God Keeps His Promises, p. 233

The Main Points: Jesus Announces He Will Build His Church, p. 234

Writing About It: The Church Is Born, pp. 235-236

Group Activities

Pictures of the Church: Have students collect pictures for a bulletin board display representing the church in different cultures and settings (i.e., pictures of people in worship; physical symbols of the church such as buildings, steeples, crosses, banners, communion emblems, baptism rites, altars, etc.). Label with *Matthew 16:18*.

My Church Family: Have students share about the church their family attends. Identify the different congregations and confessions represented by the class. Emphasize the unity in the church within the diversity of expressions.

The Church Around the World: Invite a missions director of a church or missionaries from the community to share about their mission work. Include local, national, and international outreaches if possible.

MAKING THE APPLICATION

Student Workbook Activities

Introducing Lesson 22, Part 1, pp. 213-217

Hiding God's Word: Ephesians 1:5 NLT; Peter 2:9 ICB, pp. 223-224

Introducing Lesson 22, Part 2, pp. 225-232

Thinking About It: Becoming a Member of God's Family and Nation, the Church, pp. 237-238

Teacher's Notes

Community Extension

Church History: Have one or more local pastors share about the history of their church in the community.

My Faith Journey: Invite senior Christians to share their faith story with the class.

Pastor's Visit: Invite pastors from various denominations represented within your class or community to speak briefly about their churches. Include pastors who adhere to essential evangelical beliefs. Invite them to tell about the structure and outreach of their churches.

TEACHING THE LESSON

DAY 1 (Syllabus Day 75)

Teacher Manual: 252-257 Student Workbook: 213-224

REVIEW OF LESSON 21

If you wish to review Lesson 21, select elements from the *Summary* of Lesson 21 on pages 237-239.

Part 1: The Church--God's New Family and Holy Nation of Harmony

Note: As you teach this lesson, it is important to understand that there are many interpretations among Christians regarding the church and, therefore, many expressions of the church based upon these interpretations. Throughout its history, the institutional church has found expression in Catholic, Orthodox, Lutheran, Presbyterian and Reformed, Anglican and Episcopalian, Congregational, Pentecostal, and numerous independent confessions. In an attempt to bridge the wide spectrum of interpretations and expressions, this lesson develops the beliefs most commonly held by all confessions. If your school embraces a particular interpretation, feel free to develop the lesson from that perspective.

INTRODUCTION

- Introduce Lesson 22, Part 1.

Focus: Lesson 22, Part 1 introduces students to the church, the third institution God created to fulfill His plan for creation.

Have students turn to *Introducing . . .* on pages 213-214 of their Student Workbooks.

Have them identify the *Lesson* and *Part* numbers.

Ascertain through discussion students' understanding of the title and subtitle. Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly. You may wish to introduce the *Words and Definitions*, *Biblical Truth 16*, and the *Unit Memory Verses* at this time or use them as a review following the lesson.

213

INTRODUCING . . . Lesson 22
Part 1

Building the Servanthood Wall
The Church--God's New Family and Holy Nation of Harmony

The Main Ideas

When Adam and Eve gave in to Satan's temptation in the Garden of Eden and disobeyed God, they were immediately in disharmony with God, themselves, each other, and the earth. Because Satan is not omnipotent and omnipresent like God, he must have thought he had deceived God's spirit for families and nations. But the Bible tells us that before God created the world, He had an eternal plan to restore His creation and to adopt us back into His family through Jesus. Do you remember the promise God made to Adam and Eve after they sinned? He said that a descendant of Eve would one day crush the head of Satan and defeat him. Do you know who the descendant God promised Eve to? If you think it is Jesus, you are correct!

When Jesus died on the cross, He took the punishment we deserve for our sins. When God raised Jesus back to life from the grave, He also defeated the work of Satan. No longer does Satan have any power over death. Satan could not destroy or keep Jesus in the grave, and he cannot destroy anyone who believes in Jesus as God's Son and that Savior.

So who are these people whom Satan can no longer destroy? They are people who have become members of God's new family and nation called the church. Before Jesus went back to heaven, He built His church. This doesn't mean that Jesus built a church building. His church is made up of people. They are all the people who believe in Jesus as God's Son and that Savior

and who are restored in fellowship with God. They are the people whom God has made into new creations. They are also the people who have been restored in harmony with other members of God's church. God's church is His family, and all of its members are His children. God's church is also His holy nation, and its members are its citizens. Are you a member of God's new family and holy nation, the church?

What You Will Do

1. You will compare God's three communities--the family, the nation, and the church.
2. You will explore God's church as His family and His holy nation.
3. You will define the church.
4. You will enact the fourth pillar of truth in the Servanthood Wall--Jesus died to bring His image-bearers into a new family and nation of harmony called God's church.
5. You will learn two memory verses for Biblical Truth 16.

Biblical Truth 16
Jesus died to bring His image-bearers into a new family and nation of harmony called God's church.

List 16 Lesson 22 213

SETTING THE STAGE

- Introduce the church as the third social institution God ordained for His image-bearers.

Focus: God ordained the family, the nation, and the church as the three institutions in which we are to live and serve each other as social beings. The church is referred to as God's family and as a holy nation. Its members and citizens are those saved by grace through faith in the Person and work of Christ. As we become a member of our family and nation through birth or adoption, we also become a member of God's family and nation through spiritual rebirth (*John 3:3-7*) and adoption by God as His children (*Ephesians 1:5*). All people are members of families and nations, but not all people are members of God's church.

Have students turn to *Getting Started* on page 215.

Without discussion, have students read the three Scriptures at the bottom of the page. Then have them write the name of the institution each Scripture describes. Next, have them identify two pictures that represent each institution and write their numbers on the corresponding blank lines.

Note: People, not buildings, constitute each institution. Pictures of buildings are symbolic only. This distinction is emphasized in the following discussion.

The Family

For Discussion:

Scripture 1 describes the first social institution God created. In it, husbands and wives and their children live together and serve each other? What is it?

What two pictures represent the family? Why?

Does a family need a house to be a family?

What must a family have in order to be a family?

If you walk into a house where a family other than your own lives, do you automatically become a member of that family?

How do you become a member of a family?

The Nation

For Discussion:

Scripture 2 describes the second social institution God created. In it, families live together as citizens and serve each other. What is it?

What two pictures represent the nation? Why?

Does a nation need buildings to be a nation?

What must a nation have in order to be a nation?

If you visit a nation other than your own, do you automatically become a member of that nation just by visiting it?

How do you become a member of a nation?

The Church

For Discussion:

Scripture 3 describes the third social institution God created. In it, God's image-bearers love and serve Him and others. What is it?

What two pictures represent the church? Why?

Does a church need a building to be a church?

What must a church have in order to be a church?


Teacher's Notes

The concept of *institution* is abstract and not easy to define for young children. It is essentially an established organization, community, practice, or relationship within society. The institutions of marriage/family, nation/government, and the church were established by God as the essential social organizations/communities through which He fulfills His plan for creation.

You may have to present the concept from several perspective until students comprehend it. Its meaning is often understood simply through context within a sentence.

215

Getting Started
The Family, the Nation, and the Church



God Created Pictures

1. "But at the beginning of creation God made them male and female. For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh." *Matt 19:6-7*

2. "From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live." *Acts 17:26*

3. Jesus replied, "...I will build my church." *Matthew 16:18*

Unit 16 Lesson 22 215

*Do you become a member of God's church by visiting a church service inside a church building?
How do you become a member of God's church?*

Explain that Lesson 22 explores what God's church is, its origin, its purpose, and how we become members. Part 1 introduces the church as God's family and holy nation.

DISCLOSURE

TOPIC 1. WHAT IS GOD'S CHURCH?

- Review our restoration of fellowship with God through faith in Christ.

Focus: By God's grace, we are restored in fellowship with God when we put our faith in Jesus as God's Son and our Savior.

Have students turn to *Topic 1* on page 216.

DISPLAY Worldview Poster 4, *The Creation Restored in Harmony.*
Review how it depicts restoration of harmony and fellowship with God.

For Discussion:

How are people restored in harmony and fellowship with God?

DISPLAY Section 2 Memory Verse Card, 1 John 4:14-15.
Have students read and recite it. Discuss briefly.

1 John 4
[14] *And we have seen and testify that the Father has sent his Son to be the Savior of the world. [15] If anyone acknowledges that Jesus is the Son of God, God lives in him and he in God.*

DISPLAY Symbol Card 8, *Biblical Truth 8:* *Jesus died to restore fellowship and harmony between people and God.*
Have students recite it.
Relate the verse to restoration of harmony and fellowship with God.

- Introduce the church as God's family and holy nation.

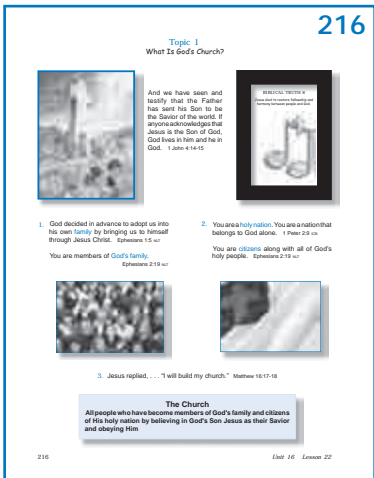
Focus: When we are restored in fellowship with God through faith in Christ and His redemptive work, we become members of the church, God's family and holy nation.

Have students read and discuss **Scripture 1, Ephesians 1:5 NLT, Ephesians 2:19 NLT** (workbook page 216).

Ephesians 1
[5] *God decided in advance to adopt us into his own family by bringing us to himself through Jesus Christ. NLT*

Ephesians 2
[19] *You are members of God's family. NLT*

WRITE OR DISPLAY BLM Word/Phrase 22a, *God's family.*
Have students recite it.



The church as the *body of Christ* is developed in Lesson 23.

For Discussion:

*Why are we separated from God when we are born?
Why are we not members of God's family when we are born?
Why don't our good works make us members of God's family?
What did Jesus do for us so that we could be adopted into God's family?
Who is the Father in God's family?
Who are the children in God's family?
Why are people who are restored in harmony and fellowship with God called God's family? (Father and children)*

How do you become a member of God's family?

Have students read and discuss **Scripture 2**, 1 Peter 2:9 ICB; Ephesians 2:19 NLT (workbook page 216).

1 Peter 2

[9] You are a **holy nation**. You are a nation that belongs to God alone.
ICB

Ephesians 2

[19] You are **citizens along with all of God's holy people**. NLT

WRITE OR DISPLAY BLM Word/Phrase 22b, *God's holy nation*.

Have students recite it.

For Discussion:

*When we are restored in harmony and fellowship with God through faith in Jesus, what do we become?
Who is the King of God's holy nation?
Who are the citizens of God's holy nation?
Why would people who are restored in harmony and fellowship with God be called a holy nation? (King and citizens)
How do you become a citizen of God's holy nation?
Have you become a citizen of God's holy nation?*

- Introduce the definition of the church.

Focus: The church includes all people who through faith in the atoning work of Christ as God's Son and their Savior are spiritually united with God and other believers as members of God's family and citizens of His holy nation.

Have students read **Scripture 3**, Matthew 16:18 (workbook page 216).

Matthew 16

[18] **Jesus replied, . . . "I will build my church."**

WRITE OR DISPLAY BLM Word/Phrase 22c, *The church*:

Have students recite it.

For Discussion:

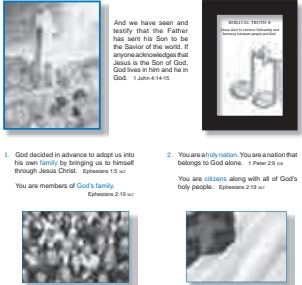
What is God's church?

Help students formulate a definition that includes the concepts of faith, family, and nation as discussed previously.

Teacher's Notes

216

Topic 1
What Is God's Church?



And we have seen and testify that the Father has sent His Son to be the Savior of the world. If anyone confesses that Jesus is the Son of God, God abides in him and he abides in God. 1 John 4:14-15

1. God decided in advance to adopt us into His own family by bringing us to Himself through Jesus Christ. Ephesians 1:5-6
You are members of God's family. Ephesians 2:19-20

2. You are an **holy nation**. You are a nation that belongs to God alone. 1 Peter 2:9
You are **citizens** along with all of God's holy people. Ephesians 2:19

3. Jesus replied, . . . "I will build my church." Matthew 16:18

The Church
All people who have become members of God's family and citizens of His holy nation by believing in God's Son Jesus as their Savior and obeying Him.

216 Unit 16 Lesson 22

Teacher's Notes

WRITE OR DISPLAY BLM Definition 22a, *The church*: All people who have become members of God's family and citizens of His holy nation by believing in God's Son Jesus as their Savior and obeying Him.

Have students locate the definition for *the church* in their workbooks (page 216).

Have them read and recite it.

For Discussion:

What did Jesus do for us so we can become His family and holy nation, the church?

Why do we call Jesus our Savior? From what did He save us?

What do we call God's free gift to us?

How do people become members of God's family and holy nation, the church?

Are you a member of God's family and holy nation, the church?

TOPIC 2. SYMBOLS HELP US REMEMBER BIBLICAL TRUTHS

- Introduce the Symbol Card for Biblical Truth 16.

Focus: By God's grace and through faith in the atoning work of Jesus (*Ephesians 2:8*), God's image-bearers are brought into a new family and nation of harmony called the church.

Have students turn to **Topic 2** on page 217.

DISPLAY Symbol Card 16, *Biblical Truth 16*: Jesus died to bring His image-bearers into a new family and nation of harmony called God's church.

Have students recite it.

For Discussion:

What part of the symbol reminds us that Jesus died to restore our fellowship and harmony with God?

What part of the symbol reminds us that the church is God's new family and nation?

DISPLAY Biblical Truth 16 Couplet.

Have students recite it.

*Jesus died
Because of our sin.
He built His church
To make us one again.*

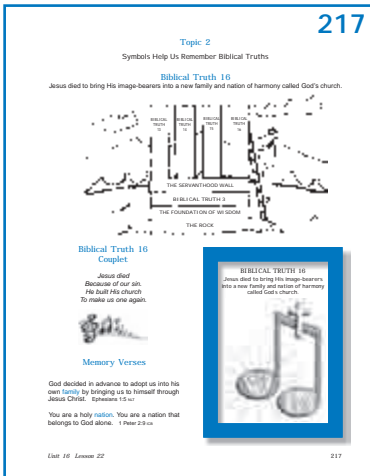
Play the **Biblical Truth Couplets CD**, track 16.

Have students sing along.

Have students compare the wording of Biblical Truth 16 Couplet with Biblical Truth 16 on the Symbol Card.

- Erect the fourth pillar of truth about our relationship with others in the *Servanthood Wall*.

Focus: Biblical Truth 16 is the fourth pillar of truth in the *Servanthood Wall*. It represents the church, God's new family and nation of harmony in which we are to love and serve each other.



DISPLAY the Worldview Model.

Explain that you are going to erect the fourth pillar of truth in the *Servanthood Wall*.

Invite a student to place the pillar for *Biblical Truth 16* in the *Servanthood Wall*.

Have students compare the wording of Biblical Truth 16 on the Symbol Card and on the Worldview Model.

Have them correlate the picture of Wise William's House of Truth in their workbooks (page 217) with the Worldview Model.

- Introduce the memory verses for Biblical Truth (Unit) 16.

Focus: When we are restored in fellowship with God through faith in Jesus' death for our sins, we become members of God's church, His family and holy nation.

DISPLAY Unit 16 Memory Verse Cards 16a, Ephesians 1:5 *NLT*, and 16b, 1 Peter 2:9 *ICB*.

Have students recite them.

Correlate the verses with the **Bible Poster** and Biblical Truth 16.

Ephesians 1

*[5] God decided in advance to adopt us into his own family by bringing us to himself through Jesus Christ. *NLT**

1 Peter 2

*[9] You are a holy nation. You are a nation that belongs to God alone. *ICB**

For Discussion:

Why is God's church called a family?

Why is God's church called a holy nation?

How do we become members of God's family and holy nation, the church?

DAY 2 (Syllabus Day 76)

Teacher Manual: pp. 257-263 Student Workbook: pp. 225-231, 233-236

Part 2: Jesus Announces and Builds His Church

Note: With regard to the beginning of the church, it is helpful to see it as having both a spiritual and an institutional dimension. Spiritually, all of God's people saved by grace belong to God's church. From this spiritual perspective, some theologians see the church beginning with Adam and Eve to whom God graciously revealed His plan to destroy the works of Satan through Eve's seed, Jesus Christ. From a spiritual perspective, the church would include all believers in the Messiah both before and after his advent, including Noah and his family, as well as the descendants of Abraham who were justified by faith in the Abrahamic promise and its fulfillment in Christ.

Institutionally, however, the church began at Pentecost when Jewish believers were baptized into Christ under the new covenant. From that dynamic beginning, it has grown to become a transethnic and transnational institution known as the body of Christ, God's family, and God's holy nation. God, by His grace, calls people to faith in the atoning work of Christ through which they are restored in fellowship with God and with other members of His family, the church.

God's plan for the church is an eternal plan, not an afterthought or plan B for rescuing His fallen creation. "For he chose us in him before the creation of the world to be holy and blameless in his sight. In love he predestined us to be adopted as his sons through Jesus Christ, in accordance with his pleasure and will--to the praise of his glorious grace, which he has freely given us in the One he loves" (Ephesians 1:4-6).

INTRODUCTION

- Introduce Lesson 22, Part 2.

Focus: Lesson 22, Part 2 introduces students to the birth of the church on the day of Pentecost.

Have students turn to *Introducing . . .* on pages 225-226 of their Student Workbooks.

Have them identify the *Lesson* and *Part* numbers.

Ascertain through discussion students' understanding of the title and subtitle.

Have students read *The Main Ideas* and *What You Will Do*. Discuss briefly

You may wish to introduce *Words and Definitions* now or use them as a review following the lesson.

SETTING THE STAGE

- Review God's covenant with Abraham as fulfilled in Christ.

Focus: God promised to make Abraham into a great nation through whom all the people of the earth would be blessed. He kept that covenant through the lineage of Abraham, Isaac, Jacob, David (a descendant of Jacob's son Judah), and finally Christ. All people are blessed through the redemptive work of Christ. Those who are saved through God's grace become members of His church and are blessed with eternal life. Even those who do not receive Christ as Lord and Savior are blessed, often unknowingly, by the light and salt which the church, the body of Christ, provides to all nations.

Have students turn to *Getting Started* on page 227.

Remind students of "A Short History of Israel, God's Special Nation" studied in Lesson 21.

For Discussion:

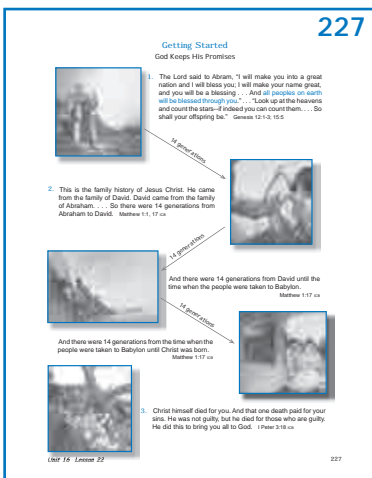
What did God promise Abraham when He called him to leave Ur and go to Canaan?

Have students read and discuss **Scripture 1**, Genesis 12:1-3; 15:5 (workbook page 227).

Genesis 12

[1] The Lord said to Abram, [2] "I will make you into a great nation and I will bless you; I will make your name great, and you will be a blessing. [3] . . . And all peoples on earth will be blessed through you."

[3] . . . And all peoples on earth will be blessed through you."



Genesis 15

[5] "Look up at the heavens and count the stars--if indeed you can count them. . . . So shall your offspring be."

For Discussion:

What did God mean when He promised Abraham that "all peoples on earth would be blessed through [him]"?

Was Jesus born while Abraham was still alive?

How many generations passed between the time of Abraham and the time Jesus was born?

Have students read and discuss **Scripture 2**, *Matthew 1:1, 17_{ICB}* (workbook page 227).

Matthew 1

[1] This is the family history of Jesus Christ. He came from the family of David. David came from the family of Abraham.

[17] So there were 14 generations from Abraham to David.

And there were 14 generations from David until the time when the people were taken to Babylon.

And there were 14 generations from the time when the people were taken to Babylon until Christ was born. _{ICB}

For Discussion:

Who was born in the 14th generation of Abraham?

How many generations passed from the time of David to the time the Hebrews were taken into captivity in Babylon?

How many generations passed from the time of captivity in Babylon until the time Jesus was born?

How many generations passed between Abraham and Jesus?

How did God keep His promise to Abraham?

How does God bless all people through Abraham?

Have students read and discuss **Scripture 3**, *1 Peter 3:18_{ICB}* (workbook page 227).

1 Peter 3

[18] Christ himself died for you. And that one death paid for your sins. He was not guilty, but he died for those who are guilty. He did this to bring you all to God. _{ICB}

For Discussion:

How does God bless all people through Abraham? (Christ)

Ascertain students' understanding of the passage of time from (1) God's promise to Abraham; (2) to the birth of Christ; (3) to the death of Christ; and (4) to the birth of the church.

For Discussion:

How many years do you think passed between the time God made His promise to Abraham and the time Jesus was born? (approximately 2,100 years)

Young students have limited ability to grasp long time spans. Try various means to help them begin to sense the long period of time between God's covenant with Abraham and the coming of Christ and the establishment of the church.

Teacher's Notes

At age 33, Jesus was about the age of many of your students' parents.

*Do you think people ever wondered if God was going to keep His promise to Abraham after so many years had passed?
Why did God keep His promise?*

How old do you think Jesus was when He died on the cross for our sins? (about 33)

Do you think the church Jesus promised to build came into existence before or after He died on the cross?

How do you think the church began?

Where do you think the church began?

How many years do you think God's church has been in existence? (approximately 2000)

Explain that Part 2 of Lesson 22 explores when, where, and how God's church began. Part 2 begins by linking God's promise to Abraham to its fulfillment in the birth of Christ through whom all people can be blessed by a personal relationship with God and membership in His family and holy nation, the church.

DISCLOSURE

TOPIC 1. JESUS ANNOUNCES HE WILL BUILD HIS CHURCH

- Develop the biblical accounts of Jesus' promise to build His church.

Focus: The church, with both its spiritual and institutional dimensions, (see Note on pages 255-256) is part of God's eternal plan for creation. When Jesus announced to His disciples that He would build His church, he was foretelling the approaching day of Pentecost when the institutional church would be established. Jesus continues to build His church on the foundation of the apostles and prophets, with Himself as the chief cornerstone (1 Peter 2:4-6).

Have students turn to Topic 1 on page 228.

Have them read the account of Jesus announcing He would build His church. Explain that the story text begins with summary information about the founding of the church and is followed by the account from Scripture. Scripture passages are highlighted in blue and referenced.


Note: Interpretations of "rock" in this passage are not presented here. If students raise the question, see the Teacher's Notes column on this page for a list of the most common interpretations. This lesson focuses on Jesus' announcement that He would build His church.

228

Topic 1
Jesus Announces He Will Build His Church

Part 1. The First Announcement

When Jesus lived on the earth, many people did not know who He was. One day Jesus asked His disciples who people thought He was. After hearing their answers, Jesus made a special announcement about something He was going to build. Then He also told His disciples that very soon He was going to suffer and die. He told them that after three days in the grave, He was going to come back to life.




When Jesus came to the region of Caesarea Philippi, He asked His disciples, "Who do people say the Son of Man is?" They replied, "Some say John the Baptist; others say Elijah, and still others, Jeremiah or one of the prophets."

"But what about you?" He asked. "Who do you say I am?"

Simon Peter answered, "You are the Christ, the Son of the living God."

Jesus replied, "Blessed are you, Simon son of Jonah, for this was not revealed to you by man, but by the Father in heaven. And I tell you that you are Peter, and on this rock I will build my church, and the gates of Hades will not overcome it.

From that time on Jesus began to explain to His disciples that He must go to Jerusalem and suffer many things at the hands of the elders, chief priests and teachers of the law, and that He must be killed and on the third day be raised to life. Matthew 16:13-21



Part 2. The Second Announcement

After Jesus came back to life, He showed Himself to His disciples for forty days. He proved to them that He was really alive, and He told them about a special gift God the Father was going to give them. This special gift was God's Holy Spirit, which would fill the disciples' hearts and give them power to tell the whole world about Jesus. He soon appeared and breathed His Holy Spirit on the disciples, giving them the wonderful gift. He was taken up into heaven in a cloud. Then His disciples returned to the city of Jerusalem to wait for God to fill them with His Holy Spirit.

After His suffering, [Jesus] showed himself to His disciples and gave many convincing proofs that He was alive. He appeared to them over a period of forty days and spoke about the kingdom of God.

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The meaning of the *rock* on which Jesus said He would build His church has been debated within the church for centuries. Major interpretations include the following:

- (1) The *rock* is Peter's confession that Jesus is the Christ (Origin, Calvin).
- (2) The *rock* is Peter himself as the first leader of the church and primary proclaimer of Christ (Cullmann, Guthrie).
- (3) The *rock* is Jesus as Peter testified in *1 Peter 2:5-8* (Augustine, Jerome, Luther, Scofield).
- (4) The *rock* is Peter and the succession of bishops in the Roman church (Catholic theologians).

Jesus Announces He Will Build His Church

Part 1. The First Announcement

When Jesus lived on the earth, many people did not know who He was. One day Jesus asked His disciples who people thought He was. After hearing their answers, Jesus made a special announcement about something He was going to build. Then He also told His disciples that very soon He was going to suffer and die. He told them that after three days in the grave, He was going to come back to life.

Matthew 16

[13] When Jesus came to the region of Caesarea Philippi, he asked his disciples, "Who do people say the Son of Man is?"

[14] They replied, "Some say John the Baptist; others say Elijah; and still others, Jeremiah or one of the prophets."

[15] "But what about you?" he asked. "Who do you say I am?"

[16] Simon Peter answered, "You are the Christ, the Son of the living God."

[17] Jesus replied, "Blessed are you, Simon son of Jonah, for this was not revealed to you by man, but by my Father in heaven. [18] And I tell you that you are Peter, and on this rock I will build my church, and the gates of Hades will not overcome it."

[21] From that time on Jesus began to explain to his disciples that he must go to Jerusalem and suffer many things at the hands of the elders, chief priests and teachers of the law, and that he must be killed and on the third day be raised to life.

For Discussion:

Who did many people think Jesus was?

Which disciple knew exactly who Jesus was (is)?

How was Peter able to know who Jesus is?

What did Jesus announce to His disciples?

What do you think Jesus meant when He talked about building His church? Was He talking about a building made of bricks and lumber? Why not?

What did Jesus say would never be able to destroy or overcome His church?

What do you think Jesus meant by "the gates of Hades"?

Explain that gates of Hades refers to death and the power of Satan.

For Discussion:

What has Satan done to many Christians in Jesus' church to try to destroy it?

Has Satan been able to destroy Jesus' church or keep it from growing?

Why not?

When Christians die from persecution for their faith or in other ways, do they stop being members of God's family or church? Why not?

Continue the discussion to focus on Jesus' announcement of His death and resurrection.

For Discussion:

What did Jesus explain to His disciples was going to happen to Him in the near future?

Why do you think the Jewish religious leaders wanted to kill Jesus?

Do you think Jesus' death on the cross stopped His plan to build His church? Why not?

Have students read the account of Jesus announcing that the disciples would soon be filled with the power of the Holy Spirit.

Topic 1
Jesus Announces He Will Build His Church

Part 1. The First Announcement

When Jesus lived on the earth, many people did not know who He was. One day Jesus asked His disciples who people thought He was. After hearing their answers, Jesus made a special announcement about something He was going to build. Then He also told His disciples that very soon He was going to suffer and die. He told them that after three days in the grave, He was going to come back to life.

When Jesus came to the region of Caesarea Philippi, He asked His disciples, "Who do people say the Son of Man is?" They replied, "Some say John the Baptist, others say Elijah, and still others, Jeremiah or one of the prophets." "But what about you?" He asked. "Who do you say I am?" Simon Peter answered, "You are the Christ, the Son of the living God."

Jesus replied, "Blessed are you, Simon son of Jonah, for this was not revealed to you by man, but by my Father in heaven. And I tell you that you are Peter, and on this rock I will build my church, and the gates of Hades will not overcome it. From that time on Jesus began to reveal to His disciples that He must go to Jerusalem and suffer many things at the hands of the elders, chief priests and teachers of the law, and that He must be killed and on the third day be raised to life. *Matthew 16:13-21*

Part 2. The Second Announcement

After Jesus came back to life, He showed Himself to His disciples for forty days. He proved to them that He was really alive, and He told them about a special gift God the Father was going to give them. This special gift was God's Holy Spirit, which would fill the disciples' hearts and give them power to tell the whole world about Jesus. As soon as Jesus had finished telling His disciples about this wonderful gift, He was taken up into heaven in a cloud. Then His disciples returned to the city of Jerusalem to wait for God to fill them with His Holy Spirit.

After His suffering, [Jesus] showed himself to [His disciples] and gave many convincing proofs that he was alive. He appeared to them over a period of forty days and spoke about the kingdom of God.

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At Pentecost, the believers were baptized (filled) with the Holy Spirit. All people who profess faith in Christ are also baptized by one Spirit into the one body of Christ (1 Corinthians 12:13).

Part 2: The Second Announcement

After Jesus came back to life, He showed Himself to His disciples for forty days. He proved to them that He was really alive, and He told them about a special gift God the Father was going to give to them. This special gift was God's Holy Spirit, which would fill the disciples' hearts and give them power to tell the whole world about Jesus. As soon as Jesus had finished telling His disciples about this wonderful gift, He was taken up into heaven in a cloud. Then His disciples returned to the city of Jerusalem to wait for God to fill them with His Holy Spirit.

Acts 1

[3] After his suffering, [Jesus] showed himself to [His disciples] and gave many convincing proofs that he was alive. He appeared to them over a period of forty days and spoke about the kingdom of God.

[4] On one occasion, while he was eating with them, he gave them this command: "Do not leave Jerusalem, but wait for the gift my Father promised, which you have heard me speak about. [5] For John baptized with water, but in a few days you will be baptized with the Holy Spirit. . . . [8] You will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth."

[9] After he said this, he was taken up before their very eyes, and a cloud hid him from their sight. [10] They were looking intently up into the sky as he was going, when suddenly two men dressed in white stood beside them

[11] "Men of Galilee," they said, "why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven."

[12] Then they returned to Jerusalem. . . . [13] When they arrived, they went upstairs to the room where they were staying. Those present were Peter, John, James and Andrew; Philip and Thomas, Bartholomew and Matthew; James son of Alphaeus and Simon the Zealot, and Judas son of James. [14] They all joined together constantly in prayer, along with the women and Mary the mother of Jesus, and with his brothers.

For Discussion:

After Jesus suffered and died on the cross and was buried in a tomb, how did the disciples know that He had come back to life?

For how many days did Jesus live among His disciples, showing them that He was alive?

Where did Jesus tell His disciples to go to wait for a special gift from God the Father?

What gift did Jesus tell the disciples God the Father was going to send to them?

Can you identify the three members of the Trinity in this Scripture?

What was the Holy Spirit going to give each of the disciples?

Once Jesus' disciples were given the Holy Spirit and His power, what responsibility did Jesus say they would have?

After Jesus announced to the disciples that the Holy Spirit would soon be given to them, where did He go?

How do you think the disciples felt when Jesus left them and returned to heaven?

Where did the disciples go to wait for God's gift of the Holy Spirit? Which of the disciples were waiting together in Jerusalem? Who else was with them?

How long do you think the disciples had to wait in Jerusalem before God gave them the gift of His Holy Spirit?

DAY 3 (Syllabus Day 77)

Teacher Manual: pp. 263-266 Student Workbook: pp. 229-231, 235-236

TOPIC 2. THE CHURCH IS BORN

- Set the stage for introducing the day of Pentecost and the birth of the church by reviewing the Passover.

Focus: The Passover feast is celebrated once a year to commemorate God's miraculous deliverance of the Hebrews from Egyptian slavery. It is named for God's gracious act of "passing over" all Hebrew homes marked with the blood of a sacrificed lamb, thus sparing their firstborn sons from the plague of death that God inflicted on the Egyptian households. The event has a direct redemptive connection with the death of Jesus, our Passover Lamb, sacrificed for us. Jesus celebrated the Passover with His disciples the night before He was crucified.

Have students turn to *Topic 2* on page 229.

WRITE OR DISPLAY BLM Word/Phrase 22d, Passover feast.
Have students recite it.

For Discussion:

What is the Passover Feast?

WRITE OR DISPLAY BLM Definition 22b, Passover feast: *The Hebrew feast of thanksgiving for the night in Egypt when God passed over the houses marked with the blood of a lamb and set them free from slavery.*
Have students read and recite the definition (workbook page 229).

For Discussion:

Why do the Hebrews celebrate the Passover feast?

What feast were Jesus and His disciples celebrating the night Jesus washed their feet?

Whom did Jesus say was going to betray Him?

What happened to Jesus that night? What happened to Him the next day?

How is Jesus like a Passover lamb for us?

- Introduce the Jewish festival of Pentecost.

Focus: The festival of Pentecost, celebrated 50 days after Passover, is one of three annual feasts in Israel. It is also called the Feast of Weeks and the Day of First Fruits. Pentecost celebrates the first ingathering of the wheat crop. Jews from many nations gathered in Jerusalem and celebrated the feast with grain and animal sacrifices in the Temple.

Teacher's Notes

Pentecost was a Jewish festival of giving thanks for the crops that had been harvested. Pentecost was celebrated 50 days after Passover, the commemoration of the Israelites' miraculous escape from Egyptian slavery. Jesus was crucified at the time of the Passover feast. He ascended into heaven 40 days later. Thus, Pentecost was celebrated only 10 days after His ascension.

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On one occasion, while he was sitting with them, he gave them this command: "Do not leave Jerusalem, but wait for the gift my Father promised, which you have heard me speak about. For John baptized with water, but in a few days you will be baptized with the Holy Spirit. You will receive power when the Holy Spirit comes on you, and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth."

After he said this, he was taken up before their very eyes, and a cloud hid him from their sight. They were looking intently up into the sky as he was going, when suddenly two men dressed in white stood beside them.

"Men of Galilee," they said, "why do you stand here looking into the sky? The same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven."

Then they returned to Jerusalem. . . . When they arrived, they went upstairs to the room where they were staying. Those present were Peter, John, James and Andrew, Philip and Thomas, Bartholomew and Matthew, James son of Alphaeus and Simon the Zealot, and Jesus son of James. They all joined together constantly in prayer, along with the women and Mary the mother of Jesus, and with his brothers. Acts 1:2-4, 6-14

Topic 2
The Church Is Born

Passover feast
The Hebrew feast of thanksgiving for the night in Egypt when God passed over their houses marked with the blood of a lamb and set them free from slavery.

Pentecost feast
The Hebrew feast of thanksgiving for the harvest celebrated 50 days after the Passover feast.

Unit 16 Lesson 22 229

Building on the Rock's Bible Survey for Level 2, God's Special People, develops the relationship between the Passover and the Israelites' exodus from Egypt. The Passover is reviewed in Level 4, Unit 13, Lesson 14 (Teacher Manual, Volume 2, page 40).

Jesus was crucified at the time of the Passover Feast and ascended into heaven 40 days later. Ten days later, on Pentecost (50 days after Christ's resurrection), God poured out His Holy Spirit on His new church. The outpouring of the Spirit on believers at Pentecost and on all subsequent believers is the "first fruits" of the harvest of salvation in Christ (*Romans 8:23*).

WRITE OR DISPLAY BLM Word/Phrase 22e, Pentecost feast.

Have students recite it.

WRITE OR DISPLAY BLM Definition 22c, Pentecost feast: The Hebrew feast of thanksgiving for the harvest, celebrated 50 days after the Passover feast.

Have students read and recite the definition (workbook page 229).

Explain that the Pentecost feast celebrates the day God kept His promise to fill His disciples with His Holy Spirit and power. Pentecost also celebrates the day the church was born.

Have students turn to the continuation of Topic 2 on page 230.

Have them read the account of God sending the Holy Spirit to Jesus' disciples during the Pentecost feast in Jerusalem.

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Part 1. God Keeps His Promise and Sends His Holy Spirit

After Jesus was taken up to heaven, His disciples returned to Jerusalem. They waited for God to fill them with His Holy Spirit, just like Jesus told them to do. They waited for ten days. Then on the day of the Pentecost feast, God performed an amazing miracle. Suddenly, the house where the disciples were waiting was filled with a sound like powerful wind. Then something that looked like flames of fire rested over each of their heads. And perhaps most surprising of all, the disciples began to speak in languages that they had never learned.

When other people who were in Jerusalem for the Pentecost feast heard the disciples talking in so many different languages, they made fun of them. But the disciple named Peter told them what God was doing. Peter also told them that Jesus, whom they had crucified, was truly Lord and Christ. When the people heard Peter's sermon, about 3,000 of them believed what he said. They repented of their sins, were baptized, and were filled with God's Holy Spirit just like Jesus' disciples. This day was the birthday of the church.

Pentecost was God's perfect time to give birth to His church. Just as Pentecost had been a time to celebrate the harvest of crops, it was now a time to celebrate the harvest of new believers in Jesus Christ. The believers were now members of God's new family and holy nation, His church.



When the day of Pentecost came, they were all together in one place. Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole house where they were sitting. They saw what seemed to be tongues of fire that separated and came to rest on each of them. All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.

Now there were staying in Jerusalem God-fearing Jews from every nation under heaven. When they heard this sound, a crowd came together in bewilderment, because each one heard them speaking in his own language. Amazed and perplexed, they asked one another, "What does this mean?"

Some, however, made fun of them and said, "They have had too much wine." — Acts 2:1-4, 14

Part 2. Peter Preaches a Sermon

Then Peter stood up with the Eleven, raised his voice and addressed the crowd. "Fellow Jews and all of you who live in Jerusalem, let me explain this to you. Listen carefully to what I say. These men are not drunk, as you suppose. It's only nine in the morning! No, this is what was spoken by the prophet Joel:

"In the last days, God says, I will pour out my Spirit on all people. . . . And anyone who calls on the name of the Lord will be saved."

Unit 16 Lesson 22

The Church Is Born

Part 1. God Keeps His Promise and Sends His Holy Spirit

After Jesus was taken up to heaven, His disciples returned to Jerusalem. They waited for God to fill them with His Holy Spirit, just like Jesus told them to do. They waited for ten days. Then on the day of the Pentecost feast, God performed an amazing miracle. Suddenly, the house where the disciples were waiting was filled with a sound like powerful wind. Then something that looked like flames of fire rested over each of their heads. And perhaps most surprising of all, the disciples began to speak in languages that they had never learned.

When other people who were in Jerusalem for the Pentecost feast heard the disciples talking in so many different languages, they made fun of them. But the disciple named Peter told them what God was doing. Peter also told them that Jesus, whom they had crucified, was truly Lord and Christ. When the people heard Peter's sermon, about 3,000 of them believed what he said. They repented of their sins, were baptized, and were filled with God's Holy Spirit just like Jesus' disciples. This day was the birthday of the church.

Pentecost was God's perfect time to give birth to His church. Just as Pentecost had been a time to celebrate the harvest of crops, it was now a time to celebrate the harvest of new believers in Jesus Christ. The believers were now members of God's new family and holy nation, His church.

Acts 2

[1] When the day of Pentecost came, they were all together in one place. [2] Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole house where they were sitting. [3] They saw what seemed to be tongues of fire that separated and came to rest on each of them. [4] All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.

[5] Now there were staying in Jerusalem God-fearing Jews from every nation under heaven. [6] When they heard this sound, a crowd came together in bewilderment, because each one heard them speaking in his own language. [12] Amazed and perplexed, they asked one another, "What does this mean?"

[13] Some, however, made fun of them and said, "They have had too much wine."

For Discussion:

On what special day were Jesus' disciples waiting together to be given the Holy Spirit that Jesus said God would give them?

What unusual things happened on the day of Pentecost when God filled His disciples with His Holy Spirit?

Who else was in Jerusalem for the Pentecost feast besides the disciples?

Why were the people who saw what happened so amazed?

What explanation did some people give for these strange events?

Have students read Peter's sermon that explained to the crowd that gathered in amazement what had happened to the disciples.

Part 2. Peter Preaches a Sermon

Acts 2

[14] Then Peter stood up with the Eleven, raised his voice and addressed the crowd: "Fellow Jews and all of you who live in Jerusalem, let me explain this to you; listen carefully to what I say. [15] These men are not drunk, as you suppose. It's only nine in the morning!

[16] "No, this is what was spoken by the prophet Joel: [17] 'In the last days, God says, I will pour out my Spirit on all people. . . . [21] And everyone who calls on the name of the Lord will be saved.'

[22] "Men of Israel, listen to this: Jesus of Nazareth was a man accredited by God to you by miracles, wonders and signs, which God did among you through him, as you yourselves know. [23] This man was handed over to you by God's set purpose and foreknowledge; and you, with the help of wicked men, put him to death by nailing him to the cross. [24] But God raised him from the dead, freeing him from the agony of death, because it was impossible for death to keep its hold on him.

[36] "Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."

For Discussion:

Which disciple began to explain what was happening to the crowd that had gathered?

What prophet had told Israel many years earlier that God was going to pour out His Holy Spirit?

While Jesus was on earth, what kinds of things did He do to prove He was God's Son?

Whose plan was it to send Jesus to live on earth and allow Him to die for our sins?


Whom did Peter blame for killing Jesus?

*Who did Peter say raised Jesus from the dead?
Whom did Peter say Jesus really was?*

Have students turn to the continuation of **Topic 2** on page 231.

Have students read about how the crowd reacted to Peter's sermon.

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"Men of Israel, listen to this: Jesus of Nazareth was a man accredited by God to you by miracles, wonders and signs, which God did among you through him, as you yourselves know. This man was handed over to you by God's set purpose and foreknowledge; and you, with the help of wicked men, put him to death by nailing him to the cross. But God raised him from the dead, freeing him from the agony of death, because it was impossible for death to keep its hold on him. Therefore let all Israel be assured of this: God has made this Jesus, whom you crucified, both Lord and Christ."
— Acts 2:14-21, 24-35

Part 3. The People Believe and Repent

When the people heard this, they were cut to the heart and said to Peter and the other apostles, "Brothers, what shall we do?"


Peter replied, "Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins. And you will receive the gift of the Holy Spirit."



Those who accepted his message were baptized, and about three thousand were added to their number that day. — Acts 2:37-41, 41

Part 4. The Church Grows

They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer. Everyone was filled with awe, and many wonders and miraculous signs were done by the apostles. All the believers were together and had everything in common. Selling their possessions and goods, they gave to anyone as he had need.



Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favor of all the people. And the Lord added to their number daily those who were being saved. — Acts 2:42-47

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Part 3. The People Believe and Repent

Acts 2

[37] When the people heard this, they were cut to the heart and said to Peter and the other apostles, "Brothers, what shall we do?"

[38] Peter replied, "Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins. And you will receive the gift of the Holy Spirit."

[41] Those who accepted his message were baptized, and about three thousand were added to their number that day.

For Discussion:

How did the people feel about what Peter told them?

What did they ask Peter?

What did Peter tell the people they needed to do?

How many people believed Peter's message and were baptized?

What gift did Peter say God would give all the new believers in Jesus?

What gift does God give all people who repent of their sins and believe and obey Jesus?

Have students read the last part of the story of the birth of the church.

Part 4. The Church Grows

Acts 2

[42] They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer. [43] Everyone was filled with awe, and many wonders and miraculous signs were done by the apostles. [44] All the believers were together and had everything in common. [45] Selling their possessions and goods, they gave to anyone as he had need.

[46] Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, [47] praising God and enjoying the favor of all the people. And the Lord added to their number daily those who were being saved.

For Discussion:

After the people became Christians, what kinds of things did they do together?

What do you think "breaking of bread" means?

How did the early Christians take care of each other?

What do all Christians do today like the people in the first church did?

The *breaking of bread* most likely included both a common meal or Love Feast as well as the Lord's Supper instituted by Jesus at the last Passover meal with His disciples.

TOPIC 3. BECOMING A MEMBER OF GOD'S FAMILY AND
A CITIZEN OF HIS HOLY NATION, THE CHURCH

- Review how we become a member of a family and a nation.

Focus: We are born or adopted into our nuclear family as a family member. In the same way, we are born or adopted into our nation as a citizen.

Have students turn to *Topic 3* on page 232.

Have them read and review the definitions of *family* and *citizen*.

WRITE OR DISPLAY BLM Definition 16c, *Family*: One man and one woman married as husband and wife and the children they may have through birth or adoption.

WRITE OR DISPLAY BLM Definition 18a, *Citizen*: A person who is a member of a nation because he or she was born there or was adopted by law from another nation.

For Discussion:

*How did you become a member of your family?
How did you become a member of your nation?*

- Correlate being born or adopted into a family or nation with being born or adopted into the church.

Focus: When we profess faith in Christ, we become new creations through spiritual rebirth by the Holy Spirit. God then adopts us into His family, giving us full rights as His children. We are thus born and adopted into God's family.

For Discussion:

If you became a member of your family and your nation by being born or adopted into them, how then do you become a member of God's family and nation, the church?

Have students read **Scripture 1**, *John 1:3, 6 ICB; John 1:12-13; 1 John 5:1; Ephesians 1:5 NLT*

John 3

*[3] Jesus answered, "I tell you the truth, unless one is **born again**, he cannot be in God's kingdom. [6] A person's body is born from his human parents. But a person's spiritual life is born from the Spirit."* ICB

John 1

*[12] Yet to all who received him, to those who believed in his name, he gave the right to become children of God—[13] children born not of natural descent, nor of human decision or a husband's will, but **born of God**.*

1 John 5

*[1] Everyone who believes that Jesus is the Christ is **born of God**.*

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Topic 3
Becoming a Member of God's Family and
a Citizen of His Holy Nation, the Church


Family One man and one woman married as husband and wife and the children they may have through birth or adoption.	Citizen A person who is a member of a nation because he or she was born there or was adopted by law from another nation.
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1. Jesus answered, "I tell you the truth, unless one is **born again**, he cannot be in God's kingdom. A person's body is born from his human parents. But a person's spiritual life is born from the Spirit." *John 3:3-6*

Yet to all who received him, to those who believed in his name, he gave the right to become children of God—[13] children born not of natural descent, nor of human decision or a husband's will, but **born of God**. *John 1:12-13*

Everyone who believes that Jesus is the Christ is **born of God**. *1 John 5:1*

God decided in advance to **adopt** us into his own family by bringing us to himself through Jesus Christ. *Ephesians 1:5*



Dear Father,
I believe that Jesus is your Son. I believe that you sent Him to earth to die on the cross to take the punishment I deserve for my sins. I ask you to forgive my sins and to make me a new creation through your Holy Spirit. Thank you, Father, for hearing my prayer and for adopting me into your family and holy nation, the church.
In Jesus Name,
Amen.

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Ephesians 1

[5] God decided in advance to adopt us into his own family by bringing us to himself through Jesus Christ. NLT

For Discussion:

When Jesus says that you have to be born again, does He mean you have to grow as a baby inside your mother and be born again like you were the first time?

What does Jesus mean when He says you have to be born again?

Who makes you into the "new creation" we learned about earlier?

Although the Holy Spirit gives you a new birth in your heart, what do you have to do to be born again?

What did the people at Pentecost do when they heard Peter's message? Were they born again?

When the Holy Spirit makes you brand new in your heart, what does God do for you? (adopts us into his own family)

As appropriate for your setting, continue the discussion by encouraging students to reflect on their personal relationship with God.

For Discussion:

Have you been born again and adopted into God's family and nation, the church?

What do you need to do to become a member?

Encourage students to read the prayer for salvation at the bottom of page 232. If they have not already received Christ as their Lord and Savior, ask them to open their hearts to do so.

SUMMARY

- Review the connection between the fulfillment of God's covenant with Abraham and the blessings available to all people through Christ's atoning sacrifice and the establishment of His church.

Focus: God fulfilled His promise to Abraham to bless all people on earth through him and his descendants when He sent Jesus to earth to die for our sins. The promised blessings are salvation and inclusion in God's family and holy nation, the church. Even those who reject Christ are unknowingly blessed through the presence of the church in their culture.

Have students turn back to *Getting Started* on page 227.

For Discussion:

What did God promise Abraham?

How did God plan to bless all people through Abraham and his descendants?

Was Abraham alive when Jesus was born?

How many generations passed between Abraham and Jesus?

How has Jesus blessed all people on earth?

How do you become a member of God's church?

When you become a member of God's family, what relationships of creation are restored?

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Getting Started
God Keeps His Promises

1. The Lord said to Abraham, "I will make you into a great nation and I will bless you. I will make your name great, and you will be a blessing. . . . And all peoples on earth will be blessed through you." "Look up at the heavens and count the stars—I indeed you can count them. . . . So shall your offspring be." Genesis 12:1-3, 15:5

14 generations

2. This is the family history of Jesus Christ. He came from the family of David. David came from the family of Abraham. . . . So there were 14 generations from Abraham to David. Matthew 1:1-17

14 generations

3. And there were 14 generations from David until the time when the people were taken to Babylon. Matthew 1:17

14 generations

4. And there were 14 generations from the time when the people were taken to Babylon until Christ was born. Matthew 1:17

5. Christ himself died for you. And that one death paid for your sins. He was not guilty, but he died for those who are guilty. He did this to bring you all to God. 1 Peter 2:18

Unit 16 Lesson 22

- Review Jesus' announcements regarding the establishment of His church.

Focus: Jesus prepared His disciples for the birth of the church on two occasions--before His crucifixion and again before His ascension.

For Discussion:

*To whom did Jesus announce that he was going to build His church?
 What did Jesus tell His disciples would happen to Him before He would build His church?
 What special meal or feast did Jesus celebrate with His disciples before He died?
 What did Jesus do for His disciples at the Passover Feast?
 After Jesus was crucified and rose from the grave, what did He tell His disciples to do?
 After Jesus gave these instructions to His disciples, where did He go?
 Where did Jesus' disciples go after He left them?*

- Review the birth of the church on Pentecost.

Focus: Ten days after Jesus ascended into Heaven, God poured out His Holy Spirit on the disciples in Jerusalem. On that day, over 3,000 people professed faith in Christ, repented of their sins, and were baptized. In this way and on this occasion the church was born.

For Discussion:

*On what special Jewish feast day did God pour out His Holy Spirit on Jesus' disciples?
 What did the Pentecost feast celebrate?
 What unusual things happened when God poured out His Holy Spirit?
 What did some people think was wrong with the disciples?
 Which disciple explained to the crowd what was happening?
 How did the people respond to Peter's sermon?
 How many people believed in Jesus, repented of their sins, and were baptized that day?
 What gift did God give to all the people who received Jesus that day?
 What did the people in the early church do together?*

- Review the Symbol Card for Biblical Truth 16.

Focus: Jesus died to bring us into a new family and nation of harmony, His church.

DISPLAY Symbol Card 16.

Have students explain the meaning of each part of the symbol.

For Discussion:

*What part of the symbol reminds us that Jesus died to restore our harmony with God and others?
 What part of the symbol reminds us that the church is God's new family and nation?*

- Review the **Worldview Model**.

Focus: Biblical Truth 16 represents God's new family and holy nation, the church, in which we are to love and serve each other.

Teacher's Notes

Refer to the **Worldview Model**.

Have students locate the pillar for *Biblical Truth 16: Jesus died to bring His image-bearers into a new family and nation of harmony called God's church*. Have them recite it.

DISPLAY Biblical Truth 16 Couplet.

Have students recite it.

*Jesus died
Because of our sin.
He built His church
To make us one again.*

Play the **Biblical Truth Couplets CD**, track 16.

Have students sing along.

- Review the memory verses for Biblical Truth (Unit) 16.

Focus: When we trust Jesus as our savior, God makes us members of His new family and nation, His church.

DISPLAY Unit 16 Memory Verse Cards 16a, *Ephesians 1:5 NLT*, and **16b**, *1 Peter 2:9 ICB*.

Have students recite the verses.

Correlate the verses with the **Bible Poster** and Biblical Truth 16.

Ephesians 1

*[5] God decided in advance to adopt us into his own **family** by bringing us to himself through Jesus Christ. NLT*

1 Peter 2

*[9] You are a **holy nation**. You are a nation that belongs to God alone. ICB*

For Discussion:

Why is God's church called a family?

Why is God's church called a holy nation?

How do we become members of God's family and holy nation, the church?

PRAYER

Have students pray for the growth of the church. Have students who are not members of God's family and nation consider praying to receive Christ.

CHARACTER RESPONSE--FORGIVENESS: PART 1

- Introduce the concept of *forgiveness*.

Focus: Life within God’s family should be characterized by forgiveness. Our example is Christ, Who demonstrated His love for us by forgiving us.

DISPLAY Character Trait 16 Word Card, *Forgiveness*.

Have students recite it.

Ascertain students’ understanding of the meaning of *forgiveness*.

For Discussion:

If someone hurts you and comes to you to apologize, what should you do?

What is forgiveness?

- Define *forgiveness*.

Focus: Forgiveness is an attitude that should flow from our heart. Forgiveness releases the resentment for what others do to us and our desire to retaliate. We demonstrate forgiveness by blessing those who hurt us.

DISPLAY Character Trait 16 Definition Card, *Forgiveness: A choice to love those who have been unkind to me*.

Have students recite it.

For Discussion:

What is forgiveness?

- Discuss *forgiveness* as an appropriate response to others within the community of God’s family.

Focus: We forgive others because they are our fellow image-bearers. We forgive others because Christ first forgave us. Forgiveness is the key to maintaining harmony in the church and in all relationships.

For Discussion:

Who died and took the punishment you deserve for your sins?

When you are sorry for your sins and ask God to forgive you, what does He do?

Why should you forgive others?

How can you show someone that you really do forgive him or her?

If we don’t forgive others and pray for them, what will happen to the harmony in God’s family? In your family? In our classroom?

- Introduce the memory verse for *forgiveness*.

Focus: Forgiving others is not an option for us as God’s children. God commands us to forgive.

DISPLAY Character Trait 16 Memory Verse Card, *Colossians 3:13*.

Have students recite it.

Correlate it with the **Bible Poster**.

Teacher’s Notes

The *Character Response* for each lesson is not developed in detail. You may present the *Character Response* as a way for students to apply the truths of the lesson to their own lives as a conclusion to the lesson or during another time such as morning devotions or afternoon closing activities. Emphasize the need for students to respond in heart to the truths God reveals. The character response should be demonstrated by a character trait that reflects Jesus in each student’s life.

A character trait has been selected for each unit. The trait, its definition, corresponding memory verse, key concepts, related Bible stories, and discussion topics are included in each *Unit Introduction*.

A three-part presentation is suggested. **In Part 1, introduce the character trait, its definition, and its corresponding memory verse.**

In Part 2, select and read a Bible story in which the character trait is demonstrated. Following the story, ask and discuss relevant questions.

In Part 3, select and read a Bible story in which the character trait is *not* demonstrated. Following the story, ask and discuss relevant questions.

Teacher's Notes

The *Roof of Character* will be constructed at the end of this study when all the character responses for *Biblical Truths* 1 through 20 have been presented. The construction will take place in the final lesson as students review each *Biblical Truth* and its corresponding character trait.

Colossians 3

[13] Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.

For Discussion:

Even when you don't feel like forgiving someone, what does God's Word say you must do?