



AFRICAN METHODIST EPISCOPAL CHURCH
WINTER 2024/25
The *Teacher's Guide*
QUARTERLY
SUNDAY SCHOOL UNION
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AND EVER**

SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

Vol. 62

Winter Quarter 2024/25 DECEMBER, JANUARY, FEBRUARY

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SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

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THE COMBINED TEACHER'S GUIDE

WINTER QUARTER 2024/25

DECEMBER • JANUARY • FEBRUARY

Christian Education Department
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BASIC SUPPLIES

Bible dictionary	writing paper
Bible pictures and maps	DVD recorder/player
CD players	milk crates
chart paper	paper – letter, drawing
Christian music – books, sheets, recordings	pencils, pens, markers
Christian videos and DVDs	poster boards
crayons	robes, scarves
digital camera	old clothing
digital camcorder	scissors, glue, paste
drawing paper	video player

The Teacher's Guide
Liberating Faith Studies Lessons
Winter Quarter: December 2024 – February 2025
Prepared by Rev. Lionel Merritt

The Ancestry of King David

Lesson 1

December 1, 2024

Lesson Scripture: Ruth 1–4; Luke 3:23-38

Focus Scripture: Ruth 4:9-17; Luke 3:23, 31b-32

Key Verse: The women...gave him a name, saying, "A son has been born to Naomi." They named him Obed; he became the father of Jesse, the father of David. Ruth 4:17

Key Terms

- **Tapestry** – Handcrafted work of art especially in clothes or furnishings.
- **Prism** – The experiences and ideas that frame how we see issues.
- **Monarchical** – Relating to monarch or king and kingdom.
- **Ancestral** – Relating to ancestors or family tree.
- **Repugnant** – Offensive.

Lesson Goals: By the end of this lesson, students will be able to:

1. Examine the significance of David's family tree as it relates to the ancestry of Jesus.
2. Marvel at God's choice to live among us as a human being with a human family.
3. Trace the faith of your ancestors (either personally or as a congregation) by constructing a "spiritual" family tree.

Teaching Strategies

The strategies below will reinforce the key principles in the lesson.

1. Invite actors to portray Ruth, Boaz, and Naomi to act out key aspects of the Bible story. Emphasize those monologues that impacted the outcome of the story. The goal here is to place

participants directly in the historical setting of the events.

2. In the story, issues of race and ethnicity are evident. Compare the setting of Ruth's story (during the Judges era) with its probable composition date (during the postexilic restoration of Judah). Summarize Ezra-Nehemiah's views of inter-religious marriage and the program to exclude foreign nonbelievers from the people of God. Consider how Ruth's story, a Moabite woman who became David's great-grandmother, provides an inclusive counter-perspective to Ezra-Nehemiah's protocols. Ezra-Nehemiah's protocols seem to agree with Deuteronomy 7:3. Also, compare Joshua 23:12 and 1 Kings 11:2.

3. Briefly discuss how Boaz's selflessness led to Ruth's redemption and, ultimately, the birth of King David. Using insights from that discussion, create family trees (congregational or personal) that highlight how the selflessness of spiritual ancestors (like Bishop Richard Allen) led to the good outcomes that benefit us today.

4. Review Jesus' genealogy for significant figures besides David, Boaz, Abraham, and Adam such as Zerubbabel, Jesse, Judah, Jacob, Isaac, Shem, Noah, and Enoch. Discuss the significance of Jesus representing his family members who walked carefully with God and others whose walk was uneven. How is this similar or different from our family trees?

Resources: For the average reader of the Bible, genealogies can be a tiresome read, which they do only when needed. People rush through them quickly, skimming much of the details. However, in the Bible narrative, genealogies are of immense importance. The posting, "What is the importance of genealogies in the Bible?" (<https://www.compellingtruth.org/>), gives useful guidance on how we should approach genealogies in the Bible text. Understanding this significance provides useful context to this and related lessons in this series.

God's Promise to David

Lesson 2

December 8, 2024

Lesson Scripture: 2 Samuel 7:1-17

Focus Scripture: 2 Samuel 7:4-17

Key Verse: Your house and your kingdom shall be made sure forever before me; your throne shall be established forever. 2 Samuel 7:16

Key Terms

- **Ethiopia** – A country in eastern Africa with a population of 126 million.
- **Sacred** – Highly respected and/or feared (revered); be holy (dedicated to God).
- **Gratitude** – Feelings or expressions of being thankful/grateful.
- **Dynasty** – A line of rulers from the same family.

Lesson Goals: By the end of this lesson, students will be able to:

1. Understand the significance of God's promise to establish a royal family in David's lineage.
2. Appreciate God's covenant love that will never be taken away.
3. Demonstrate trust in the unconditional promises of God through a recommitment to baptismal promises.

Teaching Strategies

Use the strategies below to reinforce the key points in the lesson.

1. Discuss the play on words when God said that David was not to build him a house (temple); instead, God would build David a house (royal dynasty) that will last forever (v. 16). Note the wider implications and development of this promise. It set Israel's hope for a Messiah. What does this tell us about the attention we should pay to the words in the Bible text?
2. Discuss the tabernacle's role in God "tenting" with God's people, a temporary movable structure, versus a permanent standing structure (a temple). How do these concepts affect our understanding of God living or dwelling among his people, as noted in John 1:14?
3. Brainstorm ways that the church can be the church without a permanent structure. What are the dangers of assuming that people must go to a specific building to meet God?
4. Watch the video "Covenants in the Bible" at bibleproject.com to understand the covenants' significance for the Jewish and Christian faiths. Look for the common essential factors that run through all our relationships with God.

Resources: The lesson looks at God's specific promise of a dynasty to David. Today, we also have God's promises in the scriptures, which we claim from time to time. Yet often we ignore an important principle that shines through in the lesson text. God's promises are

fulfilled according to God's timetable. A useful read on this issue is "Claiming God's Promises for Yourself" from the *Our Daily Bread* website (ourdailybread.org).

The Prophet Who Prepares the Way

Lesson 3

December 15, 2024

Lesson Scripture: Luke 1:5-23, 57-80b

Focus Scripture: Luke 1:67-80

Key Verses: And you, child, will be called the prophet of the Most High, for you will go before the Lord to prepare his ways, to give his people knowledge of salvation by the forgiveness of their sins. Luke 1:76-77

Key Terms

- **Dynasty** – A line of leaders whose sole qualification for office is their blood relations in a particular family.
- **Tanzania** – A country in eastern Africa with a population of about 66 million.
- **Tanganyika** – The forerunner state to Tanzania (which merged with Zanzibar).

Lesson Goals: By the end of this lesson, students will be able to:

1. Understand Luke's intent to ground the gospel in the covenant with David and in the Jerusalem temple.
2. Desire to be like John the Baptist for others, preparing the way for Christ.
3. Celebrate fearlessly the joy expressed in Zechariah's song poetically or musically.

Teaching Strategies

Reinforce key aspects of the lesson with these strategies.

1. Watch the "Gospel of Luke Ch. 1 and 2" at bibleproject.com for a summary of Zechariah's experience. Consider why this detail on Zechariah's experience is important in the story about Jesus' birth. Answer the question, "What would we miss if this detail was missing?"
2. Identify the Holy Spirit's work in Luke 1 and 2 and compare it to the Spirit's work in Luke's companion volume, Acts 1 and 2. What parallels do you see and how do any differences you note impact our approach to Christian living?

3. In Greek and Hebrew, the name Zechariah means “Yahweh remembers” or “God remembers.” Against this background, note that Zechariah and his wife were childless and were praying for a child. Do you see it as significant, that the birth of John the Baptist showed God had indeed remembered the prayers of this priest and his wife?
4. Read the lyrics of two versions (musical or poetic) of Zechariah’s song, “Benedictus.” Compare each version with the scripture text and evaluate how accurately each songwriter and or poet reflected the scripture text. Did anything surprise you?
5. Identify the goal of salvation or freedom in the “Benedictus,” which is fearless, unhampered service, worship, and devotion to God (vs. 74, 75). Use this image as a background to discuss the face of fearless worship to God in this age. Who would you consider as the enemies that keep Christians from brave worship?

Resources: John the Baptist, as the person who introduced Jesus’ ministry, holds a significant place in the history of Christianity. One commentator wrote, “Apart from Jesus Christ, John the Baptist is probably the most theologically significant figure in the gospels.” You can explore this significance in a posting “John the Baptist” on biblestudytools.com.

The Teacher's Guide
Senior Lessons
Winter Quarter: December 2024 – February 2025
Prepared by Rev. Faith Waters

The Ancestry of King David
(First Sunday of Advent)

Lesson 1

December 1, 2024

Lesson Scripture: Ruth 1–4; Luke 3:23-38

Focus Scripture: Ruth 4:9-17; Luke 3:23, 31b-32

Key Verse: The women...gave him a name, saying, "A son has been born to Naomi." They named him Obed; he became the father of Jesse, the father of David. Ruth 4:17

Words to Know

- **Inheritance** – Personal property or possessions inherited from a deceased person.
- **Kindred** – The family to which one belongs.
- **Renowned** – Known by many people; famous.
- **Elimelech** – Pronounced: ee – LIHM – eh – lehk.
- **Chilion** – Pronounced: KIHL – ee – ahn.
- **Mahlon** – Pronounced: MAH – luhn.
- **Ephrathah** – Pronounced: EHF – ruh – thuh.

Lesson Goals: By the end of this lesson, students will be able to:

1. Explore the connection between Ruth and Boaz and the ancestral line of David and Jesus.
2. Rejoice in knowing God's salvation came through a human living amongst us.
3. Develop an understanding of your spiritual heritage through studying your family's faith story.

Teaching Strategies

1. The term Moabites is used to denote the people of Moab (Num. 22:3-14; Judg. 3:30; 2 Sam. 8:2; Jer. 48:11, 13). The land of

Moab (Jer. 48:24), called also the "country of Moab" (Ruth 1:2, 6; 2:6), was located on the east of Jordan and the Dead Sea, and south of the Arnon (Num. 21:13, 26). In a wider sense it included the whole region that had been occupied by the Amorites. It bears the modern name of Kerak. In the Plains of Moab, opposite Jericho (Num. 22:1; 26:63; Josh. 13:32), the children of Israel had their last encampment before they entered the land of Canaan. It was at that time in the possession of the Amorites (Num. 21:22).

2. The trip to Bethlehem from Moab is 50 miles. It would take Naomi and Ruth seven (7) to ten (10) days to walk through this mountain region.
3. Explore the impact of Naomi ensuring Ruth had a kinsman-redeemer through Boaz (Ruth 3–4). As a result, Ruth was a part of God's plan to prepare for the births of David and Jesus, the Messiah.
4. During Advent, every week a candle is lit representing a theme that is accompanied by scriptures and songs. The weekly themes are: 1) Hope; 2) Peace; 3) Joy; 4) Love; 5) Christ.
5. This week remind the class to pray and read scriptures on hope.
6. Reflect on the meaning of the name Ruth, "compassionate, sorrowful for the plight of another." Who is a "Ruth" to you? Give thanks to God and that person.

Resources: Candles (battery operated), wreath

God's Promise to David **(Second Sunday of Advent)**

Lesson 2

December 8, 2024

Lesson Scripture: 2 Samuel 7:1-17

Focus Scripture: 2 Samuel 7:4-17

Key Verse: Your house and your kingdom shall be made sure forever before me; your throne shall be established forever. 2 Samuel 7:16

Words to Know

- **Appoint** – To set in office or position.
- **Offspring** – A person's child or children.
- **Establish** – Set up a kingdom on a firm or permanent basis.

- **Throne** – A seat for the king, judge, or priest.
- **Iniquity** – Immoral or grossly unfair behavior; sin.
- **Steadfast** – Resolutely or dutifully firm and unwavering.

Lesson Goals: By the end of this lesson, students will be able to:

1. Analyze God's promise to David to establish a royal family through his lineage.
2. Feel in awe of God's desire for us to be a part of Christ's family.
3. Express thanks for God's trustworthiness and fulfilled promises.

Teaching Strategies

1. David's desire to build a "house" for God was prompted by gratitude (7:1-2); God's plan to build a "house" out of David was God's response to David's acknowledgment that God, not David, was the reason for David's success.
2. Be sensitive towards those who do not trust others due to being neglected by loved ones.
3. Be sensitive towards those who do not have a permanent place to call home.
4. Discuss all of God's covenants after viewing the video.
5. This covenant provided a Davidic house or family where the Messiah could be born (Matt.1:1, 16; Lk. 3:23); a perpetual kingdom, and a throne. The one condition is that those who break the covenant would be chastised for disobedience. The covenant would "endure forever."
6. The covenant was renewed to Mary by the angel Gabriel (Lk. 1:31-33; Acts 2:29-32; 15:14-17).
7. In 7:6, God says that he lived among his people "in a tent and indwelling" (see the Hebrew), language not only reminiscent of Exodus 26 but also of John 1: God's desire from the very beginning (Genesis 3:8) has been to be with his people.
8. God's covenants (Genesis 15; Deuteronomy 27-28; even Romans 5-6) are all gifts initiated by God, not as a reward for work but as a firm commitment to establishing a relationship that God has sought out. Men/women has responded: much like a marriage, it is the security and stability of commitment that allows trust and intimacy to grow.
9. Alternate opening or closure: Allow the class to plant vegetable or flower seeds in the soil of a small pot or cup. Say, "We are

planting the seedlings as a reminder that God is the faithful gardener who cares for us with great attention and gentleness.”

Resources: Candles (battery operated), wreath, journal, seeds, soil, small pots or cups

The Prophet Who Prepares the Way (Third Sunday of Advent)

Lesson 3

December 15, 2024

Lesson Scripture: Luke 1:5-23, 57-80b

Focus Scripture: Luke 1:67-80

Key Verses: And you, child, will be called the prophet of the Most High, for you will go before the Lord to prepare his ways, to give his people knowledge of salvation by the forgiveness of their sins. Luke 1:76-77

Words to Know

- **Prophecy** – Message from God.
- **Redeemed** – To be freed from the bondage of sin.
- **Holiness** – A setting apart for God's use.
- **Righteousness** – The perfect holiness of Christ, which we can only receive through faith in him.
- **Mercy** – The compassion of God to not condemn us.
- **Zechariah** – Pronounced: zeh – kuh – RAI – uh.

Lesson Goals: By the end of this lesson, students will be able to:

1. Understand the meaning of Zechariah's prophecy concerning his son.
2. Discern what Jesus desires for your future by seeking his guidance.
3. Commit to praying and studying the Word daily.

Teaching Strategies

1. This is the Third Sunday of Advent and the theme is joy. “Joy to the World” (*AMEC Hymnal* #120) is a song option for the opening or closing.
2. Discuss the visit of Mary to her cousin Elizabeth's home.
3. Compare Mary's song, the Magnificat, with the Benedictus (Luke 1:46-55 and 1:67-79).

4. God kept God's promise to Abraham to be merciful to his people forever (Gen. 22:16-18). Christ's birth fulfilled the promise.
5. John lived in the wilderness. The wilderness was the place where the prophets went to isolate themselves and enhance their spiritual growth. John needed to focus his attention on the message God called him to proclaim to the people.
6. Discuss the sacrament of baptism and its meaning in the AMEC.
7. Before Acts 2, being filled with the Spirit was a divine empowerment to perform a specific, frequently limited-duration action. Or, in the case of the prophets, to speak God's words, and was not the indwelling, permanent presence we are gifted with today (Exodus 31:3, 35:31-35; Numbers 11:25-26; 1 Samuel 10:10-11; Joshua 34:9).
8. Luke 1:76 echoes Isaiah 40:3-5; see the link to John's message of actions-proved repentance in 3:3-14, where repentance is how God's people clear away the obstacles and make a straight pathway for God to be present in/among them.

Resources: Candles (battery operated), wreath, journal

**The Teacher's Guide
Intermediate Lessons**

Winter Quarter: December 2024 – February 2025

Prepared by Dr. Kabrina Bass

The Ancestry of King David

First Sunday of Advent

Lesson 1

December 1, 2024

Lesson Scripture: Ruth 1–4; Luke 3:23-38

Focus Scripture: Ruth 4:9-17; Luke 3:23, 31b-32

Key Verse: The women of the neighborhood gave him a name, saying, “A son has been born to Naomi.” They named him Obed; he became the father of Jesse, the father of David. Ruth 4:17

Vocabulary

- **Redeemer** – A person who has the responsibility to recover or retain family property.
- **Inheritance** – Property or land given by one person to the next generation.
- **Kindred** – A full male sibling with the same mother and father; a person of the same close family, uncle, aunt, or offspring of the same.
- **Elder** – Oldest in the house; legal competence in a community; a social class.

Lesson Goals: By the end of this lesson, students will be able to:

1. Learn the significant roles Ruth and Boaz shared in David and Jesus' ancestral line.
2. Rejoice in God's salvation that comes to us through ordinary, unlikely people.
3. Cultivate a sense of identity in God's family tree by journaling or listening to music.

Introduction

Welcome each person as they arrive at the study area. Greet each person by name and if you have a guest, ask for their name and welcome them as well by name. Welcome everyone to the

new *Winter Quarter, A King Forever and Ever*. Unit 1 focuses on “Jesus, the Heir of David,” which explores the broad sweep of biblical teaching about God’s reign and connects to Jesus as the earthly exhibition of the divine kingdom. **Invite:** Youth to read the **Introduction**. **Ask:** Questions to help students understand their family history. What has been passed down through your family? **Discuss:** How families sometimes have a history of helping people through many different talents like teaching, giving, caring, and many others. **Share:** The unifying principle of today’s lesson, **What can we learn about ourselves by knowing our ancestral families?** Jesus’ and King David’s family tree features an unlikely marriage between Boaz and Ruth, a testimony to the greatness of God’s grace to affect divine purposes.

Teaching Strategies

Introduction: **Invite:** Participants to share anything they know about a family tree. **Ask:** How far can you go back in your family tree? In our lesson’s introduction, we learn about Josh. Josh was related to a former great leader of the city. **Introduce:** Today’s lesson focuses on the lineage of King David from a woman named Ruth.

Bible Story: **Ask:** For volunteers to read the scripture. Read Ruth first. **Explain:** God instituted laws to protect Israelites from losing their family’s inheritance (Numbers 27:1-11); Boaz’s actions show compassion (Ruth 4:10), giving Naomi’s family a future, and showing his respect for God’s laws. Boaz is a man of selfless character. **Discuss:** What do we learn from the reading of Ruth 4:9-17? **Explain:** A widow without sons and past the age of bearing children faced an uncertain and bleak future: without standing in the community, without legal representation, and a respectable source of income, she was utterly dependent on the kindness of others for her survival. Obed changed all of that for Naomi (Ruth 4:14). Ask for a volunteer to read Luke 3:23, 31b-32. **Explain:** Jesus’ family tree (Luke 3:23-38) establishes that he was a descendant of David (Luke 1:27, 32, 69) through his relationship with Joseph. Luke traces Jesus’ line to Adam to demonstrate that he was a member of humanity. Thus, Jesus’ story is humanity’s story, fully inclusive of Gentiles like Ruth (Matthew 1:5).

Activity: Break into groups to discuss Ruth, Boaz, and Naomi, respectively. In each group, discuss how each character felt at the beginning of the narrative, what actions they took in the middle, and how they felt at the end. What do we learn about God through the telling of this story? How does this affect our understanding of the rest of the Bible?

Discuss: Ways a family learns of its family history. Who teaches the family history in your family? When does the family take time to learn of the ancestors?

Explain: Today, the family lineage is still particularly important. Many people pay to find the history or story of their family.

Life Application: Discuss: Ruth's story includes migration, poverty, a mixed marriage, and redemptive love. **Discuss:** How these things were viewed during the time of Ruth. How are they considered today? What does their inclusion in both the Bible and the lineage of Jesus say about God's perspective on them? **Invite** youth to discuss some of the discrimination experienced by people who are immigrants, live in poverty, or are in mixed marriages. *(Then, people moved because of circumstances; Naomi and Ruth had experienced death and famine in their land; now, people move because of circumstances including war, crisis, and other situations.)*

Alternative: Invite youth to begin creating their family tree from the activity page. **Ask:** Participants if anyone has created a family tree. **Ask:** How far back the family has been able to trace their lineage.

Explain: The appendix is a guide to discuss the importance of trust, obedience, and God's promises. **Invite:** Participants to reflect through the handout and guide them through the questions. Allow time for individuals to reflect on each question.

APPENDICES 01 WORD SEARCH



Summary: Explain: Ruth's husband had died, and her mother-in-law Naomi could not provide for her. Ruth and Naomi were widows who depended on the compassion of others. **Discuss:** Who are

people in your life who rely on the compassion of others? Students should consider ways to serve people individually or corporately.

Alternative: Discuss what we learn about God through the telling of this story of Ruth, Boaz, and Naomi. How does their story affect the understanding of the rest of the Bible?

How can the lineage of David and Jesus help you enhance Advent and Christmas celebrations, considering current tensions regarding race and immigration?

Closing Devotion: Invite: Participants to take deep breaths through their nostrils and out through their mouths. Take three deep breaths. **Invite:** Participants to share one takeaway from today's lesson. Use the round-robin method to ask each participant for their takeaway. Thank each participant for sharing their takeaway and their truth. **Encourage:** Participants to share the lesson with their family and friends this week. **Invite:** Participants to share in the closing devotion.

Resources:

Handout:

Video: Book of Ruth – <https://youtu.be/0h1eoBeR4Jk&t=5s> (7:32)

Story of Ruth – <https://youtu.be/ZsRmp-FE6jM> (10 min.)

Review: YouTube video before class

God's Promise to David Second Sunday of Advent

Lesson 2

December 8, 2024

Lesson Scripture: 2 Samuel 7:1-17

Focus Scripture: 2 Samuel 7:4-17

Key Verse: “Your house and your kingdom shall be made sure forever before me; your throne shall be established forever.” 2 Samuel 7:16

Vocabulary

- **House** – Dwelling, palace, temple, family, dynasty.
- **Prophet Nathan** – Prophet in King David's time; delivers God's message to David.

- **Tabernacle** – A relatively large, portable dwelling, used as a central place of worship; made of cloth, leather, or animal hair, with poles and a superstructure for holding it up.
- **Kingdom** – Empire, the area or people ruled under a monarchy form of government.
- **Throne** – An ornate chair, the authority and rulership of a leader over a people; a place in a social arrangement marking a relatively high status.

Lesson Goals: By the end of this lesson, students will be able to:

1. Understand the significance of God's promise to establish a royal family in David's lineage.
2. Develop a sense of wonder for God's invitation to be included in the family of Christ.
3. Remember and give thanks for the ways God follows through on promises.

Introduction

Welcome each person as they arrive at the study area. Greet each person by name and if you have a guest, ask for their name and welcome them as well by name. **Invite:** Youth to read the **Introduction. Ask:** What has happened to you or your family where there was an expectation of one thing; however, something better occurred? **Discuss:** What's the best Christmas gift you have ever given someone? Consider, was it the physical gift that mattered most, or was it the thoughtfulness you showed? The same is true in our relationship with God. **Share:** The unifying principle of today's lesson, that people value permanence and seek to build structures that will outlast themselves. **In what ways can such plans be superseded?** When David wanted to build a house for God, conversely, God promised to build a "house" for David – a never-ending kingdom! **Explain:** The lesson explores God's promise to David to establish a kingdom in David's name forever.

Teaching Strategies

Introduction: People often desire to build grandeur in buildings that all can see. King David had a desire to build a temple for the Lord; however, the Lord sent Nathan to share with David. God's desire for David was more than a temple. **Explain:** Today's lesson informs us of God's promise to David.

Bible Story: **Invite:** Volunteers to read the scriptures. Alternate between young men and women reading the scripture. **Explain:** David's desire to build a "house" for God was prompted by gratitude

(7:1-2); however, David is not the one to build God a house, rather God will make a “house” for David. This was God’s response to David’s acknowledgment that God, not David, was the reason for David’s success. **Explain:** God made a promise to David that the destructive cycle of sin-judgment-rescue repeated throughout human history (compare 7:10-16 with Judges 2:11-19) would finally end through David (Matthew 1:1, 17).

Alternative: Invite youth to review other covenants God made in the Bible. See **APPENDICES 02 – BIBLICAL COVENANTS** in the student book. Read before class the three covenants and be prepared to discuss: Davidic Covenant, 2 Samuel 7:13-16; Abrahamic Covenant, Genesis 12:1-3; and Sinai Covenant, Exodus 19:3-8. **Discuss:** Which of God’s promises capture your attention the most? Why?

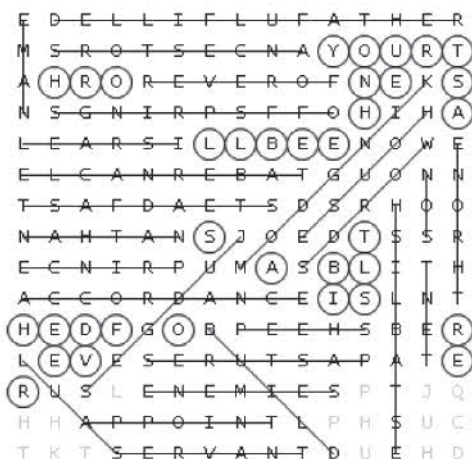
Life Application: God’s promises are faithful. David received God’s promise that his descendants would reign forever. **Discuss:** As we enter the season of giving and receiving, consider the promises you’ve made to others; have you been faithful to your promises? Can others trust you to keep your promises? Have you written a list of gifts you plan to give on Christmas? If you have, review your list, and consider if the recipient of your gift would see your gift as something you just gave without thought or will see your gift as personal and intentional.

Alternative: Explain: In the student handbook there is an activity to *Reflections and in the student book the activity is called ‘Reflections and Offering*. Review the activities, allow participants to complete the activity, and then discuss.

Summary: God promised David he would establish an everlasting family through David’s lineage, which leads to Jesus Christ. **Invite:** Participants to consider the questions from the lesson. Allow time for students to reflect on the questions and consider their answers.

Alternative: Explain: Participants are invited to use vocabulary words listed in the word search to find a hidden message. The hidden message is the focus of the lesson.

Accordance, Ancestors, Appoint, Build, Enemies, Establish, Father, Forever, Fulfilled, House, Israel, Judges, Kingdom, Name, Nathan, Offsprings, Pastures, Prince, Saul, Servant, Sheep, Son, Steadfast, Tabernacle, Tent, Throne, Words



Your Throne Shall Be Established Forever

Closing Devotion: Invite: Participants to take deep breaths through their nostrils and out through their mouths. Take three deep breaths. **Invite:** Participants to share one takeaway from today's lesson. Use the round-robin method to ask each participant for their takeaway. Thank each participant for their takeaway and for sharing their truth. **Encourage:** Participants to share the lesson with their family and friends this week. **Invite:** Participants to share in the **Closing Devotion.**

Resources:

Handout:

Puzzles: Fallen, Criss Cross, and Hidden Word Puzzles

Video: Davidic Covenant – https://youtu.be/3LL6_979GNE

Biblical Covenants – <https://youtu.be/xvvey71pfy0>

The Covenants – <https://youtu.be/6HjGvl8lJM>

Review: YouTube video before class

The Prophet Who Prepares the Way Third Sunday of Advent

Lesson 3

December 15, 2024

Lesson Scripture: Luke 1:5-23, 57-80

Focus Scripture: Luke 1:67-80

Key Verses: And you, child, will be called the prophet of the Most High, for you will go before the Lord to prepare his ways, to give his people knowledge of salvation by the forgiveness of their sins. Luke 1:76-77

Vocabulary

- **Prophecy** – A message or revelation from God, often concerning future events.
- **Repentance** – A change of mind or heart, leading to a complete change in one's way of life; turning away from sin and turning towards God in obedience and devotion.
- **Salvation** – Deliverance from sin and its penalties, often associated with eternal life.
- **Oath** – A solemn promise, often invoking a divine witness, regarding one's future action or behavior.
- **Prepare** – To make ready or to put in a state of readiness.

Lesson Goals: By the end of this lesson, students will be able to:

1. Explore the meaning of Zechariah's prophecy concerning his son, John.
2. Turn to Jesus as they prepare for the future.
3. Commit to one spiritual discipline to help prepare the way for God's plan of redemption.

Introduction

Welcome each person as they arrive at the study area. Greet each person by name and if you have a guest, ask for their name and welcome them as well by name. **Invite:** Youth to read the **Introduction**. **Share:** The unifying principle of today's lesson, in times of trouble, people require rescue. Zechariah prophesied that his son, John, would prepare the way for the coming savior who would redeem Israel.

Teaching Strategies

Introduction: In many places there are elections; however, before the elections there are campaigns. In the campaign, different people tell others about the candidate and what they can do to make things better. **Discuss:** School elections have people talking about the candidates. What qualities in a person lead us to believe or trust their word(s)?

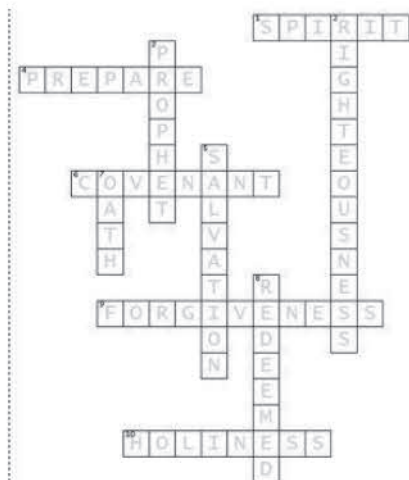
Bible Story: **Ask:** Participants if anyone likes music. If you have someone who has an interest in music, invite them to read vs. 67-75; if not, request two volunteers to read. The first volunteer will read vs. 67-75 and the second will read 76-80. **Explain:** Prophecy in the OT and Second Temple era that ended in AD 70, was a matter of being God's audible voice to God's people. These messages usually addressed the people's failure to follow God or encouraged them to follow despite difficult circumstances: giving them glimpses of a future (promises or consequences) was one way God motivated his people to continue being faithful. **Ask:** What is Zechariah saying about God in vs. 67-75? **Explain:** The phrase "horn of salvation" (1:69; "mighty savior," NRSV) was used in the OT to refer to strength, particularly military force (see Psalm 75:4-5; 10; 2 Samuel 22:3); in this case, Zechariah is describing an influential figure whose purpose is to rescue and defend, not attack, God's people. **Ask:** What is Zechariah saying about his son in vs. 76-79? **Explain:** Luke's gospel is an introduction that: God will come to rescue and restore so that all people may be restored (in right standing) in their relationship to God. Restoration means living in God's presence without fear and moving toward God in peace and trusting obedience.

Life Application: Zechariah's prophecy highlights John's role in preparing the way for Jesus and God's plan of redemption. As believers, we can apply this to our lives by recognizing our role, living with purpose, being the light, and sharing the *Good News*. **Ask:** Participants to consider ways they share the news of Jesus with others. Pause and allow participants to ponder the question. **Invite:** Participants to share ways they invite others to know God.

Alternative: Invite participants to complete the puzzle to use and learn vocabulary words.

Read the definitions and fill in the appropriate word based on the definitions. Words can go across or down. Letters are shared when the words intersect.

covenant, forgiveness, holiness, oath, prepare, prophet, righteousness, redeemed, salvation, spirit



Or, allow participants time to reflect on **APPENDICES 03 – REFLECTION OF A PROPHECY**. Encourage participants to create at least three actions.

Summary: Invite: Participants to share their summary of today's lesson. Allow 1-2 volunteers to share how they would summarize today's lesson. **Discuss:** How does Zechariah's prophecy about John the Baptist highlight the importance of preparing the way for Jesus and God's plan of redemption? In what ways can we, as modern believers, actively prepare the way for God's work and share the message of Jesus in our daily lives?

Closing Devotion: Invite: Participants to take deep breaths through their nostrils and out through their mouths. Take three deep breaths. **Invite** participants to share one takeaway from today's lesson. Use the round-robin method to ask each participant for their takeaway. Thank each participant for their takeaway and for sharing their truth. **Encourage:** Participants to share the lesson with their family and friends this week. **Invite:** Participants to share in the **Closing Devotion**.

Resources:

Puzzles: Fallen, Criss Cross, and Hidden Word Puzzles

Video: The Birth of Jesus: Luke 1-2 – https://youtu.be/_OLezoUvOEQ

Animated Zechariah's Song – <https://youtu.be/lZ6WCGsTprs>

Zechariah Speaks – <https://youtu.be/5h-M1vmWJkA>

Preparation – <https://youtu.be/dOKs4VthbWM>

Review: YouTube Video before class

The Teacher's Guide

Junior Lessons

Winter Quarter: December 2024 – February 2025

Prepared by Monica C. Jones, Ph.D.

Jesus Is From King David's Family

Lesson 1

December 1, 2024

Lesson Scripture: Ruth 1–4, Luke 3:23-38

Focus Scripture: Ruth 4:9-17; Luke 3:23, 31b-32

Key Verse: The women...gave him a name, saying, "A son has been born to Naomi." They named him Obed; he became the father of Jesse, the father of David. Ruth 4:17 (NRSV UE)

Word Power!!!

- **Boaz (bo'-as)** – The husband of Ruth.
- **Obed (o'-bed)** – The son of Ruth and grandson of Naomi, in the line of David.

Teaching Strategies

Lesson Goals: By the end of this lesson, students will be able to:

1. Understand how to use ancestry technology to trace their family history.
2. See or visualize the connection between Ruth and themselves when considering how ordinary people are very special in God's eyes.
3. Learn something about gifts that they have and how they can use them to God's glory.

Emphasis

1. Examine the process of tracing ancestry by using technology with learners.
2. Draw parallels between our own ancestry and the ancestry of Jesus; point to biological and non-biological family connections.
3. Stress how ordinary people can be used in extraordinary ways.

Questions

1. What do you think about Ruth and her relationship with Naomi?
2. If you have used an ancestry app, what did you learn about your family?
3. Do you believe that you have a gift that you can use to make the world a better place? (See **Remix!!!**.)
4. Do you think you will try to use the Census Bureau as another resource to trace your ancestry?

Resources:

Bibles or Bible apps should be made available for each class, with the goal of fostering and interest in learning Scripture.

Markers, colored pencils, crayons in construction paper should be kept as needed.

1. Ancestry research apps, such as Ancestry.com, would be very helpful for this class; if not available, then a description or sample report from the app would provide learners with a visual.
2. A whiteboard or other surface to draw a sample ancestry line for the chart to guide learners.
3. Devices to activate the Census Bureau QR code.

A House for God

Lesson 2

December 8, 2024

Lesson Scripture: 2 Samuel 7:1-17

Focus Scripture: 2 Samuel 7:4-17

Key Verse: The Lord declares to you that the Lord will make you a house. 2 Samuel 7:11b (NRSV UE)

Word Power!!!

- **Nathan** – The priest who guided King David and spoke to him about God's plans about building the temple.

Lesson Goals: By the end of this lesson, students will be able to:

1. Understand the need to be selfless and the importance to give up things they may want for the benefit of someone else.
2. Visualize the parallels between King David's story and Jamil's.
3. Learn that God rewards sacrifice.

Teaching Strategies

Emphasis

1. Stress how sacrificing and giving up something that you may want pleases God and builds character.
2. Compare David's story and how he may have felt about not being able to build the temple and Jamil's disappointment when he could not play first string in the game.

Questions

1. How do you think King David felt when he learned he would not live to build the temple?
2. What is the title of your picture?
3. If you were in a situation like Jamil's, what would be the answer you think you would give?

Resources: Coloring tools and pens

Zechariah's Prophecy

Lesson 3

December 15, 2024

Lesson Scripture: Luke 1:5-23, 57-80

Focus Scripture: Luke 1:67-80

Key Verses: And you, child, will be called the prophet of the Most High, for you will go before the Lord to prepare his ways, to give his people knowledge of salvation by the forgiveness of their sins. Luke 1:76-77 (NRSV UE)

Word Power!!!

Zechariah (zeck-ah-rye'-ah) – The father of John the Baptist, who was the cousin of Jesus the Christ.

Lesson Goals: By the end of this lesson, students will be able to:

1. Begin to see themselves in a responsible role of the family.
2. Understand that in some cases, fear can lead to jealousy which is not a godly reaction.
3. If they are an older sister or brother, identify ways to see that as a positive.
4. Realize that God loves them, the same as God loves their siblings.

Teaching Strategies

Emphasis

1. Stress the importance of looking at themselves as God's children and being special, unique, and blessed.
2. Draw a parallel between the Bible story and the way John the Baptist was viewed by his parents and the way Amanda should view her new sibling.
3. Look at Amanda's song as a way to express thankfulness and gratitude, no matter their life circumstance.

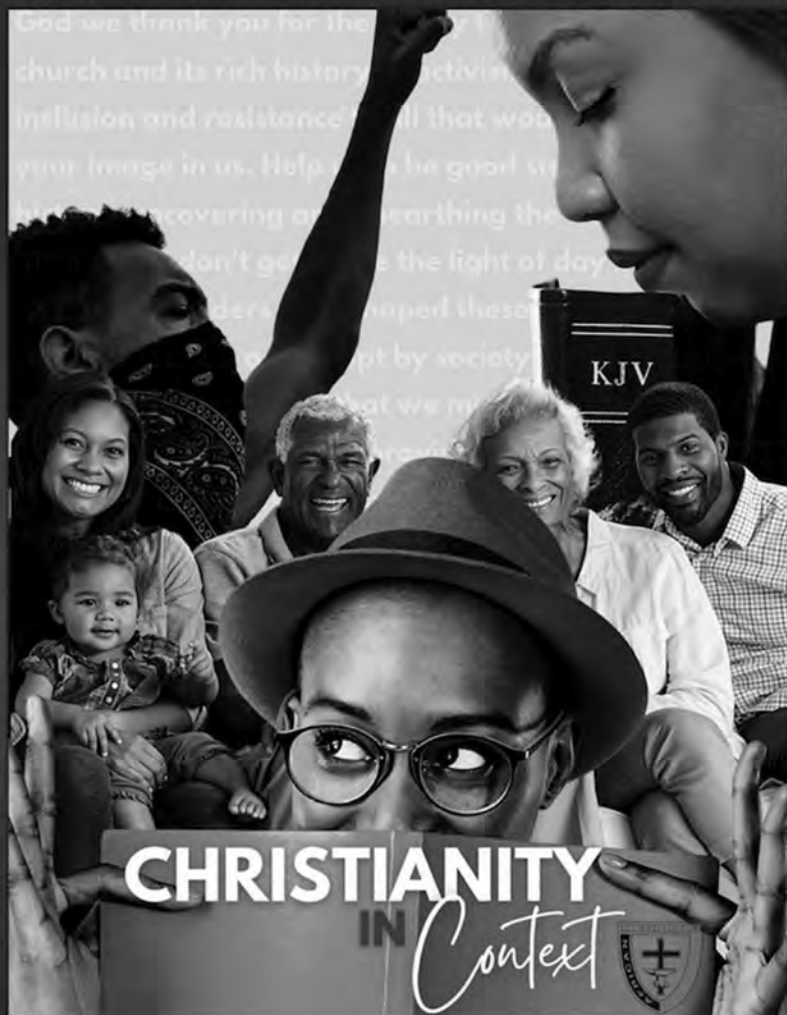
Questions

1. What are some things that you can do to show love to your baby sister or brother or other family member who is younger than you are?
2. Do you understand why Amanda asked her aunt about whether her parents would have time for her?
3. Would you like to share your song for Amanda?

Resources: Perhaps sample words or examples of other songs may be helpful to learners as they attempt to write their own lyrics; pens, pencils

Provide Bibles or Bible apps each week

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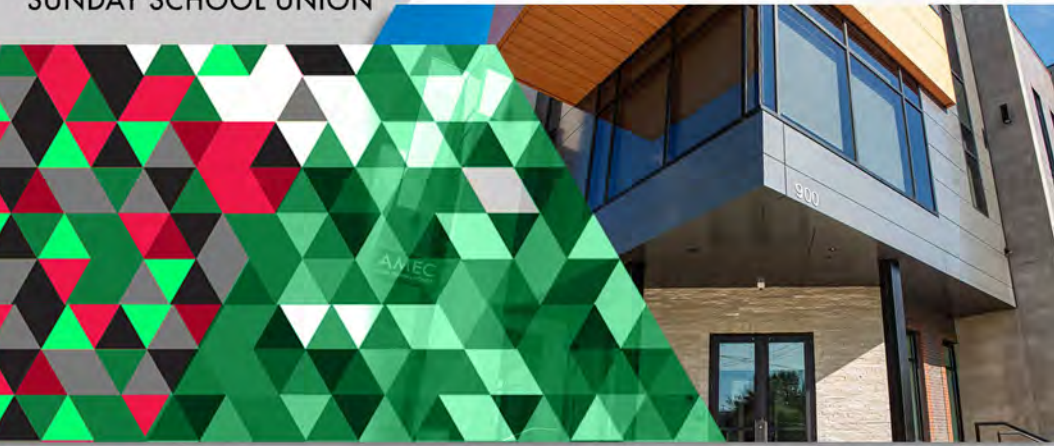
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