

# COSTLY SACRIFICE

# SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

Vol. 62  
Spring Quarter 2025

MARCH, APRIL, MAY

No. 2  
Price \$6.00

**Roderick D. Belin**  
*President/Publisher*

**Garland F. Pierce**  
*Executive Director, Department of Christian Education*

**Tiffany Gregory**  
*Chief of Operations*

**Cover Design: Orlando Dotson, AMEC Publishing. Copyright ©  
2025 by AMEC Sunday School Union.**

## SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

Volume 62, No. 2, March, April, May 2025. An official quarterly of the African Methodist Episcopal Church prepared by the AMEC Sunday School Union. Published quarterly by the AMEC Sunday School Union, 900 13th Avenue South, Nashville, TN 37212. Periodicals postage paid at Nashville, Tennessee. Copyright © 2025 by AMEC Sunday School Union.

Postmaster: Send address changes to Sunday School Quarterly Teacher's Guide, 900 13th Avenue South, Nashville, TN 37212.

Sunday School Quarterly Teacher's Guide, Volume 62, No. 2, March, April, May 2025 — Lessons based on The International Sunday School Lessons, The International Bible Lessons for Christian Teaching. Copyrighted © 2025 by the Division of Christian Education, National Council of Churches of Christ in the U.S.A.; AMEC Sunday School Union © 2025.

Lessons and/or readings are based on the Uniform Series International Sunday School Lessons, International Bible Lessons for Christian Teaching. Copyright © 2025, National Council of the Churches of Christ in the USA. Used by permission. All rights reserved.

For permission to reproduce any material in this publication call (615) 256-5882 or write the Rights and Permissions Department, the AMEC Sunday School Union, 900 13th Avenue South, Nashville, Tennessee 37212.

---

**Entered as Periodicals Postage Paid Matter, March 20, 1942, at the  
Post Office at Nashville, Tennessee, under the Act of March 3, 1879.**

# THE COMBINED TEACHER'S GUIDE

**SPRING QUARTER 2025**

MARCH • APRIL • MAY

Christian Education Department  
Rev. Garland F. Pierce, Executive Director  
Bishop David R. Daniels, Chair

AMEC Publishing House (Sunday School Union)  
900 13th Avenue South • Nashville, TN 37212

## 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**  
**Spring Quarter: March – May 2025**  
**Prepared by Dr. Catherine S. Powell**

**A Kingdom of Priests, a Holy Nation**

**LFS: Lesson 1**

**March 2, 2025**

**Lesson Scripture:** Exodus 19

**Focus Scripture:** Exodus 19:1-14

**Key Verses:** “Indeed, the whole earth is mine, but you shall be for me a priestly kingdom and a holy nation.” Exodus 19:5b-6a

**Key Terms**

- **Consecrate** – Being separated (or set apart) to live holy lives, committed to our sovereign God and his service.
- **Mount Sinai** – Also known as Mt. Horeb; this is the place where God met with Moses, to give him the law and instructions for building the tabernacle.
- **Rephidim** – A wilderness site where the Israelites stopped just prior to reaching Mt. Sinai.
- **Sacrament** – Also known as an ordinance; a ritual or ceremony; a visual representation of beliefs in the special healing and saving power of Jesus Christ.
- **Wilderness** – Typically rocky, uninhabitable geographical areas with little rainfall.

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

1. Explore the text in Exodus 19 to articulate visions of life to be realized as a result of total commitment and obedience to God.
2. Compare and contrast God's covenant with Moses and the Israelites in the wilderness with our covenant, which was instituted by Jesus Christ.
3. Reflect on how we should prepare mentally, physically, and emotionally for special rituals as well as personal time with God.

### Teaching Strategies

1. Engage participants in retelling the story of Israel's migration to Egypt and subsequent enslavement.
2. Select opening sections of the video, "Exodus 19-40," at bibleproject.com for narrations that bridge Exodus' first and second parts, thereby creating a more complete history of Israel's time in Egypt and God's interactions with them.
3. Brainstorm ways to express devotion to God consistent with Exodus 19, including Holy Communion services as prescribed in the AME Church's *Doctrine and Discipline*.

**Resources:** WIFI and technological instruments to access and play the video at bibleproject.com (see **Teaching Strategies #2**), *The Doctrine and Discipline of the AME Church* (2021) and participants prepared in advance to facilitate discussion of Holy Communion/ The Lord's Supper as prescribed, Bibles and Bible dictionaries, biblical map or other visual imagery of the Sinai wilderness, lyrics to the song, "Let Us Break Bread Together" (*AME Hymnal* #530), chart paper with markers

## A Space for God

**LFS: Lesson 2**

**March 9, 2025**

**Lesson Scripture:** Exodus 25–27

**Focus Scripture:** Exodus 25:1-9; 26:1, 31-37

**Key Verse:** They shall make me a sanctuary so that I may dwell among them. Exodus 25:8

### Key Terms

- **Ark of the Covenant (or *aron* in Hebrew language)** - Also known as the Ark of the Testimony and the Ark of God; a gold-plated wooden chest that contained the two tablets of stone on which the Ten Commandments were written. Exodus 25:10-22 gives detailed descriptions.
- **Sanctuary** – A special place that is consecrated or set aside for worship.
- **Tabernacle (or *mishkan* in Hebrew language)** – A portable sanctuary or place of worship, constructed by Moses, to make God's presence known among the Hebrew tribes during their wanderings in the wilderness. The tabernacle was later replaced with the construction of King Solomon's temple in Jerusalem (1 Kings 6:1).

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

1. Understand ancient practices for setting aside or consecrating people for God's service.
2. Recognize and value rituals associated with accepting God's call.
3. Inspire disciples to implement daily habits that create space for God in our lives and remind us of our place in God's kingdom.

## Teaching Strategies

1. Engage participants in reviewing and discussing the preciseness of God's instructions to Moses and the Israelites.
2. Using the image of the ark at <https://www.worldhistory.org/image/14382/ark-of-the-covenant/>, discuss in detail the curtain that separated the holy place from the holy of holies, and the role of the Israelite's high priest in comparison with Jesus' role as high priest.
3. Ask for volunteers among participants to share how they create space for God, and the benefits they gain as a result.

**Resources:** Bibles and Bible dictionaries; WIFI, computer, and other technology needed to display images of the Ark (as presented above), the tablets containing the Ten Commandments and other important artifacts designed to symbolize God's presence among the Israelites; chart paper with markers; seating arrangements conducive to group discussions

## Preparation for Service

**LFS: Lesson 3**

**March 16, 2025**

**Lesson Scripture:** Exodus 29:1-37; Leviticus 8:1-36

**Focus Scripture:** Exodus 29:1-9, 35-37

**Key Verse:** The priesthood shall be theirs by a perpetual ordinance. You shall then ordain Aaron and his sons. Exodus 29:9b

## Key Terms

- **Anoint (*mashakh*, Hebrew Language)** – “Anointed” (or smeared, with oil) as a sign of consecration or being set apart.
- **Consecrate** – Being separated (or set apart) to live holy lives,



committed to our sovereign God and his service.

- **Ephod** – A simple linen, priestly garment.
- **Ordination** – “The Ceremony of Consecration to the Ministry” (*Doctrine and Discipline of the African Methodist Episcopal Church*, 2016 ed., p. 822).

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

1. Create deeper understandings of ancient practices for identifying and setting apart people for ministry.
2. Encourage participants to explore *The Doctrine and Discipline of the AME Church* and other resources to understand the purposes and meanings of ordination/confirmation services in the AME Church.
3. Inspire participants to establish daily practices to be reminded of our place in God's kingdom.

### Teaching Strategies

1. Use the Internet or other reliable resources, including Leviticus 8:1-36, for visual images and explanations of Levitical priests and their roles.
2. Have a participant prepared in advance to discuss the word *ordain*, including its history and meaning as applied in the AME Church.
3. Engage participants in a word study of *holy* from the perspective of being set apart. Identify rituals, people, and items in our churches that have been “set apart.”

**Resources:** Bibles and Bible dictionaries; WIFI, computer, and other technology needed to display images of Levitical priests;

resources identified by participant (s), who volunteer to discuss the word *ordain*; chart paper with markers; copies of the lyrics for the song, "Love Lifted Me" (*AMEC Hymnal #461*)

## Offering a Sweet Aroma to God

**LFS: Lesson 4**

**March 23, 2025**

**Lesson Scripture:** Leviticus 1:1-17; 6:8-13

**Focus Scripture:** Leviticus 1:3-17

**Key Verse:** The priest shall turn the rest into smoke on the altar as a burnt offering, an offering by fire of pleasing odor to the Lord. Leviticus 1:9

### Key Terms

- **Flock** – Refers to sheep or goats.
- **Hebrew People** – Early Israelites; the designation apparently began with Abraham to establish identities distinct from the Amorites.
- **Herd** – Refers to cattle.
- **Leviticus** – The third book of the Old Testament. It contains God's instructions for the Levite priests and worship.

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

1. Inspire participants to consider how to prepare themselves to meet Holy God.
2. Affirm the role of sacrifices in the maintenance and restoration of our covenant relationship with God.
3. Encourage commitments to offering God the best of who we are

daily.

### Teaching Strategies

1. Locate and show movies, videos, or pictures of ancient Israelites offering burnt offerings for participants to engage in making comparisons with those in today's scriptures.
2. Discuss how daily animal sacrifices offered the Israelites opportunities to actively engage in worshipping God and maintaining their covenant with him. Also, discuss how those practices compare with participants' daily worship practices.
3. Use the *AME Doctrine and Discipline* to discuss impacts of today's lesson on participant's views of Holy Communion or Lord's Supper rituals.

**Resources:** Movie, video, or picture depicting ancient Israelites offering burnt offerings, WiFi and other appropriate technology, Bibles and Bible dictionaries, *The Doctrine and Discipline of the African Methodist Episcopal Church* (2021 ed.), virtual or regular copies of lyrics to the song, "I Surrender All" (AMECH #251), chart paper with markers

**The Teachers Guide**  
**Senior Lessons**  
**Spring Quarter: March – May 2025**  
**Prepared by Rev. Faith Waters**

**A Kingdom of Priests, a Holy Nation**

**SR: Lesson 1**

**March 2, 2025**

**Lesson Scripture:** Exodus 19

**Focus Scripture:** Exodus 19:1-14

**Key Verses:** “Indeed, the whole earth is mine, but you shall be for me a priestly kingdom and a holy nation.” Exodus 19:5b-6a

**Words to Know**

- **Wilderness** – A dry, desolate, unfertile land.
- **Journeyed** – To have traveled.
- **Covenant** – An agreement between God and another person or group.
- **Consecrate** – to set apart for a special purpose.
- **Sinai** – Pronounced: SAI - nai.
- **Rephidim** – pronounced: REHF - ih - dihm.

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

1. Understand the meaning of the biblical covenant.
2. Appreciate the worship of Yahweh as the chosen people.

3. Identify and embody the characteristics of “the kingdom of priests” and “holy nation.”

### Teaching Strategies

1. At the beginning of the lesson, let the class research the location of Mount Sinai on an Old Testament map on the Internet.
2. Be sensitive towards those who relate being a priest to Catholicism.
3. Discuss types of covenant agreements such as marriage, driver's licenses, adoption, credit cards, employment, library cards, etc.
4. Some may question the reason people in leadership in the church do not set an example in holy living.

### A Space for God

**SR: Lesson 2**

**March 9, 2025**

**Lesson Scripture:** Exodus 25–27

**Focus Scripture:** Exodus 25:1-9; 26:1, 31-37

**Key Verse:** They shall make me a sanctuary so that I may dwell among them. Exodus 25:8

### Words to Know

- **Acacia** – The locust tree and its wood, from which the ark and other objects in the tabernacle were made; the wood is hard and resistant to insects.
- **Ephod** – The official garment of the high priest, which was later worn by the ordinary priests.

- **Sanctuary** – The holy of holies in the tabernacle and in the temple.
- **Crimson** – Deep red color.
- **Cherubim** – Flying creatures which seem to have been used as guards in the Old Testament.

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

1. Explore the significance of God's presence during the Israelites' journey.
2. Appreciate the holiness of God reflected in worship spaces.
3. Express thanks to God for dwelling with his chosen people.

### Teaching Strategies

1. Encourage the class to research "Mount Sinai" on their electronic devices and share the information that they discover. Then, research the distance of Canaan from Mount Sinai.
2. Be sensitive towards those who may believe Cherubim are ungodly, monstrous creatures.
3. Discuss the ways God revealed his presence to Moses and the Israelites at Mount Sinai.
4. Discuss the importance of obeying God's commands to fulfill his plans for our lives.
5. Moses was to accept voluntary gifts on God's behalf; each person was to give as his or her heart prompted (v. 2). Most of the raw materials that the Israelites donated to the Lord came from the Egyptians (12:35-36). These "freewill offerings" (35:29; 36:3) exceeded requirements (36:5-7).

6. Despite the specificity of the location of the Holy of Holies, the tabernacle itself remained mobile. A special place was set aside for God while at the same time, God was not limited to a set location.
7. Ash Wednesday and the beginning of Lent was last Wednesday. Discuss its significance for Christians.

### The Ordination of Priests

**SR: Lesson 3**

**March 16, 2025**

**Lesson Scripture:** Exodus 29:1-37; Leviticus 8:1-36

**Focus Scripture:** Exodus 29:1-9, 35-37

**Key Verse:** The priesthood shall be theirs by a perpetual ordinance. You shall then ordain Aaron and his sons. Exodus 29:9b

### Words to Know

- **Consecrate** – To set apart for a special purpose.
- **Ephod** – The official garment of the high priest, which was later worn by the ordinary priests.
- **Blemish** – A defect whether physical, spiritual, or mental.
- **Unleavened** – Without leaven or yeast.
- **Vestments** – Robes worn by clergy or choirs during worship services.
- **Diadem** – The crown of a high priest.
- **Atonement** – To offer a sacrifice to amend for a wrong or injury.

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

1. Identify the specific roles God has given people in the church.

2. Value the roles of all in the church as we serve God together.
3. Exhibit positive leadership skills as we serve others.

### **Teaching Strategies**

1. Be sensitive towards those who have experienced rejection and abuse in their lives.
2. Encourage the class to take the spiritual assessment test to discern their gifts. They may still be learning about their special skills and gifts as they serve God.
3. The class may share personal shortcomings of the church leadership as well as corruption. It is important to not dwell on the shortcomings but discuss how to avoid falling into the same behaviors.
4. Be sensitive towards those who associate the priesthood with Catholicism.
5. Discuss Christ's position as the high priest in comparison to the role of Aaron and his sons as priests.
6. Preparing the Israelite sanctuary and its priesthood for their sacred function was an elaborate week-long procedure that purified and sanctified them by ritual agents such as water, anointing oil, and sacrificial blood. The priests serving in the tabernacle were engaged in all aspects involved with mediating access to the sacred space for the people.
7. Encourage the class to search for a picture of the ephod and robes of priests on their electronic devices.
8. The consecrating offerings made on behalf of Aaron and his sons made atonement for their sins. Atonement entails the restoration of a relationship that has been damaged.



## Offering a Sweet Aroma to God

**SR: Lesson 4**

**March 23, 2025**

**Lesson Scripture:** Leviticus 1:1-17; 6:8-13

**Focus Scripture:** Leviticus 1:3-17

**Key Verse:** The priest shall turn the rest into smoke on the altar as a burnt offering, an offering by fire of pleasing odor to the Lord.  
Leviticus 1:9

### Words to Know

- **Blemish** – A defect whether physical, spiritual, or mental.
- **Atonement** – To offer a sacrifice to amend for a wrong or injury.
- **Flayed** – To peel the skin off a corpse or carcass.
- **Suet** – The hard white fat on the kidneys and loins of animals.
- **Entrails** – The animal's intestines or internal organs, especially when removed or exposed.

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

1. Identify ways to prepare ourselves to honor and worship the holy God.
2. Affirm that sacrifice is required in our relationship with God.
3. Devote ourselves wholeheartedly to serving God.

### Teaching Strategies

1. If no one has allergies, lightly spray the room with an air freshener. Once class arrives, say: "Just like the sweet aroma

you smell in this room, God desires our lives to be a sweet aroma of service and devotion.”

2. Be sensitive towards those who formerly were a part of a religion that still sacrifices animals.
3. Identify the different types of sacrifices outlined in Leviticus and the emphasis of each: burnt offering (prayers of petition or praise), grain offering (pleasing aroma, mirrors emphasis of the offering it accompanies), peace offering (fellowship with the Lord, Communion meal), sin offering (atonement of sinful life, metaphor of purification), guilt offering (atonement of committed sin, metaphor of compensation for wrongdoing).
4. Discuss the purpose of animal sacrifice with the goal of worship today: an expression of devotion, commitment, confession, and complete surrender to God.
5. Discuss the importance of worshipping our holy God.

**Resources:** Aromatic spray (peppermint, lavender, etc.)

**The Teacher's Guide**  
**Intermediate Lessons**  
**Spring Quarter: March – May 2025**  
**Prepared by Rev. Garland F. Pierce**

**A Kingdom of Priests, a Holy Nation**

**INT: Lesson 1**

**March 2, 2025**

**Lesson Scripture:** Exodus 19

**Focus Scripture:** Exodus 19:1-14

**Key Verses:** “Indeed, the whole earth is mine, but you shall be for me a priestly kingdom and a holy nation.” Exodus 19:5b-6a

**Vocabulary**

- **Wilderness** – A dry, desolate, unfertile land.
- **Journeyed** – To have traveled.
- **Covenant** – An agreement between God and another person or group.
- **Consecrate** – To set apart for a special purpose.
- **Sinai** – Pronounced: SAI - nai.
- **Rephidim** – Pronounced: REHF - ih - dihm.

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

1. Identify the characteristics of a biblical covenant.
2. Experience wonder in God's call to be a worshipping people.
3. Express their identities as members of a "kingdom of priests" and a "holy nation."

### **Teaching Strategies**

1. At the beginning of the lesson, let the class research the location of Mount Sinai on an Old Testament map on the Internet.
2. Be sensitive towards those who relate being a priest to Catholicism. Explore with the learners what it means to be a "priest" in the sense of this study passage.
3. Discuss types of covenant agreements such as marriage, driver's licenses, adoption, credit cards, employment, library cards, etc.
4. Structure a conversation that guides youth in formulating a covenant they agree to keep with each other over a period of weeks.

### **A Space for God**

**INT: Lesson 2**

**March 9, 2025**

**Lesson Scripture:** Exodus 25–27

**Focus Scripture:** Exodus 25:1-9; 26:1, 31-37

**Key Verse:** They shall make me a sanctuary so that I may dwell among them. Exodus 25:8

### Vocabulary

- **Acacia** – The locust tree and its wood, from which the ark and other objects in the tabernacle were made. The wood is hard and resistant to insects.
- **Ephod** – The official garment of the high priest, which was later worn by the ordinary priests.
- **Sanctuary** – The holy of holies in the tabernacle and in the temple.
- **Crimson** – Deep red color.
- **Cherubim** – Flying creatures which seem to have been used as guards in the Old Testament.

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

1. Assess the significance of God's decision to travel with Israel.
2. Appreciate how the holiness of God is honored through the design of worship spaces.
3. Express gratitude for God's willingness to live with the covenant people.

### Teaching Strategies

1. Encourage the class to research "Mount Sinai" on their electronic devices and share the information that they discover.

Then, research the distance of Canaan from Mount Sinai. (Be prepared to address the different proposals of where the historical place actually was.)

2. Discuss the ways God revealed God's presence to Moses and the Israelites at Mount Sinai.
3. Discuss the importance of obeying God's commands to fulfill God's plans for our lives.
4. Moses was to accept voluntary gifts on God's behalf; each person was to give as his or her heart prompted (v. 2). Most of the raw materials, that the Israelites donated to the Lord, came from the Egyptians (12:35-36). These "freewill offerings" (35:29; 36:3) exceed requirements (36:5-7).
5. Despite the specificity of the location of the Holy of Holies, the tabernacle itself remained mobile. A special place was set aside for God while at the same time, God was not limited to a set location.
6. Have the pastor or someone knowledgeable give the group a tour through the worship space pointing out signs and symbols that reflect the presence or dwelling of God.
7. Ash Wednesday and the beginning of Lent was last Wednesday. Discuss its significance for Christians.

### **The Ordination of Priests**

**INT: Lesson 3**

**March 16, 2025**

**Lesson Scripture:** Exodus 29:1-37; Leviticus 8:1-36

**Focus Scripture:** Exodus 29:1-9, 35-37

**Key Verse:** The priesthood shall be theirs by a perpetual ordinance. You shall then ordain Aaron and his sons. Exodus 29:9b

### Vocabulary

- **Consecrate** – To set apart for a special purpose.
- **Ephod** – The official garment of the high priest, which was later worn by the ordinary priests.
- **Blemish** – A defect whether physical, spiritual, or mental.
- **Unleavened** – Without leaven or yeast.
- **Vestments** – Robes worn by clergy or choirs during worship services.
- **Diadem** – The crown of a high priest.
- **Atonement** – To offer a sacrifice to amend for a wrong or injury.

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

1. See that some people are set apart for specific roles within a faith community.
2. Develop a sense of belonging as they serve in their faith community.
3. Model positive leadership characteristics through service to others.

## Teaching Strategies

1. Be sensitive towards those who have experienced rejection and abuse in their lives.
2. Encourage the class to take the spiritual assessment test to discern their gifts. They may still be learning about their special skills and gifts as they serve God.
3. Be sensitive towards those who associate the priesthood with Catholicism.
4. Discuss Christ's position as the high priest in comparison to the role of Aaron and his sons as priests.
5. Preparing the Israelite sanctuary and its priesthood for their sacred function was an elaborate week-long procedure that purified and sanctified them by ritual agents such as water, anointing oil, and sacrificial blood. The priests serving in the tabernacle were engaged in all aspects involved with mediating access to the sacred space for the people.
6. Encourage the class to search for a picture of the ephod and robes of priests on their electronic devices.
7. The consecrating offerings made on behalf of Aaron and his sons made atonement for their sins. Atonement entails the restoration of a relationship that has been damaged.

## Offering a Sweet Aroma to God



**Lesson Scripture:** Leviticus 1:1-17; 6:8-13

**Focus Scripture:** Leviticus 1:3-17

**Key Verse:** The priest shall turn the rest into smoke on the altar as a burnt offering, an offering by fire of pleasing odor to the Lord.  
Leviticus 1:9

### Vocabulary

- **Blemish** – A defect whether physical, spiritual, or mental.
- **Atonement** – To offer a sacrifice to amend for a wrong or injury.
- **Flayed** – To peel the skin off a corpse or carcass
- **Suet** – The hard white fat on the kidneys and loins of animals.
- **Entrails** – The animal's intestines or internal organs, especially when removed or exposed.

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

1. Consider ways to prepare ourselves to meet the holiness of God.
2. Appreciate sacrifice as an expression of the relationship with God.
3. Commit to offering God the best of who we are.

### Teaching Strategies

1. If no one has allergies, lightly spray the room with an air

freshener. Once class arrives, say: "Just like the sweet aroma you smell in this room, God desires our lives to be a sweet aroma of service and devotion."

2. Identify the different types of sacrifices outlined in Leviticus and the emphasis of each: burnt offering (prayers of petition or praise), grain offering (pleasing aroma; mirrors emphasis of the offering it accompanies), peace offering (fellowship with the Lord, communion meal), sin offering (atonement of sinful life, metaphor of purification), guilt offering (atonement of committed sin, metaphor of compensation for wrongdoing).
3. Discuss the purpose of animal sacrifice with the goal of worship today: an expression of devotion, commitment, confession, and complete surrender to God.
4. Discuss the importance of worshipping our holy God.
5. Discuss the importance of sacrifice (in general) in maintaining and sustaining relationships.

**Resources:** Aromatic spray (peppermint, lavender, etc.)

**The Teacher's Guide**  
**Junior Lessons**  
**Spring Quarter: March – May 2025**  
**Prepared by Rev. Rachel Williams-Glenn**

**We Are God's People**

**JR: Lesson 1**

**March 2, 2025**

**Lesson Scripture:** Exodus 19

**Focus Scripture:** Exodus 19:1-14

**Key Verses:** "Indeed, the whole earth is mine, but you shall be for me a priestly kingdom and a holy nation." Exodus 19:5b-6a

**Word Power!!!**

- **Rephidim (pronounced ref-uh-dem)** – The place where Moses made water come from a rock and where the Israelite army was able to win against the Amalekite (pronounced uh-mal-uh-kite) army as long as Moses held up his staff.
- **Consecrate** – Action that sets something or someone apart for godly service.
- **Covenant** – An agreement/contract that ties one individual/group to another.
- **Priest** – Clergy person who leads worship activities designed to connect others with God.

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

1. Understand the benefits of honoring our part of the covenant God creates with us.
2. Practice ways to behave like a priestly kingdom and holy nation while young.
3. Explore ways to prepare to worship God as God's treasured possession.

### Teaching Strategies

1. Review some worship activities that clergy people lead other believers in doing to connect them with God (e.g., Holy Communion, baptism, Bible study, etc.).
2. Have students create a treasure box; place their name on it and have them fill it with things that show that they are God's people.
3. Ask students to transform the blank Kid's Contract into a "My Covenant With God" form.
4. **Activity #1** answers: 1. Obey God's voice, 4. Wash their clothes, 5. Allow Moses to consecrate them over two days. Examples of ways to fix the others are 2. Go up on the mountain after the trumpet sounds a loud blast and 3. Don't touch the edge of the mountain.

**Resources:** Medium box with lid (shoe box or square gift box), white kraft butcher or packing paper, glue, tape, scissors, art supplies, and treasure stamps or stickers; Blank Kid's responsibility contract. (Hint: A Google search will help find a template to use. The ones with check boxes and images will work better for this age group than those with numbered lines.)

## Godly Spaces

**JR: Lesson 2**

**March 9, 2025**

**Lesson Scripture:** Exodus 25–27

**Focus Scripture:** Exodus 25:1-9; 26:1, 31-37

**Key Verse:** They shall make me a sanctuary so that I may dwell among them. Exodus 25:8

### Word Power!!!

- **Sanctuary** – Space where people feel safe to connect with God's presence, power, protection, and holiness.
- **Tabernacle** – The mobile sanctuary that contained reminders of Israel's connection to God before they settled in the promised land and built the temple.
- **Ark of the Covenant** – A gold-covered wooden chest that contained the Ten Commandments, Aaron's rod, and a jar of manna. It was placed in the tabernacle.
- **Most Holy Place** – This was also known as the "Holy of Holies" and contained the Ark of the Covenant.
- **Paraments** – The covering placed on the altar table and pulpit podium.

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

1. Explore why places of worship need reminders of God's presence, holiness, and power.
2. Discover how the gifts people offer the church can help them value the place of worship more.

3. Have students create church decorations and share how they can help others connect with God.

### Teaching Strategies

1. Show students pictures of things within the sanctuary itself as well as things in other parts of the church that are designed to help people connect with God.
2. Use the liturgical colors calendar explanation page to explain what the different liturgical colors represent and how they are used during various times of the Christian calendar.
3. Talk to the class about ways that they can prepare for Holy Week and Easter Sunday by creating things to help them and others connect with God.

**Resources:** Pictures of your church sanctuary including pulpit paraments, altar paraments, wall banners, murals, etc.; download the liturgical colors calendar from <https://ameced.com/free-resources/>; information about Lent for kids; markers, crayons, paint, paper, kid's sewing kits, etc.

### Serving God Through Ministry

**JR: Lesson 3**

**March 16, 2025**

**Lesson Scripture:** Exodus 29:1-37; Leviticus 8:1-36

**Focus Scripture:** Exodus 29:1-9, 35-37

**Key Verse:** This is what you shall do to them to consecrate them to serve me as priests. Exodus 29:1a

### Word Power!!!

- **Vestments** – Special attire worn by clergy persons to clearly identify them as clergy.

- **Ephod** – Sleeveless covering that was only worn by the high priest when the priesthood was first established.
- **Diadem** – Headpiece decorated with jewels that's similar to a crown.
- **Ordain** – To put a person through a special ceremony that affirms that a person has been authorized by God and the church to assume a leadership role.
- **Consecrate** – To put a person or thing through a special ceremony that blesses the person or thing so that the person or thing may bring his/her/its godly service.
- **Atonement** – Way to restore our relationship with God.

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

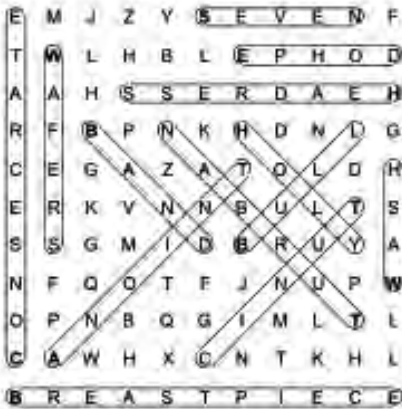
1. Identify the different ministry offices and roles that work together to help people of faith connect with God through worship, praise, and study.
2. Explore the benefits of holding ceremonies to launch people into ministry.
3. Understand how wearing certain attire helps the person ministering and the people they minister to better appreciate the person in the attire's contributions.

### Teaching Strategies

1. Encourage students to compare the regular priestly attire from the lesson with the regular clergy attire worn by clergy serving in local churches. Then have them compare the high priest's attire with the robes that bishops and presiding elders wear.
2. Share the difference between ordination and consecration by

showing a video of an annual conference where clergy are ordained, and deaconesses are consecrated.

### 3. Activity #1 answers:



### 4. Activity #2 answers:

1. Person who may wear a robe or outfit with a collar when they preach or lead worship	A. Bishop
2. People who usually wear all white when they're making sure the communion elements are supplied/collected, baptism water and towel(s) are available or standing at the altar during the invitation	B. Choir/Praise Team
3. Person who wears purple attire when doing their official duties as the senior most leader in an Episcopal District	C. Pastor/Preacher/Minister
4. People who usually wear a robe or a common color when they sing during the worship service	D. Stewardess

**Resources:** Show kid-friendly pictures of the high priest attire and the priest attire; show pictures of modern clergy vestments (e.g. clergy shirts, clergy dresses, robes, stoles, etc.) in different styles and colors; pictures of the official AME Church bishop's robe and the official AME Church presiding elder's robe; video of clergy ordination and a deaconess consecration



## Preparing to Meet God

**JR: Lesson 4**

**March 23, 2025**

**Lesson Scripture:** Leviticus 1:1-17; 6:8-13

**Focus Scripture:** Leviticus 1:3-13

**Key Verse:** The priest shall turn the rest into smoke on the altar as a burnt offering, an offering by fire of pleasing odor to the Lord.  
Leviticus 1:9

### Word Power!!!

- **Burnt Offering** – An offering that sets our relationship right with God and others by burning the edible parts of the animal being offered.
- **Without Blemish** – Having no defects like strange colors, injuries, or sickness.
- **Put Fire on the Altar** – Brings the flames of the fire on the altar that was never allowed to burn out up to a hot enough temperature to burn up what's offered.
- **Suet** – Hard animal fat often used in cooking.

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

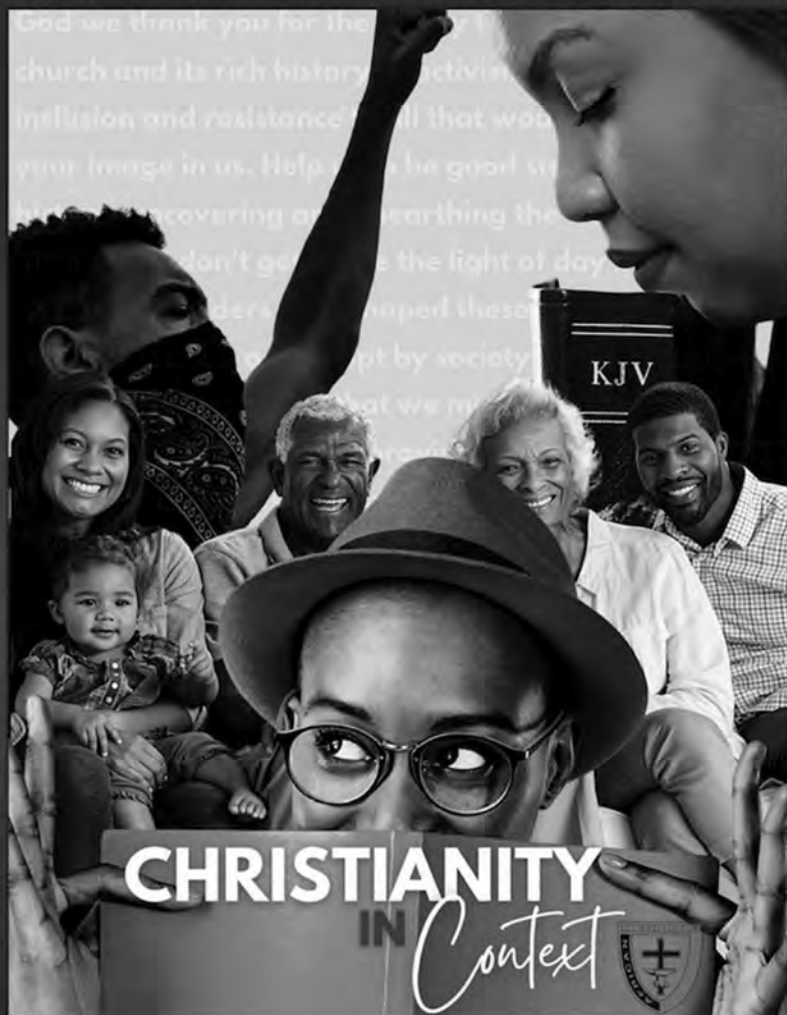
1. Appreciate how God provides a way for everyone to worship and praise God.
2. Understand what makes our offering sacred and meaningful.
3. Think of something we value that we can offer to God to show our love and appreciation for who and how God is.

## Teaching Strategies

1. Verify that none of your students are allergic to fragrant oils or lotions before offering them a chance to smell what you've brought in.
2. Talk with students about the difference between an agricultural economy and a monetary economy to help them understand why offerings are no longer commodities like animals, food, or oil.

**Resources:** Blank, small cardboard boxes with slots at the top or small envelopes and small slips of paper; sweet-smelling oil or lotion

**INTRODUCING!!!  
A MULTIMEDIA  
CHRISTIAN EDUCATION CURRICULUM!**



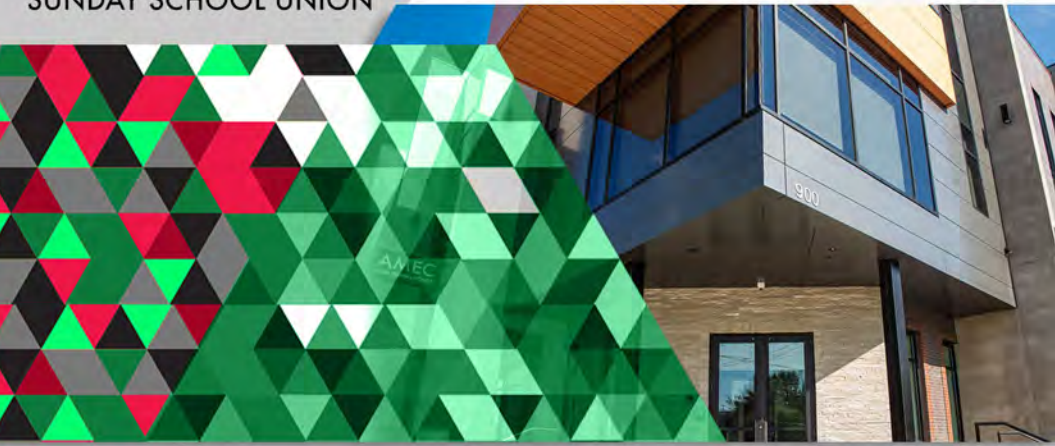
**— Christianity in Context —**

Created to introduce you to theological ideas, or ideas about God,  
developed by theologians over the course of Christian history.

Join us at

[www.iamame.org/christianityincontext/](http://www.iamame.org/christianityincontext/)

We would be thrilled to have you with us!



## LOCAL AME CHURCH LEADERSHIP SERIES



**Now Available**  
[AMECPUBLISHING.COM](http://AMECPUBLISHING.COM)  
**\$15.00 each**