

WORSHIP IN THE COVENANT COMMUNITY

SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

Vol. 61
Fall Quarter 2024

SEPTEMBER, OCTOBER, NOVEMBER

No. 4
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 ©
2024 by AMEC Sunday School Union.**

SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

Volume 61, No. 4, September, October, November 2024. 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 © 2024 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 61, No. 4, September, October, November 2024 — Lessons based on The International Sunday School Lessons, The International Bible Lessons for Christian Teaching. Copyrighted © 2024 by the Division of Christian Education, National Council of Churches of Christ in the U.S.A.; AMEC Sunday School Union © 2024.

Lessons and/or readings are based on the Uniform Series International Sunday School Lessons, International Bible Lessons for Christian Teaching. Copyright © 2024, 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

FALL QUARTER 2024

SEPTEMBER • OCTOBER • NOVEMBER

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
Fall Quarter: September–November 2024
Prepared by Rev. Lionel Merritt

Abram Builds an Altar at Mamre

Lesson 1

September 1, 2024

Lesson Scripture: Genesis 12–13

Focus Scripture: Genesis 13:8–18

Key Verse: So Abram moved his tent and came and settled by the oaks of Mamre, which are at Hebron, and there he built an altar to the Lord. Genesis 13:18

Key Terms

- **Sacred** – Dedicated to God; set aside for worship or service to God.
- **Avarice** – Great greed or covetousness.
- **Sacrament** – A religious ceremony or ritual regarded as imparting spiritual value/grace.
- **Equitable** – Fair and unbiased to the parties.
- **Rituals** – Religious (or solemn) ceremonies made up of a series or set of prescribed actions.

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

1. Explain the context of Abraham's worship with regard to altars.
2. Desire the spiritual maturity that develops through acknowledging God's activity in our lives.
3. Practice a worshipful response in recognition of God's presence and activity in the threshold moments in their lives.

Teaching Strategies

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

1. Share stories of property disputes that resulted in bringing families closer (or not). What was most helpful, or disruptive, to

the families in settling the dispute? Compare these stories with how Abraham approached the dispute with Lot.

2. Review the covenant with Abraham and identify the threats to God's promises to Abraham. What does this experience tell us about how God's promises may be fulfilled in our lives?
3. Review the history of altars in the Middle East and their meanings for worship. See britannica.com/topic/altar.
4. Consider the meaning of altars in your church's faith tradition. When has the altar held importance in your memory of a particular event (baptism, marriage, conversion, etc.)?
5. Ask the class to comment on the reverence people attached to the altar in previous generations. Compare that level of respect for the altar to what we see in churches today.

Resources: Preparation for this lesson is easy. Wikipedia has an excellent write-up on the history of altars and how people regard them in various religions. You can use that information (or similar) to compare and contrast the structure and use of altars in our churches with those in other branches of Christianity and other religions.

Solomon Dedicates the Temple

Lesson 2

September 8, 2024

Lesson Scripture: 1 Kings 8:22-53

Focus Scripture: 1 Kings 8:22-24, 37-39, 46, 48-50a (end with "committed against you")

Key Verses: "Whatever prayer, whatever plea there is from any individual or from all your people Israel, all knowing the sufferings of their own hearts so that they stretch out their hands toward this house; then hear in heaven your dwelling place." 1 Kings 8:38-39a

Key Terms

- **Covenant** – An agreement between parties with duties and benefits for each party.
- **Pestilences** – Epidemic (pandemic) outbreak of fatal diseases.
- **Exiles** – People barred/prevented from returning to their own country.

- **Petition** – A serious appeal to a higher authority for relief or favor in a matter.
- **Judaism** – The religion of the native Hebrews characterized by Old Testament laws.

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

1. Analyze the structure and movement of Solomon's prayer at the temple dedication.
2. Find confidence in God's presence in favorable and unfavorable life circumstances.
3. Identify a past time of God's faithfulness as an assurance of God's continuing favor.

Teaching Strategies

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

1. Offer an architectural or archaeological analysis of a drawing or blueprint for Solomon's Temple. Discuss with the class how the structure of the temple reflected its intended use.
2. Invite the class to identify and comment on the structure and key themes in Solomon's prayer of dedication. To what extent is this structure and themes still relevant today?
3. Using index cards, ask learners to paraphrase the seven petitions and discuss how the paraphrases deepen a connection to Solomon's worship experience. You may see overlaps with the preceding exercise. However, note that the aim here is to encourage the participants to express the petitions in their own words which helps them to own the petitions.
4. Invite learners to identify past events (whether good or bad) that proved God's faithfulness to them, and which now assures them of the Lord's faithfulness in the future.
5. Discuss the purpose of confessing sin during the worship service. In this discussion, address why people may be reluctant to participate in public confessions.

Resources: For this lesson, it may be useful to read "The Order for the Dedication of a Church" in *The Liturgy of the AME Church*. Try to identify the focus of the dedication and compare it with themes addressed in Solomon's dedication prayer. Let this guide you in

identifying which features are timeless and which features are cultural.

Hezekiah's Prayer

Lesson 3

September 15, 2024

Lesson Scripture: 2 Kings 19:1-34

Focus Scripture: 2 Kings 19:14-20, 29-31

Key Verse: "So now, O Lord our God, save us, I pray you, from his hand, so that all the kingdoms of the earth may know that you, O Lord, are God alone." 2 Kings 19:19

Key Terms

- **Worldview** – Mental image or concept of a person, thing, or event which influences how we see events involving that person or thing.
- **Intermediary** – A person or process which acts as a link (go-between) between two or more parties.
- **Profile** – Literally, a person's face especially from a side view. Figuratively, a mental image of a person, thing, or event that represents that person, thing, or event.

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

1. Distinguish Hezekiah's response to God from that of other Old Testament kings.
2. Value prayer in the face of a crisis.
3. Journal, email, or text as a form of worshipful, reverent, honest prayer at a time of crisis.

Teaching Strategies

Reinforce key aspects of the lesson with these strategies.

1. Review the events that led up to Hezekiah's prayer. The preceding chapter (chapter 18) sets the background. Do you see anything in Hezekiah's character that explains why he managed the threat in the way he did?
2. There is a saying that prayer changes things and this idea suggests that we motivate God to action through our prayers.

Does prayer bring God in line with our desires or does prayer put us in line with God's will? What Bible references can we find to support our position on this matter?

3. Invite the class to share occasions when they faced serious threats and how they dealt with the situation. What role, if any, did prayer play in their responses?
4. Without a doubt when faced with challenging situations we assess the physical and economic (money) resources we have available to meet the looming challenge. Discuss whether this is the right way for a believer to gauge his or her capacity to meet a challenge. How much weight should we give to spiritual resources?
5. Give a brief presentation on the development of Israel's view of Yahweh, from a regional deity akin to the gods of neighboring peoples to the cosmic perspective, "You are God, you alone, of all the kingdoms of the earth" (v. 15). On what was the cosmic perspective based?

Resources: A useful and readily available resource on Hezekiah's prayer is "What can we learn from King Hezekiah's Prayer (2 Kings 19:14-19)?" on <https://endofthematter.com/>. This article takes us through the dynamics and power of prayer and why Hezekiah would have received God's favorable response.

The Teacher's Guide
Senior Student Lessons
Fall Quarter: September – November 2024
Prepared by Rev. Faith Waters

Abram Builds an Altar at Mamre

Lesson 1

September 1, 2024

Lesson Scripture: Genesis 12–13

Focus Scripture: Genesis 13:8-18

Key Verse: So Abram moved his tent and came and settled by the oaks of Mamre, which are at Hebron, and there he built an altar to the Lord. Genesis 13:18

Words to Know

- **Strife** – Contention, quarreling.
- **Kindred** – The family to which one belongs.
- **Breadth** – The distance or measurement from side to side of something; width.
- **Altar** – The central place of worship, such as a table, stones, or a mount, on which a sacrifice was made to God.
- **Zoar** – Pronounced: ZO - er.
- **Sodom** – Pronounced: SAH - duhm.
- **GomorraH** – Pronounced: guh - MAWR - uh.
- **Mamre** – Pronounced: MAM - ree.

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

1. Explore Abram's practice of building altars to worship God.
2. Preserve personal God moments by creating reminders.
3. Designate a sacred space to commune with and offer thanks to God.

Teaching Strategies

1. God's people used altars to offer sacrifices, to commune with

God, and to commemorate special encounters with God. Altars consisted of rough stones and dirt. They remained in place for many years so other Israelites could be reminded of God's protection and promises.

2. Abram traveled to Egypt during the famine because it had an abundance of food and good land for his flocks.
3. Abram, Sarai, and Lot traveled from Ur of the Chaldeans to Canaan by way of Haran. They followed the rivers to avoid crossing the desert. Have the class trace their trip on a map.
4. Lot took the best share of the land even though it meant living near Sodom, a city known for its sin.
5. Be sensitive towards those who have had altars in their homes that were not set aside for worshipping God.
6. Be sensitive towards those who have experienced trauma and abuse. They may not have positive memories.
7. It is Labor Day weekend in the U.S.

Resources: Paper, map

Solomon Dedicates the Temple

Lesson 2

September 8, 2024

Lesson Scripture: 1 Kings 8:22-53

Focus Scripture: 1 Kings 8:22-24, 37-39, 46, 48-50a (end with "committed against you")

Key Verses: "Whatever prayer, whatever plea there is from any individual or from all your people Israel, all knowing the suffering of their own hearts so that they stretch out their hands toward this house; then hear in heaven your dwelling place." 1 Kings 8:38-39a

Words to Know

- **Covenant** – An agreement between two parties, such as God and Abram.
- **Steadfast** – Dutifully firm and unwavering.
- **Besiege** – To surround with armed forces to compel surrender.
- **Altar** – The central place of worship, such as a table, stones, or

a mount, on which a sacrifice was made to God.

- **Render** – To give, impart, restore.
- **Repent** – Feel sorry for the sins you have committed and regret doing them.
- **Transgressions** – Sins.

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

1. Understand the daily need to grow in a closer relationship with God.
2. Desire to build more Christlike qualities.
3. Incorporate daily spiritual disciplines that will lead to a transformed life with God.

Teaching Strategies

1. Explain to the class the key elements of prayer.
2. Discuss other methods of spiritually growing besides prayer (personal retreats; Bible study (individual and corporate); community service; journaling; fasting; etc.).
3. Allow time for the class to witness about God's promises being fulfilled in their lives.
4. Examine Psalm 51 as a model prayer of confession and repentance.
5. Plan a prayer walk with the class one day after worship service and invite others to join the group. Pray for neighbors; schools; police; government officials; hospitals; the elderly; businesses; etc.
6. Be considerate towards individuals who find it difficult to forgive those who have caused them harm.
7. The normal position for public prayer was to stand and to stretch out the hands (1 Kings 8:22; Psalm 134:2; 1 Timothy 2:8). Solomon also kneeled, facing the altar before standing to bless the people (1 Kings 8:54-55).
8. The temple has been built, and the ark of the covenant placed in the Holy of Holies ("inner sanctuary," v. 6). "A cloud filled the house of the Lord" (v. 10), a sign of God's presence (v. 11). Solomon prays, praising God for covenant faithfulness through

the Mosaic covenant (Deuteronomy 4:39; 7:9) and connecting it to the dynastic promise given to David (2 Samuel 7:11b-16).

Hezekiah's Prayer

Lesson 3

September 15, 2024

Lesson Scripture: 2 Kings 19:1-34

Focus Scripture: 2 Kings 19:14-20, 29-31

Key Verse: So now, O Lord our God, save us, I pray you, from his hand, so that all the kingdoms of the earth may know that you, O Lord, are God alone. 2 Kings 19:19

Words to Know

- **Enthroned** – To install a monarch on a throne during a ceremony to mark the beginning of their rule.
- **Cherubim** – Flying creatures which seem to have been used as guards in the Old Testament.
- **Remnant** – Those left in Judah who will participate in the future unfolding of God's redemptive program.
- **Hezekiah** – Pronounced: heh - zeh - KAI - uh.
- **Sennacherib** – Pronounced: se - NAK - er - ihb.
- **Assyria** – Pronounced: a - SIHR - ee - uh.
- **Amoz** – Pronounced: AY - muhz.

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

1. Examine Hezekiah's response to the threats he received.
2. Appreciate the hope that prayer gives Christians.
3. Seek comfort and support from trustworthy sources.

Teaching Strategies

1. In preparation for class, gather resources to give to those who need professional help.
2. Reinforce the necessity for regular prayer and support.
3. After Adam and Eve were expelled from the Garden of Eden, cherubim were placed as guards of the Tree of Life (Gen. 3:24). Golden cherubim faced each other in a kneeling position in the

Holy of Holies. They symbolized Jehovah's presence amid the people (Exo. 25:18-20; 37:7-9). They were fifteen feet high and were overlaid with gold in the Solomonic temple (1 Kgs. 6:22-28).

4. In his prayer, and probably facing the ark of the covenant (the throne of God), Hezekiah models the type of kingship that the Lord intended for his people, namely, as vice-regent for Yahweh, the true king. Hezekiah appeals to Yahweh to deliver Jerusalem so that Yahweh's glory will be seen among the nations (1 Kings 8:42; 1 Samuel 17:46), which was Yahweh's purpose in establishing Israel (2 Samuel 7:23; Psalm 67:1-2; cf. Isaiah 26:18). Hezekiah reminds Yahweh of that purpose. Earlier, in Exodus 32, Moses persuades Yahweh to forgo destroying Israel using a similar tactic.
5. Yahweh responds to Hezekiah's prayer through the prophet Isaiah, who announces the certain defeat of the Assyrian army and restoration of the land of Judah.
6. Discuss the elements of prayer contained in Hezekiah's prayer.

The Teacher's Guide
Intermediate Student Lessons
Fall Quarter: September–November 2024
Prepared by Dr. Kabrina Bass

Abraham Builds an Altar at Mamre
Leaders Set Examples for Others

Lesson 1

September 1, 2024

Lesson Scripture: Genesis 12–13

Focus Scripture: Genesis 13:8-18

Key Verse: So Abram moved his tent and came and settled by the oaks of Mamre, which are at Hebron, and there he built an altar to the Lord. Genesis 13:18

Vocabulary

- **Generosity** – The spirit of sharing or giving. Example: Abram's willingness to let Lot choose the land he desires.
- **Abram** – The central character of the passage, later known as Abraham, considered the patriarch of Judaism, Christianity, and Islam.
- **Lot** – Abram's nephew, who accompanies him to Canaan.
- **Faith** – An example: Abram's trust in God's promises, even in times of uncertainty.
- **Canaan** – The promised land given to Abram by God.
- **Tent** – Symbolizing Abram's temporary dwelling and his nomadic lifestyle.

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

1. Survey the ancient practice of building altars and offering God our worship.
2. Create reminders to mark the significant God-moments in our lives.
3. Build an altar or other place of remembrance for use in offering gratitude to God.

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 fall quarter. Unit 1 focuses on how leaders set worship examples as we follow Abram, Solomon, Hezekiah, and Josiah. Share the unifying principle of today's lesson, "**How do we honor such opportunities with solemnity and gratefulness?** Abram built altars to mark those occasions on which God called him to greater faithfulness."

Teaching Strategies

Introduction: **Invite:** Participants to share anything they know about a family reunion. **Ask:** What makes a family reunion important? What do you learn from attending a family reunion? (Everyone doesn't have a family reunion, so take time to research "family reunion" and share details with families who don't have reunions.) **Introduce:** Today's lesson is about Abraham's faithfulness in building an altar to the Lord.

Bible Story: **Ask:** For volunteers to read the scripture. You'll need three volunteers: Abram, Lot, and the narrator. **Explain:** God's promises to Abram and later Abraham were typically followed by Abraham's separation from someplace or someone: in Genesis, 12:1-9, Abraham, separated from his home (11:31; 12:1), traveled the land of Canaan, received it as a promise, and built an altar in response to God's promise. Similarly, after Lot separated to Sodom (13:9, 11, 14), Abraham traveled to the land of Canaan, received it a second time as a promise, and built an altar in response. Finally, in Genesis 22, Abraham showed his willingness to be separated from his son Isaac on an altar and then received the promise a third time. **Explain:** An altar is a structure on which offerings are made to a god. The Hebrew word for altar is *mizbeah* (to slaughter) and in Greek *thusiasterion* (a place of sacrifice). Altars are places of exchange, communication, and influence. Today, the altar still marks the place of change.

Life Application: **Discuss:** Abram's journey through his conflict with Lot. Abram made peace a priority. **Talk** about the altar as a place where people share or seek God. **Discuss** a time when God has kept a promise. **Invite** participants to consider a time they have prayed at the altar and God delivered. **Encourage** youth to consider

each day before they get up, lifting their eyes to the ceiling in the act of acknowledgment for God's provisions.

Alternative

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.

Resources:

Video: Mamre: <https://youtu.be/wFWn1-GjI9M>

Abraham's Journey: https://youtu.be/_7-UexPTm08

Abram and Lot Separate: <https://youtu.be/C9e98jGt-gg>

Review: YouTube videos before class

APPENDICES 01 – TRUST - OBEDIENCE - GOD'S PROMISES

Family Tree

Summary

Explain: The lesson is about family. Families are complex and they experience conflict. Abram and Lot were no different. The resolution to their dispute was to part ways, each going their way. **Discuss:** There are times when families have conflicts. **Invite** youth to draw their family tree in any way they want. After they have completed their tree, invite them to identify where family conflicts exist.

Closing Devotions: **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, "Thank you for sharing your truth." **Encourage** participants to share the lesson with their family and friends this week. **Invite** participants to share in the closing devotion.

Solomon Dedicates the Temple

Dedicating Our Future

Lesson 2

September 8, 2024

Lesson Scripture: 1 Kings 8:22-53

Focus Scripture: 1 Kings 8:22-24, 37-39, 46, 48-50a

Key Verses: “Whatever prayer, whatever plea there is from any individual or from all your people Israel, all knowing the suffering of their own hearts so that they stretch out their hands toward this house; then hear in heaven your dwelling place.” 1 Kings 8:38-39a

Vocabulary

- **Solomon** – The king of Israel known for his wisdom and for building the first temple in Jerusalem.
- **Temple** – The sacred place where God's presence was believed to dwell among the Israelites.
- **Dedication** – The act of consecrating something to divine service or purpose.
- **Covenant** – The solemn agreement between God and the Israelites, often involving promises and obligations.
- **Forgiveness** – God's act of pardoning sins and granting reconciliation to those who repent.
- **Mercy** – God's compassionate treatment of sinners who do not deserve it.

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

1. Evaluate student's need for continued spiritual growth, whether they face good times or bad.
2. Desire to develop a more Christlike character.
3. Identify and commit to a spiritual discipline that will lead to more faithful living.

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. Share the unifying principle of today's lesson, “**How can we keep a proper perspective during and after such events?**” At the worship dedication of the temple, Solomon called on God to hear and heed the Israelites' future prayers. **Explain:** The lesson reveals Solomon's worshipful awareness of people's tendency to sin.

Teaching Strategies

Introduction: Solomon is a great king of Israel. He has completed the building of the temple and invited everyone to the celebration.

Discuss: The importance of creating a plan. Solomon planned with the Lord the building of the temple with every detail. Solomon dedicated the temple and each of us should be prepared to dedicate our future to the Lord. **Explain:** Solomon prayed, and his prayers instructed Israel to dedicate their lives, future, and the temple to God.

Bible Story: **Invite** volunteers to read the scriptures. Alternate between young men and women reading the scripture. **Explain:** The temple has been built, and the Ark of the Covenant placed in the Holy of Holies ("inner sanctuary," v. 6). "A cloud filled the house of the Lord" (v. 10), a sign of God's presence (v. 11). Solomon prays, praising God for covenant faithfulness through the Mosaic covenant (Deuteronomy 4:39; 7:9) and connecting it to the dynastic promise given to David (2 Samuel 7:11b-16). **Explain:** The prayer includes seven petitions asking the Lord to hear his people when they pray toward the temple: (1) when they sin against a neighbor (vs. 31-32); (2) when they suffer defeat (vs. 33-34); (3) when there is drought (vs. 35-36); (4) when there is famine (vs. 37-40); (5) when they go to battle (vs. 44-45); (6) when the foreigner prays toward the temple (vs. 41-43); and (7) that the Lord will hear the Lord's exiled people and grant them compassion when they repent and pray toward the temple (vs. 46-53).

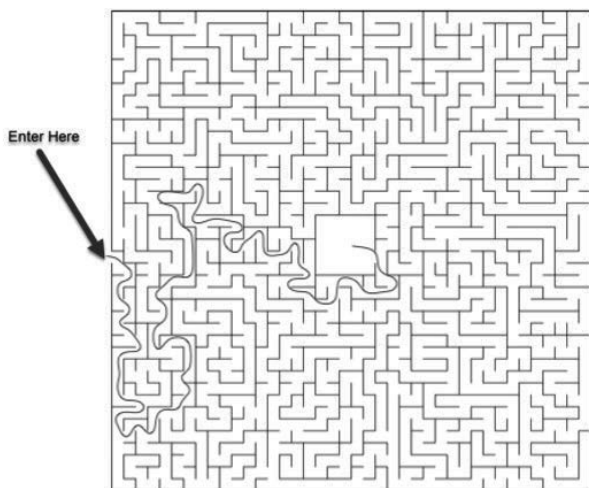
Life Application: **Discuss:** why Solomon and the people needed to trust God. Remind the participants why Solomon had built the temple. Israel had battled many nations and now they needed a place to worship God. King David could not build the temple because of his bad choices, so God chose Solomon. **Discuss:** The importance of prayer and praise in relationship to God. Invite youth to create a *Seven Prayer Journal* and discover related scriptures of promises. **Talk** about Solomon's seven prayers – each prayer directed the people and their worship with God.

Alternative

Explain: Solomon prayed for the temple before it was built. He had a plan. Each of us should have a plan for our future. Use the "Planning Your Future" handout in the student guide to think about your future. Allow time for students to complete the guide.

Summary: Solomon teaches us the importance of recognizing God's greatness, seeking his forgiveness, and trusting in his mercy. He demonstrates that true dedication involves a humble acknowledgment of one's shortcomings and a sincere desire to seek God's guidance in all aspects of life. **Invite** participants to consider the questions from the lesson. Allow time for students to reflect on the questions and consider their answers.

Closing Devotions: **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, "Thank you for sharing your 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: Solomon's Temple: <https://youtu.be/Xt6lQAe8ues>

Why the temple Is Important: <https://youtu.be/wTnq6l3vUbU>

Introduction to Solomon: <https://youtu.be/2bnFxAIRtxE>

Animated Story – Solomon's Temple: <https://youtu.be/2n0N6iE3n30>

Review: YouTube videos before class

Hezekiah's Prayer

Lay It Down

Lesson 3

September 15, 2024

Lesson Scripture: 2 Kings 19:1-34

Focus Scripture: 2 Kings 19:14-20, 29-31

Key Verse: "So now, O Lord our God, save us, I pray you, from his hand, so that all the kingdoms of the earth may know that you, O Lord, are God alone." 2 Kings 19:19

Vocabulary

- **Hezekiah** – The king of Judah who sought to reform and bring religious revival to his kingdom.
- **Assyrian Army** – The formidable military force threatening Jerusalem.
- **Sennacherib** – The king of Assyria who reigned from about 720 BC to 683 BC.
- **Deliverance** – God's act of rescuing his people from danger or oppression.
- **Trust** – Reliance on God's strength and faithfulness.
- **Salvation** – Deliverance from harm or evil, often attributed to God.
- **Prophecy** – Divine revelation or prediction of future events, often delivered through prophets.

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

1. Apply Hezekiah's prayer as a model for holding on to hope even when all seems lost.
2. Feel encouraged by prayer during trials and difficulties.
3. Identify sources of Christian support that bring encouragement and hope.

Introduction

Welcome each person as they arrive to 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. **Share** the unifying principle of

today's lesson, "What can people do when all seems lost?" In a time of crisis, Hezekiah turned to worshipful prayer and was heard. Explain the lesson; it shows us Hezekiah's prayerful realization of what's most important: the Lord alone is God.

Teaching Strategies

Introduction: We encounter moments in life where things don't seem to be fair and good people experience dreadful things. In the time of crisis, we learn that God is the true source of deliverance. In today's lesson, King Hezekiah prays to God in a time of crisis, surrounded by his enemies. **Discuss:** What are some ways we respond when we are faced with difficulties? **Ask:** What type of "coping" skills have you developed when handling tricky situations. **Share:** Coping skills you are aware of that the participants may not have mentioned (Do a puzzle, write a poem, call a friend, hug a pillow, etc....).

Bible Story: **Ask:** Participants if anyone likes poetry. If you have someone who has an interest in poetry, invite them to read vs. 29-31; if not, request two volunteers. The volunteers will read 2 Kings 19:20 and 2 Kings 19:29-31. The teacher will read Hezekiah's prayer (2 Kings 19:14-19). Prior to class the teacher will secure a piece of paper (blank sheet of paper). The teacher begins reading the scripture by taking the piece of paper out and reading the scripture while looking at the paper. Spread the paper in front of the teacher as if it is being spread before the Lord. Then the teacher reads Hezekiah's prayer starting at verse 15. **Explain:** Hezekiah appeals to God to deliver Jerusalem so that God's glory will be seen among the nations (1 Kings 8:42; 1 Samuel 17:46), which was the purpose in establishing Israel (2 Samuel 7:23; Psalm 67:1-2; cf. Isaiah 26:18). Hezekiah reminds God of that purpose. **Ask:** Participants to read 2 Kings 19:20 and ask that they focus on the phrase "I have heard." Pause a moment and ask, what does that mean to you? How can the phrase "I have heard" coming from God provide comfort in times of troubles? Allow participants time to respond. **Discuss:** Who do we rely on for godly advice and wisdom? **Allow** participants time to consider and solicit their responses. If there is no answer, share your answer and go to the next person to your left. Invite each participant to share. **Share:** We all can rely on different people for advice and wisdom, yet God is the best source.

Life Application: **Invite:** Participants to reflect on how they respond to challenges in their life. Do they trust in God's power to overcome

obstacles, or do they rely solely on their own strength? **PAUSE** and allow participants to ponder the question. **Ask:** Participants to consider the times when God has intervened and delivered them from adversity. How did that time deepen their trust in sovereignty and seek God's guidance in all circumstances?

Alternative

Invite participants to use the puzzle to get to the mystery answer.

Summary: Participants to share their summary of today's lesson. **Invite:** Allow 1-2 volunteers to share how they would summarize today's lesson.

Discuss: How can we apply Hezekiah's approach to seeking Christian support in our modern context? Hezekiah's prayer demonstrates the power of seeking God in times of trouble. How can we cultivate a consistent and fervent prayer life, both individually and corporately, to navigate challenges and experience God's peace and guidance in our lives today?

Closing Devotions: **Invite:** Participants to take deep breaths through their nostrils and out through their mouth. 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, "Thank you for sharing your truth." **Encourage** participants to share the lesson with their family and friends this week. **Invite:** Participants to share in the **closing Devotion**.

Resources:

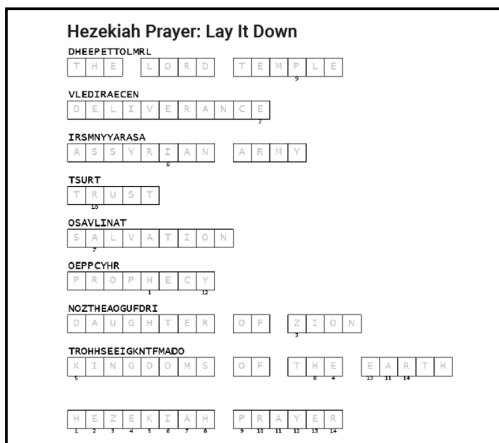
Puzzles: Fallen, Criss Cross, and Hidden Word Puzzles

Video: Assyria and King Hezekiah: <https://youtu.be/dnLEz3bcU8A>

Animated Story of Hezekiah: https://youtu.be/4psaEnJ8_is

Bible Project – The Book of Kings: <https://youtu.be/bVFW3wbi9pk>

Animated Story of 2 Kings 19: https://youtu.be/igSxPaW0o_Q



Coping Skills: Coping Skills Toolbox

Review: YouTube videos before class

The Teacher's Guide
Junior Lessons
Fall Quarter: September – November 2024
Prepared by Monica C. Jones, Ph.D.

Abraham Honors God

Lesson 1

September 1, 2024

Lesson Scripture: Genesis 12–13

Focus Scripture: Genesis 13:8–18

Key Verse: So Abram moved his tent...settled by the oaks of Mamre, which are at Hebron, and...built an altar to the Lord. Genesis 13:18 (NRSV UE)

Word Power!!!

- **Abram and Abraham (ā⁷-bram and ā⁷-brah-ham)** – The faithful follower and man of God whose name was changed from Abram to Abraham.
- **Mamre (mam'ree)** – A place where Abram (Abraham) built his altar.

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

1. Understand that loss is a part of life.
2. Understand that being obedient to God means making sacrifices.
3. Understand that there are different ways to honor God
4. Understand the connection between the Bible narrative of Abram's commitment and Keith's following his grandmother's teaching of prayer.

Teaching Strategies

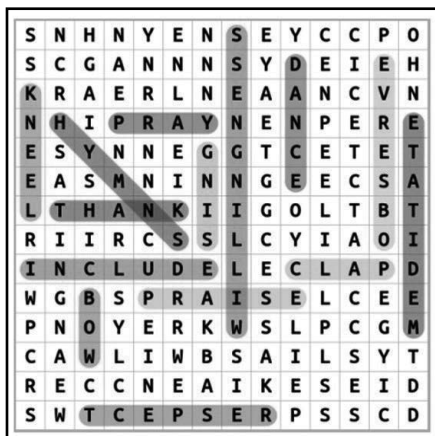
Emphasis

1. Stress the importance of being obedient and accepting life's disappointments.
2. Make the connection between Abram's obedience to God and Keith's story.

3. Stress obedience and giving honor to God in our everyday lives.
4. Puzzle solution:

Questions

1. What are some things that you have lost or some disappointments that you have had? Do you think prayer or loving God helped you or could have helped you through those times?
2. What are some of the words in the word search puzzle that you recognize? What are some whose definitions you may want to learn?



Resources: Bibles or Bible apps should be made available for each class to foster an interest in learning scripture; markers, colored pencils, and crayons

Note: There will be black-and-white coloring clipart in several lessons, some without specific directions. It may be a clever idea to have these on hand so that students may create their colored pictures when appropriate.

Solomon Asks for God's Blessing

Lesson 2

September 8, 2024

Lesson Scripture: 1 Kings 8:22-53

Focus Scripture: 1 Kings 8:22-24, 37-39a

Key Verses: "Whatever prayer,...from any individual or from all your people Israel,...knowing the sufferings of their own hearts...; then hear in heaven your dwelling place." 1 Kings 8:38-39a (NRSV UE)

Word Power!!!

- **Solomon** – A very wise king of Israel who was the son of King David.

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

1. Understand the need to be concerned about others.
2. Think of ways to assist others who are less fortunate.
3. Understand that God wants us to share.
4. Comprehend the parallels between Solomon's request for wisdom and the ability to take care of his people and Nancee's concern for her classmate.

Teaching Strategies

Emphasis

1. Encourage learners to look for ways to help less privileged persons and others when they can.
2. Compare the story of Nancee's concern for her classmate and Solomon's concern for his people.

Questions

1. Why do you think King Solomon took time to pray for his people and their protection? Do you think all kings were concerned like this?
2. What is a way that you could help someone at your school or in your community who may need assistance?
3. If there were an opportunity at your school to fundraise to help someone in need, would you be willing to lead or at least participate in that effort? Why or why not?

Resources: Music for "I Need You to Survive" – video or lyrics

Hezekiah Asks for God's Help

Lesson 3

September 15, 2024

Lesson Scripture: 2 Kings 19

Focus Scripture: 2 Kings 19:14-20, 29-31

Key Verse: "So now, O Lord our God, save us, I pray you, from his hand, so that all the kingdoms of the earth may know that you, O Lord, are God alone." 2 Kings 19:19 (NRSV UE)

Word Power!!!

- **Hezekiah (he-ze-kī-yah)** – A godly king of Judah who served

with the prophet Isaiah.

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

1. Develop a concept of what the word *hero* means socially and spiritually.
2. Understand the prayer that Hezekiah offered to God and what it meant.
3. Visualize how heroes can come in the form of family, friends, or even strangers.
4. Understand and see God as our hero.

Teaching Strategies

Emphasis

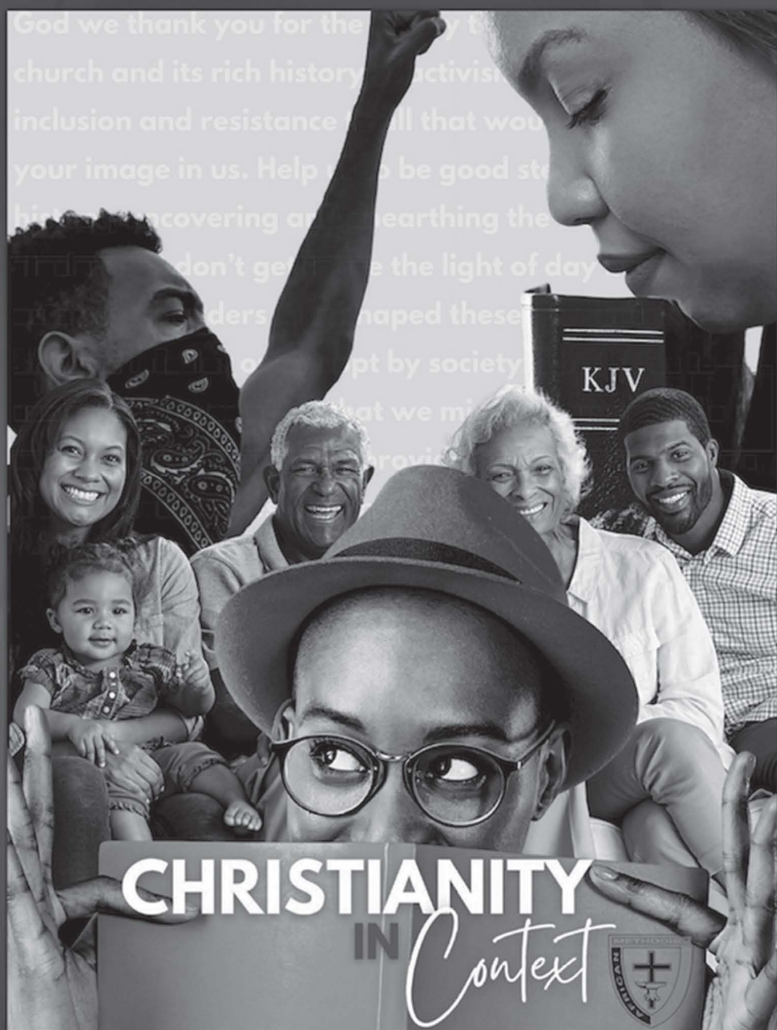
1. Stress the importance of looking at God's love as a part of God's hero relationship with us.
2. Focus on how prayer for others is a way to be a hero for them (it may be helpful to look at parallels between the prayer of Hezekiah and the prayer of Solomon from last week).

Questions

1. What is the name of a person who you know in your community or who you have learned about, who is a hero?
2. When you listen to the lyrics of this song, what are some of the lessons that they remind you of from today's story?
3. What is your definition of hero?

Resources: Video or recording of "Hero" by Mariah Carey

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.

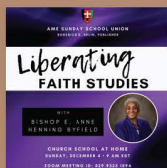
Join us at

www.iamame.org/christianityincontext/

We would be thrilled to have you with us!

CHURCH SCHOOL ESSENTIALS

**SOMETHING FOR EVERYONE
IN EVERY WAY**   



AME CHURCH SCHOOL

An international virtual platform gathering weekly extending our reach, impacting individuals and congregations far and wide.

Each Sunday – 9:00 a.m. Eastern

Zoom ID: 829 9325 1894



THE COMBINED TEACHER'S GUIDE

A structured resource which supports church school facilitation, engagement, and provides a source of insight.



VIRTUAL GRACE

A prayer community who connects virtually each day, enhancing spiritual growth through communal prayer.
virtualgrace.church.

Monday-Saturday: 12 p.m. Eastern

Zoom ID: 829 9325 1894



IAMAME.ORG

Essential resource for all *Church School Lessons*.

A centralized platform full of digital resources:

- Slide Deck for each Liberating Faith Studies (LFS) lesson
- Look Up and Sing: slides for the most sung AME hymns
- Worship Resources to enhance each liturgical season

HELP SPREAD GOD'S WORD

Each donation is a seed planted for the growth and flourishing of our faith community.

HOW TO CONTRIBUTE:

PayPal

Cash App (\$AMECHURCHSCHOOL)



Checks/Money Orders:
AMEC Publishing House
900 13TH Ave. South
Nashville, TN 37212

QUARTERLY PRICE INCREASE FOR FALL 2024

Liberating Faith Studies \$5.50

Sr., Int., Jr., Pri., and Beg. \$5.39

The Combined Teacher's Guide \$6.00

