

7th Grade Lesson Notes
Week 1: Behavior Covenant, Creation & Fall

Suggested Bible Reading: Genesis 1:1-2:25

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: This is the first week, you'll want to spend some time getting to know each other and laying the basic ground rules for your time together each week.

Read: Theme (p. 9) and Background (p. 11), they will help you set the tone for the first class.

Supplies: Paper, pens or pencils, student's Bibles or other books.

As each person arrives welcome them and engage in small talk.

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen initial and date it.

(10 min) Start: Go around the table and have everyone share their name, school, and the location of the most beautiful place they've ever been (like Eden).

Opening Prayer: Adult leader

(15 min) Community Building: (p. 9 first paragraph): Play "Whose Favorites", each participant should have a note card or piece of paper and something to write with. Everyone is going to make a list of their favorites without letting others see it. Then the leader will collect the lists, and randomly take turns reading each list as students guess who the list belongs to. Four favorites should be plenty

1. Food
2. Season of the year
3. School Subject
4. Free time activity (other than sleep☺).

Note: This is a good time to make encouraging comments and make sure that no student gets made fun of in a hurtful way.

(5 -10 min) Covenant: Talk about the covenant and have each person sign it. Save it in your folder.

(10 - 15 min) God's Action Plan (teacher guide):

Omit In the Dark activity on p. 12.

Ask, "How many days did it take God to create everything?" Sometimes people say seven, but it's really six because God rested on the 7th day. Ask students to open the Bible to Genesis and read chapter 1 paying special attention to what he created on each day and how He did it. Have them write a day number next to the verses that reference that particular day of creation. Next have the students compare which verses they marked for each day of creation.

(5 – 10 min Break) – encourage students to get up move around, and even go outside for a bit.

(10 – 15 Min) Community Building: give the students a stack of books (or use their Bibles, 6 – 8 books should be fine)

The students will need to work as a team. They must stack the books like Dominoes on end. They have three tries to see how far they can make the Dominoes line extend after they tip the first one.

Questions:

1. How are sins like Dominoes?
2. Can you come up with three examples from the Old Testament when sin worked that way? Israelites following Moses in the desert, King David and Bathsheba, Adam and Eve lies, Joseph's brothers...

(20 min) God's Action Plan (teacher guide):

Students should open their Bibles and work through the rest of the In the Light Activity (p. 12 and 13)

If Extra Time: Dig into Sin (p.14). No need for copies, just walk the students through it.

Homework:

Theme Verse: Read it once, write it in your journal, and draw a picture about it – Genesis 9:11

Sermon Notes: writing or drawing about major points you remember from the sermon.

7th Grade Lesson Notes
Week 2: The Great Flood

Suggested Bible Reading: Genesis 3

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: Make it a regular practice to pray for each student in your group before they arrive. In these early weeks it's important to devote time to sharing and relationship building. Note that's why the suggested breakdown times add up to less than two hours. I want you to have freedom to devote time to good discussion. If there is any extra time at the end simply give them their theme verses for the next week and allow them time to draw and express their faith in their journals. This week you'll be getting into God's Word Gen 6-9. Be prepared to

Read: Background and Central Truth (p. 15), it will help you set the tone for the first class.

Familiarize yourself with the *Into the Lesson* and *Into the Word* sections (p.16) Whenever the Teacher Guide says, "say" do your best not to read from the book directly, it's always better for the students when you put things in your own words.

Supplies: Paper, pens or pencils, Bibles.

As each person arrives welcome them and engage in small talk.

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(10 min) Start: Ask if a student would like to do the opening prayer, if not, that's fine. If you have a new student, go around the table and have everyone share their name, school, and favorite musician or type of music.

Opening Prayer: Student or Adult leader

(10 - 15 min) Community Building: Highs and Lows for the week (for example, my low is I had rough football practice yesterday, my high is that I'm looking forward to a little family trip we are going on this weekend). Make sure this is a very affirming process and move on to the next student. It's always ok to not share a low, but everyone has to share a high or two, it helps us recognize all the blessings God has given us.

(2 min) Covenant: Mention the covenant and have any new students sign it, then save it in your folder.

(10 - 15 min) What do you remember activity?

On your cell phone or laptop pull up a cute picture of Noah's ark from google images. A lot of times when people think of the Flood, these pictures come to mind. Maybe some of you even had your room decorated like this when you were a kid. Today we're going to look deeper into the Bible account of the flood, but before we do we want to know what you think.

Take 5- 10 minutes to write in your own words the things you remember about the flood (you may want to split them up so they can focus more). Why did it happen? How long did it last? What details do you know? Give the students a 1 minute warning when time is coming close. We'll put those away for now and come back to them after the break.

(10 min) Page 6 (work through it together) The top boxes give each student a chance to pick one word from the list below and place it in the category above under who thinks it is wrong? Just make sure you have one or two in each box so they get the idea that culture informs our ideas about sin.

(5 – 10 min Break) – encourage students to get up move around, and even go outside for a bit.

(20 – 25 minutes) Into the Word: Now have the students take out what they wrote about the flood. With their notes in hand ask them to read three chapters of Genesis 6-9. Pay particular attention to two things.

1. What was inaccurate or left out of your story?
2. How did God show grace (top p. 7)? You can do this together once they finish reading on their own. Remind them this is a great time to read their Bible with a pencil in hand to underline some of the more powerful verses. You may want to offer a short prayer for focus at this time.

At the end debrief the experience – what were some of the differences and similarities? What surprised them most about the Biblical account? It certainly doesn't seem so cute 😊.

(20 min) God's Action Plan (teacher guide):

Work through (p. 7) together. You don't need to fill in the "you could" blanks.

If Extra Time: Use the OPTION section on the bottom of p. 17 where it says Read the verses about God's continued Grace...

Homework:

Theme Verse: Read it once, write it in your journal, and draw a picture about it – Genesis 12:1-2

Sermon Notes: Simply write, and/or draw about major points you remember from the sermon.

7th Grade Lesson Notes
Week 3: God's Promise to Abram

Suggested Bible Reading: Genesis 6-9

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: Abraham was 75 years old when God first appeared to him. He and Sarah did not have their son, Isaac, until Abraham was 100 years old and Sarah was 90 years old! That's a long time to wait! Be prepared this week to talk about things like God's calling, and God's timing. Prepare a personal story or two about times you didn't see how God's plan working out in your life until you looked back. For example I didn't get in to college where I applied, but God used that time to get me in a Christian ministry program...

Read: *Into the Word* and *Into our Lives* (p. 20-21)

Supplies: Paper, pens or pencils, Bibles, copies of Reproducible 3 and a copy of the simple Genealogy below.

As each person arrives welcome them by name if you can ☺.

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(10 min) Start: Ask if a student would like to do the opening prayer and begin by reviewing the lesson from the previous week. **Opening Prayer:** Student or Adult leader

(10 - 15 min) Community Building:

Object lesson: Prop: a ruler (any object could work) and a volunteer. Begin by sharing a story about when someone broke a promise to you. Then ask for a volunteer. I am going to place this on the ground ask the volunteer if they can jump over it. Then make them PROMISE. I promise I can do this! (Put ruler about 1 foot away and have them leap over.) Now I'm going to put the ruler 3 feet away have the student PROMISE. Finally move it 7 -8 feet away (out of reach) and ask them to jump over. Do you PROMISE? Should you make this promise? Why should I not make this promise? (It isn't within my human power to make the promise come true.)

God can do anything. And whatever He says He is going to do, He will do. **God promised that He would 1) give Abram land; 2) turn his family into a great nation; 3) make his name great; 4) bless all the families of the world through him.**

(10 – 15 min) Student book page 8: (work through it together. Everyone but the reader should be writing answers in the blanks. Try to get the students to identify with discomfort God was asking Abram to experience. Why would moving be so hard in Bible times?

(5 – 10 min Break) – encourage students to get up move around, and even go outside for a bit.

(10 min) Family Tree – Talk about the family tree. Ask students to tell describe a family tree to you. Has anyone seen theirs? Show them an example of yours if you have one. One of the things we know from the Bible is that Jesus was part of the family tree from Abraham. Have them show you a very simplified example, then move on to the top of Student book page 9.

(15 – 20 minutes) Into our Lives:

If Extra Time: Use the finish the discussion about the family tree of Jesus and look up the two different accounts so they can make a side by side comparison. Or Hand out Reproducible 3.

Homework:

Theme Verse: Read it once, write it in your journal, and draw a picture about it – 1 Corinthians 1:27

Sermon Notes: Simply write, and/or draw about major points you remember from the sermon.

7th Grade Lesson Notes
Week 4: The Call of Moses / The Exodus

Suggested Bible Reading: Genesis 12, Genesis 15

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: Due to time constraints, we're skipping some stories and condensing more familiar stories like this one. Do your best to explain how the Israelites ended up in Egypt. Joseph (coat of many colors) brings his family to Egypt when he is an advisor to the Pharaoh, that's how the Israelites ended up in Egypt. Over the years, the Egyptians became more and more unhappy with all these Israelites living in their land, and Egyptians made them slaves. Working through the Exodus is also a familiar story for most students. Emphasize Passover when you're talking about this story because of it connects with Holy Communion. Both are rescue stories, since Jesus rescued us from our slavery to sin and brought us new life and freedom. Jesus is the ultimate Passover lamb. The map about the Exodus (below) should also be helpful. I haven't included a lot of hands on learning this week, but I did include a link to a 5 minute video clip if you'd like to show it on your computer to reinforce the learning.

Read: *Into the Lesson* and *Into the Word* (p. 28). Hold off on *Into Our Lives*. Also, prep *Into the Lesson* and *Into the Word* (p. 32)

Supplies: Paper, pens or pencils, Bibles, YouTube clip, and Exodus map.

Welcome each person as they arrive.

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(2min) Start: Opening Prayer: Student or Adult leader

(10- 15 min) Review: Do a short review of material from last week. Then set them up to get through two lessons today by bridging the gap between Abraham and slavery in Egypt.

(10 - 15 min) Community Building: Give each student a note card, or piece of paper and ask them to number 1-3. Then write their answers to this question. If your family were going to move, what 3 things would you like to know about your new location before you went there? (School be like? Kind of house? Family nearby?...) Give the students about three minutes and ask each person to share one. See if you can get the group to agree on what would make them most nervous about moving.

(15-20 min) Student book page 12: Work through it together. You can do these verbally, in small groups, or assign the 5 verses to 5 different students and have them report to the group.

(5 – 10 min Break) – encourage students to get up move around, and even go outside for a bit.

(5 min) Passover – make the connection between the plagues, the Passover, Jesus mentioned in our note above.

(5min) Prince of Egypt Clip: https://www.youtube.com/watch?v=BjJi6mu_Rg0

(20 minutes) Complete Work Book Page 14 and most of 15

If Extra Time: Look over the Exodus map and talk about what's about to happen in the desert. (p 149 in the leader guide)

Homework:

Theme Verse: Read it once, write it in your journal, and draw a picture about it – Exodus 20:1-3

Sermon Notes: Simply write, and/or draw about major points you remember from the sermon.

7th Grade Lesson Notes
Week 5: The Ten Commandments

Suggested Bible Reading: Exodus 1-24, Romans 3:19-24

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: Your group is probably familiar with the Ten Commandments. This lesson is simply to help prepare the students for an in-depth look at the Ten Commandments in 8th grade confirmation.

I think it's helpful to talk about why God gave us the Ten Commandments. Often the assumption is that God gave us the Law to tell us what not to do and keep us from having fun. However, the reality is that God's law protects us from a lot of harm and hurt. God knows what is best for us, and wants what is best for us, and that's where the Ten Commandments come into play – just like parents give rules to protect, teach, and show love to their children. The Ten Commandments also serve as a guide to love the Lord, and love our neighbor (Matt. 22).

Read: *Into the Lesson and Into the Word and Into our Lives* (p. 36 and 37). Also, prep *Into the Lesson and Into the Word* (p. 32)

Exodus 20, Jeremiah 31:31-34, and Matthew 22:37-39.

Supplies: Paper, pens or pencils, Bibles and a copy of the Ten Commandments below.

Welcome each person as they arrive.

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(2min) Start: Opening Prayer: Student or Adult leader

(10 min) Review: Do a short review of material from last week.

(10 - 15 min) Community Building: Many of us like to play games. What's one of your favorite games, and why? I'll give you a moment to think about and I'll share mine. I really like Monopoly, the NFL, or kickball... because there is a lot of strategy involved. Hear what they share, then ask them to share with a partner. If you could change or add one rule about your game what would it be? Give them 30 seconds. I wouldn't have them share with the group, because it could become a debate; however listen for a couple of examples to use to make your point. That a lot of times we see rules as a bad thing, but rules make games more enjoyable. And ultimately rules help to make life more enjoyable.

(10 min) Bibles: Turn to Exodus Chapter 20. Have the students read vs. 1-17. Take a moment and with your pencil write a number next to each of the commandments (don't use a pen for this because you may want to make changes).

(5-10 min) Share the picture of the Ten Commandments (the common reformed version numbering) then compare them to the Lutheran, and talk about why are they different? Does it matter? No. It's similar to reading different versions of the Lord's Prayer, or the Creed. The meaning of the commandments remains the same. The distinction we want to make is in relationship to the word of Jesus (Matthew 22).

(15-20 min) Student book page 12: Work through it together. You can do these verbally, in small groups, or assign the 5 verses to 5 different students and have them report to the group.

(5 – 10 min Break) – encourage students to get up move around, and even go outside for a bit.

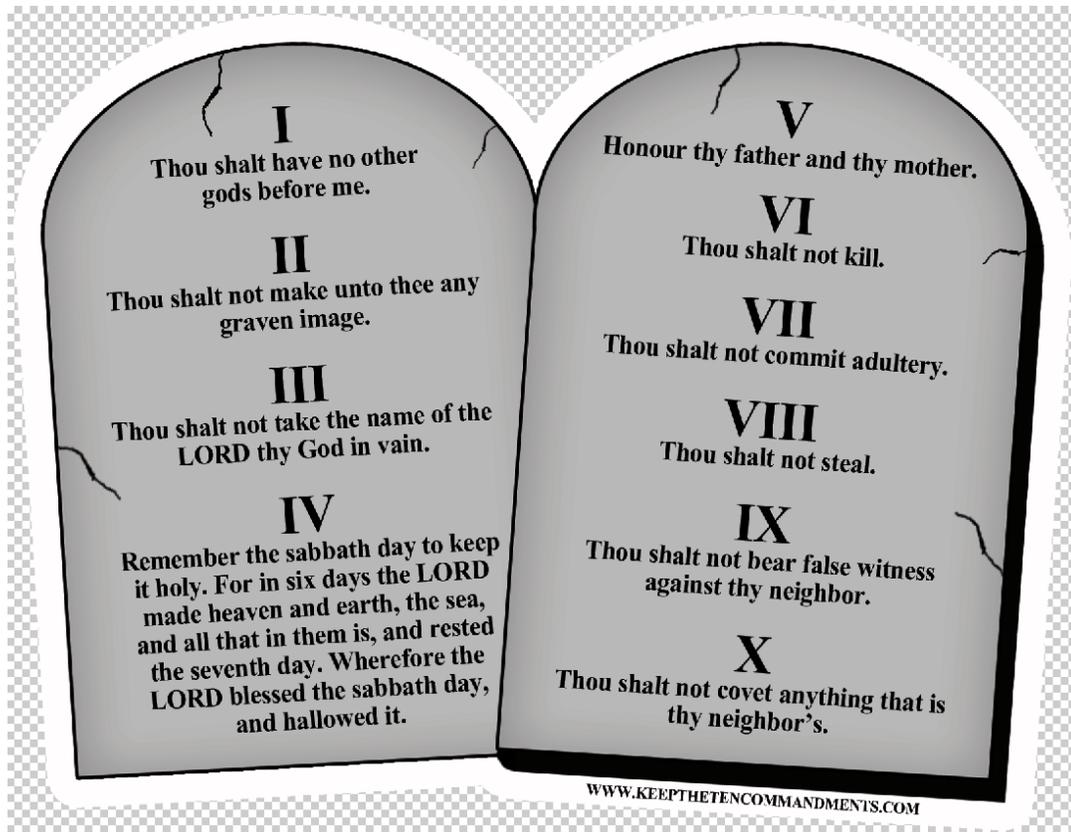
(20 minutes) Complete Work Book Page 17

If Extra Time: Use reproducible 7 on p. 38 of your teacher guide. No need for the copies you can just walk them through yours.

Homework:

Theme Verse: Read it once, write it in your journal, and draw a picture about it – Joshua 3:7

Sermon Notes: Simply write, and/or draw about major points you remember from the sermon.



Division of the Ten Commandments by religion/denomination

Commandment	Jewish (Talmudic)*	Anglican, Reformed, and other Christian	Orthodox and other Christian	Roman Catholic, Lutheran**
I am the Lord your God		preface		
You shall have no other gods before me	1	1	1	1
You shall not make for yourself an idol	2	2	2	
Do not take the name of the Lord in vain	3	3	3	2
Remember the Sabbath and keep it holy	4	4	4	3
Honor your father and mother	5	5	5	4
You shall not kill/murder†	6	6	6	5
You shall not commit adultery	7	7	7	6
You shall not steal††	8	8	8	7
You shall not bear false witness against your neighbor	9	9	9	8
You shall not covet‡ your neighbor's wife				9
You shall not covet‡ anything that belongs to your neighbor	10	10	10	10

7th Grade Lesson Notes
Week 6: Rahab and the Spies; Israel Crosses the Jordan

Suggested Bible Readings: Joshua 1-6, and particularly Joshua 1:9

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: This lesson shows the fulfillment of God's promise after the Israelites faced 40 years of wandering in the desert. Also, since you recently covered the crossing of the Red Sea, help the students see a parallel between that and the crossing of the Jordan River. Stories like this in the Bible are evidence to us that God always keeps His promises, so we know that we can also trust in Him and know that He is faithful.

Remembering what God has done: I think it's helpful to note that in this story, they use a physical monument as a way to remind them of God's amazing action to help the Israelites. This happens quite often throughout the Old Testament – God takes care of His people, and they set up some sort of memorial so that what happened will be remembered throughout all generations. This tells us that, in order to help us remember what God has done for us, it's often helpful to have something to remind us. You may want to talk with your group about things that help remind them of what God has done for them, or things that they could make/do that would serve as a reminder.

Read: *Into the Lesson and Into the Word and Into Our Lives* (pp. 46- 47) especially the associated Bible passages on page 47.

Supplies: Paper, pens or pencils, Bibles, and stones ones the size of a golf ball or larger are better, or two per participant.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(2min) Start: Opening Prayer: By now most of the students should be comfortable leading a prayer. Remind them this is a good way to practice their faith in a safe environment.

(10 min) Review: Do a short review of material from last week.

(10 - 15 min) Community Building: Give each participant a stone. Ask each participant to tell a story about a time they had to have courage because their faith was tested. Any adults in the room should set the tone by sharing a story first. After each person shares their story ask them to set their stone in the center of the table. Feel free to ask follow up questions to draw out more details. Now, ask the group to make the tallest tower they can (depending on the size and number of rocks they may want to do this on the floor). That will serve as a reminder of their courage in this place.

(5 - min) Bibles: Read Joshua 2:1-24 together

(10 - 15 min) Work through work book page 20

(5 – 10 min Break) – encourage students to get up and move around, and even go outside for a bit.

(20 - 25 min) Work book page 21: This would be fun to do on a white board, or newsprint (we have some giant post it notes in the copy room in the office if you'd like).

If Extra Time: Use reproducible 9 on p. 48 of your teacher guide.

Homework:

Theme Verse: Read it once, write it in your journal, and draw a picture about it – Judges 6:1, 12

Sermon Notes: Simply write, and/or draw about major points you remember from the sermon.

7th Grade Lesson Notes
Week 7: Gideon Leads God's People

Suggested Bible Reading: Judges 6-8, 2 Corinthians 12:9-10

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: This story takes place in the time of the Judges, which is the period between entering the Promised Land and the time of the kings. During this time, the Israelites continue in their pattern of disobeying God, followed by repression by a neighboring nation, during which they turn back to God and He raises up a deliverer leader (judge). The judges are also a foretaste of the ultimate deliverer leader – Jesus.

In the case of Gideon, he is a very unlikely candidate for leading a nation out of oppression. For that reason, this story is a great example of how God uses all kinds of people to do his work in the world, and He gives them the tools they need to do it.

Read: *Into the Lesson* and *Into the Word* and *Into our Lives* (pp. 50- 51). Judges 6-8

Supplies: Paper, pens or pencils, Bibles, copies of the Skit for each student (reproducible 10). If you'd like to have some more fun, white sheets of paper and tape to make a "story board".

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(2min) Start: Opening Prayer: By now most of the students should be comfortable leading a prayer. Remind them this is a good way to practice their faith in a safe environment. Praise, Repent, Ask, Yield (surrender things to God) – you can stress one or more areas so the students can develop different prayer skills.

(10 min) Review: Do a short review of material from last week.

(10 min) Community Building: What makes a good leader? Think of a great leader that's alive today. What are some of the qualities that describe them? Now let's open our books to page 22 and think about great leaders from history (other than Jesus).

(10 min) Work through work book page 22

(5 min) Reproducible 10- Do the skit ☺

(15 – 20 min) After the skit ask the students to identify 5 or 6 steps in the story. Write to title of the action on top of one of white pieces of paper, when you get through have students volunteer to create an image that represents their piece of the story. Try and fill the page. When they are finished, tape them to the wall similarly to the one on page 23 of their workbook.

(5 – 10 min Break) – encourage students to get up move around, and even go outside for a bit.

(10-15 min) Work book page 23: Finish up with the follow up questions.

If Extra Time: Let students get a head start on their journal.

Homework:

Theme Verse: Read it once, write it in your journal, and draw a picture about it – Isaiah 40:31

Sermon Notes: Simply write, and/or draw about major points you remember from the sermon.

7th Grade Lesson Notes
Week 8: David Becomes King

Suggested Bible Reading: 2 Samuel 7:11-16

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: There is a lot that you can talk about when it comes to David. It may be helpful to begin this lesson with a quick poll of what your students already know about David. It is important to highlight in this lesson is the link from David to Jesus. David was the closest thing that Israel had ever had to a Messiah up to that point, and God promised that the Messiah would come through David's family line. David was a man after God's own heart. This is very important to the overall story of the Bible. Obviously, David himself is not the Messiah, nor was he perfect, but he points to the future coming of the Messiah.

Even someone as faithful and important to God's story as David still made mistakes (i.e. the Bathsheba story). God isn't looking for perfection; he's looking for faith and trust in Him. This is an important distinction to help prevent a to-do list view of Christianity.

Read: Teacher Guide (p. 54 and 55).

Supplies: Paper, pens or pencils, Bibles, possibly extra copies of the map or 28 Reasons

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(2min) Start: Opening Prayer: By now most of the students should be comfortable leading a prayer. Remind them this is a good way to practice their faith in a safe environment. Praise, Repent, Ask, Yield (surrender things to God) – you can stress one or more areas so the students can develop different prayer skills.

(10 min) Review: Do a short review of material from last week.

(10 min) Community Building: Our opening question today is pretty simple. Let's go around the room and answer this question: What's one thing you are waiting for? After everyone shares follow up with the group by saying, What makes waiting hard?

(10 – 15 min) Map Now let's take a look at this map. It will help us understand all the different tribes David had to deal with in the Promised land. Work on *Into the Lesson* on page 54 of the leaders guide.

(15- 20 min) Why David Waited – Student book page 24 – you may want to consider having students work individually on a particular passage or in pairs then share their results with the group. Have them each write notes in each box as class members share.

(5-10 min) Break

(20 - 25 min) Workbook page 25 – Make time to talk about the 28 reasons list (below)

If Extra Time: Let students get a head start on their journal.

Homework:

Theme Verse: Read it once, write it in your journal, and draw a picture about it – 1 Peter 2:5

Sermon Notes: Simply write, and/or draw about major points you remember from the sermon.



Noah was a drunk
Abraham was too old
Isaac was a daydreamer
Jacob was a liar
Leah was ugly
Joseph was abused
Moses had a stuttering problem
Gideon was afraid
Samson had long hair and was a womanizer
Rahab was a prostitute
Jeremiah was too young
David was an adulterer and a murderer
Elijah was suicidal
Isaiah preached naked
Jonah ran from God
Naomi was a widow
Job went bankrupt
John the Baptist ate bugs
Andrew lived in the shadow of his big brother
Peter denied Christ
All the disciples fell asleep while praying and ran away when Jesus really needed them
Martha worried about everything
The Samaritan woman was divorced many times
Mary Magdalene was demon-possessed
Zaccheus was too small and a cheat
Timothy had an ulcer
Paul was a Christian-killer
Oh...and Lazarus was dead

Throughout history we have fallen short, messed up and sinned.
The good news: God has provided us with a savior, Jesus, who has paid for all sin through his sacrifice.
God does not base His love for us upon our
"goodness" although; we should live with the intent to honor Him with
our actions. "For it is by grace you have been saved, through faith—and this is not from yourselves, it is
the gift of God— not by works, so that no one can boast." Ephesians 2:8-9

Have faith - God doesn't call the qualified, He qualifies the called.

7th Grade Lesson Notes
Week 9: Solomon Builds a Temple

Suggested Bible Reading: 1 Kings 6-8

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Background: David had asked God to let him build a permanent temple, but God chose to have his son, Solomon, build it. The Temple was the center of worship, like our sanctuary is to us. But instead, imagine one sanctuary for all the Lutheran churches on the east coast. All of the required sacrifices and offerings were offered at the temple by the priests. The Temple was symbolic of God's physical presence (in Arc of the Covenant) among his people. Previously it had been in a tabernacle.

Outside Resources: Reading about the building of the Temple is a little difficult, since it consists mostly of measurements and materials that we are not very familiar with. It can be hard to picture what the reading is talking about. Here is a virtual tour that might help out. I suggest you turn off the music, and only watch the first 4 minutes. Finish where the commandments are revealed in the arc. <https://www.youtube.com/watch?v=hrrXnwb4Xus>

Read: Teacher Guide (p. 54 and 55). 1 Kings 5-8

Supplies: Paper, pens or pencils, Bibles, possibly a laptop for the video and reproducible 12 if desired.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(5 min) Start: Opening Prayer: By now most of the students should be comfortable leading a prayer. Remind them this is a good way to practice their faith in a safe environment. Praise, Repent, Ask, Yield (surrender things to God) – you can stress one or more areas so the students can develop different prayer skills. Or you can do a “Big things” prayer where everyone shares major concerns they think about like world hunger or terrorism.

(10 min) Review: Do a short review of material from last week.

(10 min) Community Building: Today we are going to be talking about a Temple. Has anyone ever been inside a temple? If not, tell us what you remember about the biggest or best church you've ever been in. What made it memorable to you?

(15- 20 min) Lesson 12

(5-10 min) Break

(10 min) Show the video (link above) and ask students to draw or write the parts of the Temple that they see for discussion later. Once you've completed the video have each student draw a simple top view of 5 or 6 of the major parts of the Temple. This will help them remember it.

(15 min) Continue with lesson 12, or move on to reproducible 12

If Extra Time: Let students get a head start on their journal.

Homework:

Theme Verse: Read it once, write it in your journal, and draw a picture about it – John 8: 34-36

Sermon Notes: Simply write, and/or draw about major points you remember from the sermon.

7th Grade Lesson Notes
Week 10: God's People in Captivity

Suggested Bible Reading: 2 Kings 23:31-25:21, 2 Chronicles 36:1-21

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: If we were to read all of 2 Kings and 2 Chronicles, we would notice how stubborn and wicked God's people were. But, even though unbelief marked this period, there were still moments of faith like the reign of Josiah who became King of Judah at age 8 and did what was right in God's eyes (2 Kings 22:2). The theme is straight forward, but also complex: God loves us, and God hates sin and what sin does to us.

We ignore His Word which leads to our suffering, sin, and separation from God. But God is faithful and just in keeping his prophetic promise that he will bring a Savior from the line of David. Students may be tempted to see God as a killer and harsh judge. Continue to remind them that based on our sin we all deserve only death and eternal punishment. God has redeemed us even though we don't deserve it. ²³for all have sinned and fall short of the glory of God, ²⁴and all are justified freely by his grace through the redemption that came by Christ Jesus." Romans 3:23-24

Outside Resources: Object lesson "Coated by Sin"

Read: Teacher Guide (p. 66 and 67). 2 Kings 22 – 25 (Skim it – for a better understanding of the theme)

Supplies: Paper, pens or pencils, Bibles, possibly a coat, rope, and scissors for the object lesson.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(2 min) Start: Opening Prayer: Ask a student to read the Prayer of Repentance (below)

(10 min) Review: Do a short review of material from last week.

(10 min) Community Building: Today we will be talking about God's people in captivity, and the judgement God placed on His people. Some people believe the Bible is a collection of moral stories that show people how to live. What are the dangers of viewing the Bible as only a moral guidebook? (Teachers, use the notes on p. 66 to help you facilitate that discussion)

(15- 20 min) Lesson 14 p. 30

(5-10 min) Break

(10 min) Object Lesson (Below)

(15 min) Continue with lesson 14 p. 31

If Extra Time: Take a look at reproducible 14

Homework: None!

Theme Verse:

Sermon Notes:

“Coated by Sin” Object Lesson

- Ask for a volunteer willing to put on a coat and have their hands tied for a moment.
- Tie their wrist together.
- Now, ask them to get out of the coat. It won't be possible, but encourage them to try.
- Say: This is like your sin. No matter what you try you can never get it off. No matter how hard you struggle you will always be a captive of sin. But you don't have to live this way Jesus came to set you free.
- Cut the rope (I used yarn) on their wrists, but ask them to keep their hands together.
- Ask them to get out of the coat with their hands still together. Again it will be impossible.
- Say, “Many Christians live like this. Their hands are free, but they still live like they are bound. They can have victory over sin, over their fears, over their weaknesses, but they refuse to live like they are set free. We need to stop living like we are bound. We need to realize that we have been set free from this stuff, and we can truly be free.”
- Take off the coat and have your volunteer sit down. Encourage your audience to clap for them as you do.

Prayer of Repentance

Prayer for repentance

*Dear Father,
I have suffered at the hands of others.
I know things have conditioned me,
And hurt me.
But it's not all just about my situation,
Or my past.
I've made mistakes, and the denial of my sin,
Is an obstacle to my freedom.
I will not be deceived by the lie,
Telling me there is no hope.
I will not be confused by the world,
Telling me there is no price to be paid.
God, you want to set me free in truth.
That is why you sent your Son.
To save me.
That I may be free in Christ rising up.
Show me Lord where my faults are.
That you may clean my wounds.
Forgive me Lord.
Free me Jesus.
Cleanse me Father.
Renew me Holy Spirit.
In Jesus' name,
Amen.*

7th Grade Lesson Notes
Week 11: God's People Return from Captivity

Suggested Bible Reading: Ezra—the whole book. Sometimes there is no substitute for reading God's Word. Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: In this week's lesson, God brings the people back to their land (Judah), and they rebuild and dedicate the Temple. They showed their faithfulness to God. They even got to work on rebuilding the Temple before they started building homes for themselves. You could say that they learned their lesson during the exile about what needs to come first in their lives.

This story serves as a reminder of God's faithfulness (another example of God keeping His word). The fresh start that the Israelites had parallels our fresh start through Jesus. In Him, our old, sinful self is gone and we are a new creation. Our sins are forgiven so that we are always getting a "do-over." God wants to be the first priority in our lives. We can rely on God to take care of us.

Outside Resources: None

Read: Teacher Guide (p. 70 and 71).

Supplies: Paper, pens or pencils, Bibles

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(2 min) Start: Opening Prayer: Ask students to repeat after you, it's another way to learn simple prayers. You may also want to pray this prayer at the end of class by having a student read it.

Dear Jesus, I know You have a plan, I pray for direction to follow it, patience to wait on it, and knowledge to know when it comes. Amen

(10 – 20 min) Review: Do a review of the major themes that have gotten you to this point in the material.

(5 - 10 min) Community Building: In your journal write about a time you kept a promise, and then share that story with the class.

(10 – 15 min) Lesson 15 p.32

(5-10 min) Break

(30 – 40 min) Today we have a special challenge for you. We believe you are ready for this kind of assignment. You'll find out about this challenge in a few minutes, but before we do that we need to start reading here first. Then begin at the "Who Are They" section.

Continue with lesson 15 p. 33

Then guide your students through the book of Ezra Chapters 1-6. Feel free to allow them to read some parts as a group, some individually, and some parts you can skip over like genealogy. Make sure to have them underline and note a couple of things. At the end the reward could simply be your praise and their recognition that they are learning as adult disciples of Christ. (If you want to give them something extra you can do that too☺).

If Extra Time: Take a look at reproducible 15

Homework:

Theme Verse: John 1:14

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you've heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).

7th Grade Lesson Notes
Week 12: Jesus is Born

Preparation: This week is a very familiar story for all of us. Since the story is familiar, you can emphasize some of the deeper parts to Jesus' coming – the fulfillment of prophecies, his dual nature, and His mission during His life on earth.

Our curriculum does not include much about what Jesus did during his years of ministry, so I have included a couple of extra handouts that you can use if you would like to fill in those years for your students. They are in the attached PDF.

Outside Resources: PDF files and Crossword if you'd like to use it.

Read: Teacher Guide (p. 76 - 77)

Supplies: Paper, pens or pencils, Bibles, copies of the crossword on page 78 for each student.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Once you've seen it, initial and date it.

(2 min) Start: Opening Prayer: Pray about babies today. They may be newborns in our lives, or unborn babies, or even a nation of babies. Today our lesson is on the birth of Jesus, this will fit well with our class today.

(10 min) Review: Do a review of the material that was covered last time you met.

(10 – 15 min) Community Building: Today we are going to work in teams of two. Your task is to work together to complete one crossword puzzle in the shortest time. Hint- it may be helpful to have a phone or Bible handy. This will also serve as a review of the Jesus birth story.

(10 – 15 min) Lesson 16 p.34

(5-10 min) Break

(20 min) Continue with lesson 16 p. 35

If Extra Time: Take a look at the charts regarding the Events in the Life of Jesus and His Miracles

Homework:

Theme Verse: Luke 9:23

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you've heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).

7th Grade Lesson Notes
Week 13: Jesus' First Disciples

Suggested Bible Reading: Mark 1:14-20

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: This lesson looks at the way Jesus began his ministry. The calling of the disciples takes place after Jesus is baptized by John and spends 40 days in the wilderness being tempted by the devil. We are also disciples of Jesus, so there is a lot that we can learn from the original twelve.

I think it's important to note that the 12 disciples were not spectacular people. This group of twelve men came from very different religious, political, and socio-economic backgrounds. This is important to note, because most middle school students do not feel called to or capable of making a difference for God here on earth. Jesus chose these disciples and gave them what they needed to follow Him, and Jesus does the same thing for each of us. We have each been called through our baptism as a disciple of Jesus.

Outside Resources: The Disciples Handout (available for teachers on the bookshelf in the church office), and the prayer if you chose to use it.

Read: Teacher Guide (p. 80-81), Mark 1:14-20

Supplies: Paper, pens or pencils, Bibles.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Take a look to see if the students are coming up with good examples of the Law and Gospel from the sermon. Once you've seen it, initial and date it.

(2 min) Start: Opening Prayer: Ask one of the students to share the attached prayer, or read it together. Praying the words of others is a good way to develop your prayer language. (see attached)

(5 -10 min) Review: Do a review of the material that was covered last time you met.

(10 – 15 min) Community Building: (5 min) In your journal, please describe a time in your life when you were asked to do something you weren't sure you could do. What was the result? (5 - 10 min) Ask everyone in your group to share their story.

(20 min) Lesson 17 p. 36 Have each student look up their reading and determine which side of the chart it should go on. Then have each student share their reading with the group. Finish the *Now is the Time* Section, then go to break.

(5-10 min) Break

(10 – 15 min) Hand out, or discuss the disciples. Particularly touch on their personalities. Ask students to identify the disciple that seems to be most similar to them. The point of all this is to show that these individuals weren't perfect.

(10 min) Continue with lesson 17 p. 37 Fishers of Men?

Homework:

Theme Verse: 2 Timothy 4:18

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you've heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).

Heavenly Father,

Your word in Isaiah 55:9, says, “For as the heavens are higher than the earth, so are my ways higher than your ways and my thoughts than your thoughts.” And in response to your word I say, “I thank you for being above me and knowing what is best for me.” In this life, we are all searching for our purpose and asking for your will to be done. I pray that as each of us comes to a point in our lives where we dare to ask you to reveal your will for us, you would put us in a place of acceptance of what you reveal to us. It may not be what we want, but it will surely be what we need in order to live a life fully invested in you. When fear attempts to consume us, be the destroyer of the fear by your perfect love because we know it casts out all fear. Let us always desire to be with you above all things. Seeking your kingdom first and letting everything else be added afterword. Help us to live in love with you, accept your will for our lives. In Jesus’ Name, Amen

7th Grade Lesson Notes
Week 14: Parables of the Kingdom

Suggested Bible Reading: Matthew 13:24-52

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: This lesson covers a section of scripture that contains many of Jesus' parables, but not all of them. Feel free to look at others if you like. Jesus used parables (fictional stories) to help people better understand God's work, and to give guidance on how to live our lives in a God-pleasing way. It may be helpful to see if your group can come up with some modern-day parables that deal with things we don't encounter very often – mustard seeds, fishing nets, and sheep.

Outside Resources: none

Read: Teacher Guide (p. 92-93)

Supplies: Paper, pens or pencils, Bibles.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Take a look to see if the students are coming up with good examples of the Law and Gospel from the sermon. Once you've seen it, initial and date it.

(5 min) Start: Opening Prayer: Today ask the students to think of a friend or family member that is in need of prayer. Now write their name in your prayer journal. Write in whatever style you like; bubble letters are fine 😊. As you are writing their name, be praying for the issues they have going in their life. Then you may want to add simple pictures or words to accent things that God is bringing into your mind. Give them 4 – 5 minutes with this.

(5 -10 min) Review: Do a review of the material that was covered last time you met.

(10 – 15 min) Community Building: (5 min) In your journal, write some of the details of one of the best stories you've ever heard. You may pick a book or movie idea, but don't be too specific. After 5 min we'll ask a couple people to share the details of their story. See if anyone can identify the story (5 - 10 min) After 2 people have shared ask the group, what makes a good story? Note some of the details...

(20 - 25 min) Lesson 20 p. 42 Take a break at the Matter of Cost and Value section

(5-10 min) Break

(10 – 15 min) Modern Day Parable: Now that we've gone over a few of these, we are going to come up with modern parables. We aren't farmers and fishermen ourselves so have the two groups come up with a new subject of a parable to explain the story. Write and outline and then explain it or act it out. For example, the parable of the lost sheep could be the lost car, and the car dealer left all the cars in his lot to go out and find the one Honda Civic... Break into two or three groups and assign the weeds, the net, and the mustard seed.

Have each group share their story. Remind them that what they just did was practice Christian story telling. Think about how you could use this with your friends and family to help the Bible become more real for them. Then challenge them to share a modern parable with their parents on the way home.

Homework:

Theme Verse: Romans 5:6, 8

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you've heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).

7th Grade Lesson Notes
Week 15: The Good Samaritan; The Lost Son

Suggested Bible Reading: Luke 10:30 -35, Luke 11:15-32

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: Two lessons are scheduled for today. Each parable should be pretty familiar to most students. The Good Samaritan reminds us that because of sin, we can't earn eternal life. We receive love and care from Jesus, and we are empowered to give love and care to others through the Holy Spirit (sanctification – being made holy). The second lesson is important because it reminds us that our heavenly father forgives repentant sinners unconditionally. Many of us can identify with The Lost Son, but some of us can relate more to his older brother that seems to be doing all the “right” things. It's good to point out that he is still wrapped up in sins of jealousy, anger, and pride.

Outside Resources: none

Read: Teacher Guide (p. 100-105),

Supplies: Paper, pens or pencils, Bibles.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Take a look to see if the students are coming up with good examples of the Law and Gospel from the sermon. Once you've seen it, initial and date it.

(5 min) Start: Have the students listen and see if they can recognize it, and note any word or phrase they like in particular. **Opening Prayer:** I thank you, my heavenly Father, through Jesus Christ, Your dear Son, that You have graciously kept me this day; and I pray that You would forgive me all my sins where I have done wrong, and graciously keep me this night. For into Your hands, I commend myself, my body and soul, and all things. Let Your holy angel be with me, that the evil foe may have no power over me. Amen.

Luther's Evening Prayer

(5 -10 min) Review: Do a review of the material that was covered last time you met.

(10 – 15 min) Community Building: Skip the Good and Bad Questions section. Open Bibles to Luke 10 and read, then move on to Acting It Out (p.46 in the student book). Acting It Out will serve as community building today because we are trying to cover two lessons.

(20 min) Lesson 22 p. 46-47

(5-10 min) Break

(20 min) Lesson 23 p.48 -49

These activities are pretty simple, but I believe they will do a good job of driving the lesson home for students. In the Welcome Home section you may want to work with them on the first few so they have a good idea how to do that one.

Homework:

Theme Verse: Matthew 26:27-28

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you've heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).

7th Grade Lesson Notes
Week 16: The Last Supper

Suggested Bible Readings: Mark 14:12-15:51, Matthew 26:17-30

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: This story should not be new to your students, and they will be hearing it again in church next month when we get to Holy Week. You may want to encourage your students to come to Maundy Thursday and Good Friday services, if they have not gone before.

The gift that Jesus gave to us during the Last Supper is Holy Communion. Communion is a means of grace (a way we receive grace). In the holy meal, Jesus offers forgiveness and life through His body and blood present in the bread and wine.

Outside Resources: Piece of fruit with sections like an orange or an apple that you cut up.

Read: Teacher Guide (p. 110-111)

Supplies: Paper, pens or pencils, Bibles.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Take a look to see if the students are coming up with good examples of the Law and Gospel from the sermon. Once you've seen it, initial and date it.

(3 min) Start: You may want to have one person read the prayer and the others look in Psalm 103 to learn how to pray Scripture. **Opening Prayer:** Dear God, You are compassionate and merciful, slow to get angry and filled with unfailing love. You will not constantly accuse us, nor remain angry forever. You do not punish us for all our sins; You do not deal harshly with us, as we deserve. For your unfailing love toward those who fear you is as great as the height of the heavens above the earth. You have removed our sins as far from us as the east is from the west. For all this we thank you, Amen. Based on Psalm 103:8 -10

(5 -10 min) Review: Do a review of the material that was covered last time you met.

(10 – 15 min) Community Building: In your journal write about a traditional family meal experience. Think about holidays, or special days like birthdays. Try to identify something that is somewhat different than others in the class. Then go around the room and share your story.

(20 min) Lesson 24 p. 50

(5-10 min) Break –

Divide your orange or apple into pieces. Then share one with every person in the room. Question: How is this cut up apple like the "body of Christ"? Have students contribute their ideas. Then make sure they hit on the fact that just is each piece is part of the whole; each person is part of the body of Christ on earth and in heaven. Then lead a short prayer thanking God for the gift of faith and unity through the Spirit.

(30 min) Lesson 24 p.51

Spend most of your time on this page, particularly the "For the Forgiveness of Sins" section. The leader guide does a nice job of providing definitions and scripture support.

Homework:

Theme Verse: 1 Peter 2:24

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you've heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).

7th Grade Lesson Notes
Week 17: Jesus Died and Buried

Suggested Bible Reading: Matthew 27:32-66

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: This lesson has a tendency to be very law-heavy, since this is when Jesus is taking all of our sins on himself and dying in our place. The sins of all mankind (including ours) held him there.

The good news is that Jesus was not in any way forced to do this, and He could have gotten out of it if He wanted to. He loves us SO much that He was willing to do absolutely anything to bring us back to Him. Ultimately, His death was not about defeat – it was about victory! Jesus knew that in His death, the victory over sin and death was won.

Optional Activity: I have found it helpful to show portions of the movie *The Passion of the Christ*. If you do this, keep in mind that the movie is rated R and is VERY violent in parts. In previous classes, I have shown the garden of Gethsemane, the arrest, and the trial. These are pretty mild, violence-wise. If you decide to show this, it's definitely best to keep parents informed and allow options for parents who do not want their child to watch.

Outside Resources: Laptop if you want to show the videos

Read: Teacher Guide (p. 114-115)

Supplies: Paper, pens or pencils, Bibles.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Take a look to see if the students are coming up with good examples of the Law and Gospel from the sermon. Once you've seen it, initial and date it.

(3 min) Start: Opening prayer – Share a prayer for someone you know that is experiencing a struggle in their life right now.

(5 -10 min) Review: Do a review of the material that was covered last time you met. The following clip is about 4.5 min.
The Last Supper and the Garden Scene from Passion of the Christ: https://www.youtube.com/watch?v=53ikE7JR0_o

(10 – 15 min) Community Building: In your journal answer this question. What images or words come to mind when you think about death? Ask students to share some answers. We often associate death with negativity. Can anyone think of examples where death can be a positive thing? How could the death of Jesus be both horrible and wonderful?

(20 min) Lesson 25 p. 52: You may want to choose one of the two following videos to enhance learning today.

Each video is about three and a half minutes long.

By His Wounds (some blood) <https://www.youtube.com/watch?v=USOcWOKGgls>

By His Wounds (Jesus Painter) <https://www.youtube.com/watch?v=JElzkHX5smE>

(5-10 min) Break –

(20 min) Lesson 25 p.53 “My Words... My Actions” – discuss this with the kids as a group and help them identify a variety of things that could be written there. Then have them write it out independently.

Homework:

Theme Verse: 1 Peter 3:18

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you've heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).

7th Grade Lesson Notes
Week 18: Jesus Rises from the Dead

Suggested Bible Reading: Matthew 28:1-15

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: The story never gets old though. It is the foundation of all we believe and confess. This lesson gives us an opportunity to talk about the way that we view death. Your students have probably experienced death in varying degrees. They may have experienced the death of a family member or friend. Death is a difficult thing for all of us to deal with, but we as Christians have a different perspective on death due to Jesus' resurrection. He has conquered death, and God has promised us that those who believe will live with Him forever, even though we die. Philippians 3:20 reminds us, "But our citizenship is in heaven. And we eagerly await a Savior from there, the Lord Jesus Christ"

Outside Resources: Copies of the Easter word search below

Read: Teacher Guide (p. 118-119)

Supplies: Paper, pens or pencils, Bibles.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Take a look to see if the students are coming up with good examples of the Law and Gospel from the sermon. Once you've seen it, initial and date it.

(5 min) Start: Opening prayer – If your group is comfortable with one another at this point in the year. Have each student share the first name of someone that they know doesn't believe in Jesus. Then pray for an opportunity to show that person love and care based on God's message of victory in Jesus.

(5 -10 min) Review: Do a review of the material that was covered last time you met.

(10 – 15 min) Community Building: In your journal answer this question. A friend asks you, "Why is Easter special to you?" What would you tell them? Take a few minutes to write your answer.

(15 min) Lesson 26 p. 54

(5-10 min) Break –

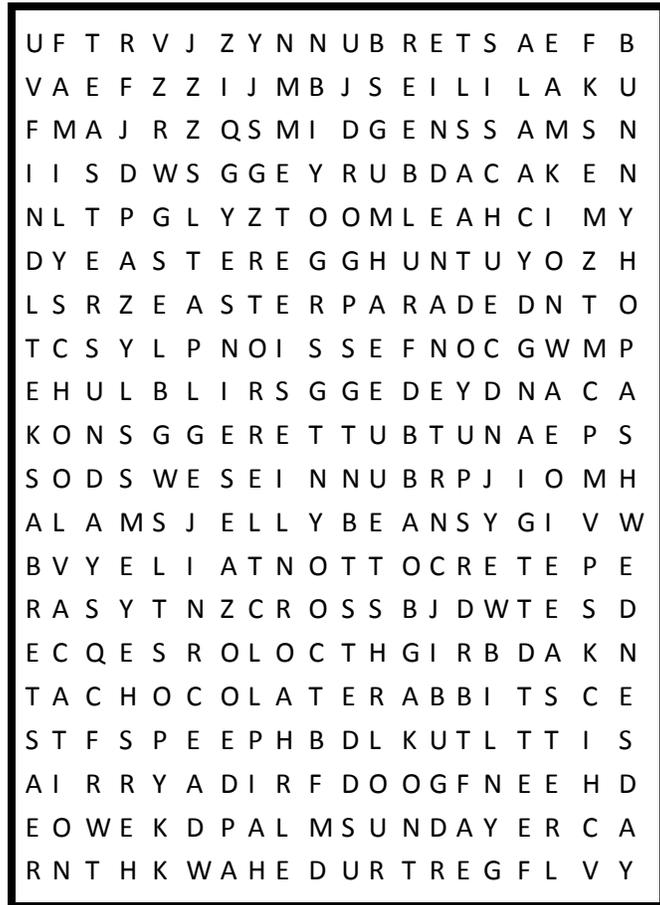
(20 min) Lesson 26 p.55 – Have each student look up each verse, then have them highlight or underline these verses. If there is extra time have the students work on the word search for fun.

Homework:

Theme Verse: Acts 2:38

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you've heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).

Easter



ASH WEDNESDAY

BIBLE

BRIGHT COLORS

BUNNIES

BUNNY HOP

CADBURY EGGS

CANDY

CHICKS

CHOCOLATE RABBITS

CONFESSION

CROSS

DUCKS

DYED EGGS

EASTER

EASTER BASKET

EASTER BUNNY

EASTER EGG HUNT

EASTER PARADE

EASTER SUNDAY

FAMILY

GERTRUDE HAWK

GOOD FRIDAY

HERSHEY

JELLY BEANS

LENT

LILIES

MASS

MICHAEL MOOTZ

PALM SUNDAY

PEANUT BUTTER EGGS

PEEPS

PETER COTTONTAIL

REESE S

SCHOOL VACATION

SMIDGENS

7th Grade Lesson Notes
Week 19: Pentecost

Suggested Bible Reading: Acts 2:1-41

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: The important idea of this lesson is the work and power of the Holy Spirit, both at Pentecost and in our lives today. The Holy Spirit works in the disciples and the Christians that came after them to spread the Gospel to the whole world, and the Spirit continues to do that in every believer today. The Holy Spirit creates faith within us, helps us grow and become more Christ-like, and gives us the gifts we need to carry out God’s mission in the world. This is called sanctification. The Spirit also gives us the words and the courage we need to share our faith with those around us.

Pentecost gets its name from the Greek meaning “Fiftieth Day.” The Feast of Pentecost occurs fifty days after the Feast of Passover and was a Jewish harvest feast. Now it has new meaning with the gift of the Holy Spirit given in the Acts 2 account. Passover is considered the birth of the church, so in a way our Pentecost celebration every year is a birthday party. This could be a fun element to incorporate into your lesson – everyone loves a birthday party!

You may get questions about speaking in tongues, especially if students in your group have Pentecostal friends. While speaking in tongues is one of many spiritual gifts, not everyone has to be able to speak in tongues. Pentecostal friends may tell them that they haven’t been filled with the Holy Spirit if they have not spoken in tongues, but the Holy Spirit is already within us if we have faith (a gift of the Spirit) and if we are baptized (we receive the Holy Spirit at our baptism).

Outside Resources:

Read: Teacher Guide (p. 126-127)

Supplies: Paper, pens or pencils, Bibles.

Welcome each person as they arrive

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Take a look to see if the students are coming up with good examples of the Law and Gospel from the sermon. Once you’ve seen it, initial and date it.

(5 min) Start: Opening prayer – Have each student pick a fruit from the prayer page below and ask for particular blessings from God in that area. Two sentences per student would be good for the one fruit. They can write them out ahead of time if they like.

(5 -10 min) Review: Do a review of the material that was covered last time you met.

(10 – 15 min) Community Building: In your journal answer this question. Describe a time that you were concerned or fearful because of the absence of a leader. Then be prepared to share your answer with a partner or with the group as a whole. An adult should give an example first.

(20 min) Lesson 28 p. 58-59 I wouldn’t worry about completing the bottom arrow on page 59. I’d rather you spent time on the reproducible on page **128** in the leader guide. No need to have copies for everyone, just work through it together.

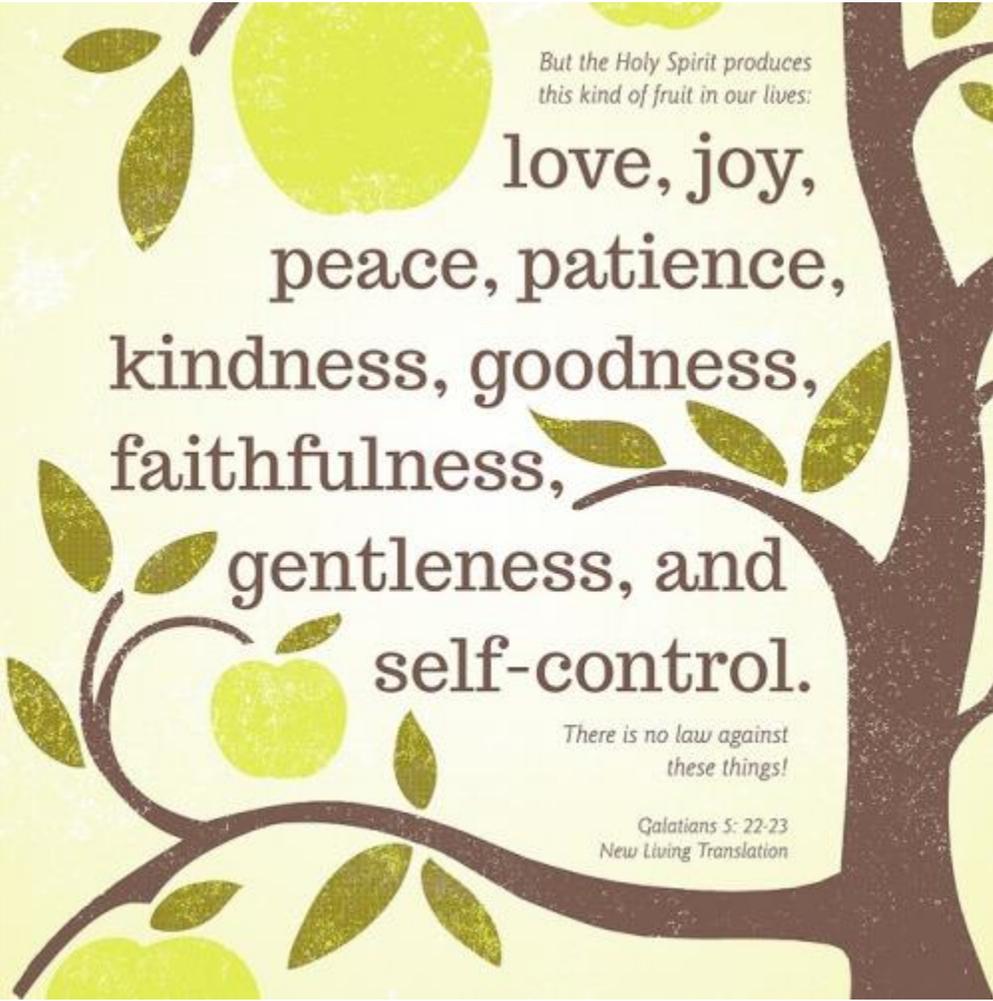
(5-10 min) Break –

(20 min) The Person of the Holy Spirit – p 128 in the leader guide

Homework:

Theme Verse: Acts 9:15-16

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you’ve heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).



*But the Holy Spirit produces
this kind of fruit in our lives:*

love, joy,
peace, patience,
kindness, goodness,
faithfulness,
gentleness, and
self-control.

*There is no law against
these things!*

*Galatians 5: 22-23
New Living Translation*

7th Grade Lesson Notes
Week 20: Saul Comes to Faith

Suggested Bible Reading: Acts 9:1-31

Consider www.biblegateway.com for longer passages of Scripture. Have your students follow along in their Bibles.

Preparation: This lesson is the story of the amazing conversion of Saul, persecutor of the church, to Paul, follower of Christ and missionary. One of the things this story shows us is that the Holy Spirit can work in even the most unbelieving heart, and anyone can be brought to faith in Christ. It's also a good example of a life lived in response to God's call, because after Paul's conversion, he told everyone he met about Jesus.

Background/Handouts: Paul wrote 13 of the New Testament epistles: Romans, 1 & 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 & 2 Timothy, Titus, and Philemon. All of these letters were written to churches or individuals that he had met on his missionary journeys. The epistles (letters) are great for sparking discussion about how our faith applies to our everyday life, because Paul wrote to address questions and issues that came up in the lives of the churches and individuals.

Outside Resources:

Read: Teacher Guide (p. 134 – 135)

Supplies: Paper, pens or pencils, Bibles.

Welcome each person as they arrive.

(10 min) Theme Verse and Sermon Notes: Ask if you can look at their journal which would include the theme verse in preparation for the week and sermon notes. Take a look to see if the students are coming up with good examples of the Law and Gospel from the sermon. Once you've seen it, initial and date it.

(10 min) Start: Opening prayer – Today we will begin with affirmations. Teachers should feel free to give positive and encouraging comments for each individual student. Then pray thanksgiving for the year you've had together and blessings on each student individually and family.

(5 -10 min) Review: Do a review of the material that was covered last time you met.

(10 – 15 min) Community Building: In your journal answer this question. Write about any person you're aware of that has changed their ways for the better. It could be by becoming a believer in Christ, or they could have just changed the way they acted.

Follow up question for discussion: Is there anyone living that is so evil that they can't become a Christian? Why or Why not? Terrorists, molesters, murders... God desires that everyone comes to a saving knowledge of Him. (1 Tim: 2:4)

(20 min) Lesson 30 p. 62-63

(5-10 min) Break

(15 min) The Person of the Holy Spirit – p 136 in the leader guide, you can work through this one together.

Homework:

Theme Verse: 2 Timothy 3:16 Let's read it together...

Sermon Notes: Using words, images or both, identify the theme of the sermon. Also write one reference you've heard about the Law (shows our sin) and one reference you heard to the Gospel (shows our Savior).