

# Unit 3

# Be a Real Christian

## Bible Memory

Romans 12:9, 10, 13

<sup>9</sup>“Love must be sincere. Hate what is evil; cling to what is good. <sup>10</sup>Be devoted to one another in love. Honor one another above yourselves. <sup>13</sup>Share with the Lord’s people who are in need. Practice hospitality.”



## Bible Skills

Bible skills are intentionally integrated into each lesson. You’ll help preteens learn how to use their Bibles so they are immersed in God’s Word.

Look for this symbol throughout the teacher guide to identify activities that work well for all kids, including those with special needs. Additional helps for teaching kids with special needs can be found on the *Resources* CD and at [www.21stcc.com](http://www.21stcc.com).



Lesson	Scripture	Focus
<b>Lesson 8</b> A Real Life	Matthew 23	♥ Live a genuine Christian life.
<b>Lesson 9</b> Real Love	James 2; Romans 15	♥ Love and accept everyone.
<b>Lesson 10</b> Real Humility	Luke 18	♥ Show humility.
<b>Lesson 11</b> Real Generosity	1 Kings 21	♥ Be generous.

## Immerse Materials for Unit 3

### PreTeen Activities

Lessons 8–11

### PreTeen Resources

#### Visuals

Sheet 7—Romans 12:9, 10, 13 Bible Memory Poster

#### CD

#### Audio Tracks

Track 1—Preteen Talk Live, lesson 8

Track 2—Story Endings, lesson 10

Track 3—“Temper Tantrums,” lesson 11

#### Printable Files

Circles of Love, lesson 9

Generosity, lesson 11

Hypocrite Skits, lesson 8

*King James Version* Bible Memory, unit 3

*King James Version* Scripture texts, lessons 8–11

*New International Version* Scripture texts, lessons 8–11

Optional Bible Skill Builders, lessons 8–11

Showing Humility?, lesson 10

Special Needs Helps (see CD Contents for complete list of files)

Teacher Helps (see CD Contents for complete list of files)

Temper Tantrums, lesson 11

The Greeter, lesson 9

Thinking Less, lesson 10

### Live Wire student magazine

Issues 8–11

# Additional Activities for Unit 3

Offer these activities for early arrivers, for kids who finish activities quickly, or whenever there is extra time.

## Unit Service Project—Book Giveaway

Before doing this project, contact an organization in your community that works with foster children. Tell them of your plans to donate gently used books to give to kids in foster care. Be sure to follow any recommendations they make. Ask your preteens to bring in new or gently used books they would like to donate. Provide card stock in a variety of colors, scissors, markers, stickers, ribbon, and pocket folders.

Tell students that in the United States there are some children who can't live with their families and are placed in foster care. (Be sensitive to the fact that you might have some foster kids in your class.) Many times when kids in foster care move to a new home, they can only take with them a few of their personal items and these are often carried in garbage bags. Tell preteens that they're going to make up packets of books to give to these kids so they'll have some good books to enjoy.

Have preteens place on a table the books they brought to donate. Students can make bookmarks and cards to put into the pocket folders along with the books. Brainstorm what kids could write on the bookmarks and cards and write those ideas on the board. Guide what gets written on the cards and bookmarks so that nothing is inappropriate for the situation. Have preteens assemble a book(s), a bookmark, and a card into each of the pocket folders. When the project is done, pray over the folders, asking God to use them to bring joy to the children who will receive them.

## Review Games

Don't miss the Review Games and Extra-Time Activities provided on the *Resources* CD. Use these ideas whenever you have extra moments at the beginning or end of your class time.

## Pray for Me

Make copies of the *Resources* CD Prayer Request Cards. When students have private requests they would like you to pray about, they can write them on the "Dear teacher" request cards and place them in a box labeled "Prayer Requests for the Teacher." When students have requests they would like their classmates to pray about, they can write them on the "Dear friends" request cards for you to share during your prayer time.

## Optional Bible Skill Builders

Use the Optional Bible Skill Builder activities provided on the *Resources* CD whenever you have time—before, during, or at the end of your class time.

### Teaching Tip

For holiday and seasonal ideas, go to [www.21stcc.com](http://www.21stcc.com) and check out the ideas under Downloads/Connect2/Holiday Helps.

The image shows two prayer request cards. The first card is titled "Dear friends." and has a section for "Please pray for" with two lines of text and a "Thank!" line. The second card is titled "Dear teacher." and has a section for "Please pray for" with two lines of text and a "Thank!" line.

# A Real Life

## Lesson 8



**Scripture:** Matthew 23:1-3, 23-28

**Bible Memory:** Romans 12:9, 10, 13

**Focus:** ♥ Live a genuine Christian life.

### Heart to Heart Teacher Devotion

You may, at times, find that it's easier to teach God's Word than it is to live it out. It may be easy to talk about forgiving others or being humble without actually doing it. But remember that the preteens in your class not only listen but also watch and observe. As you live genuinely for Christ, you'll be influencing the preteens you teach probably more than you'll ever know.

## Lesson 8 at a Glance

### 1 FOCUS IN

Use one or more of these activities to help students *define the word* hypocrite.



Skit

**Quick Step**  
Hypocrite Skits



Craft

**Option**  
Pretend Masks

### Immerse Materials

- Hypocrite Skits reproducible page

### Other Materials

- scissors, scrap paper
- paper plates, scissors, markers, crayons, construction paper, clear tape

### 2 EXPLORE HIS WORD

Use these activities to help students *tell what Jesus taught about* hypocrisy.



Object Lesson

**Bible Exploration**  
Matthew 23:1-3, 23-28



Bible Memory

**Bible Memory**  
Romans 12:9, 10, 13



Bible Skills

**Optional Bible Skill Builder**

- *Activities* for lesson 8

- *Resources* sheet 7

- *Resources* CD Optional Bible Skills 8 printable file

- Bibles, cup of water, empty cup, coffee filter, large stuffed toy, pencils, Bibles in various translations

- Bibles, reusable adhesive

### 3 MAKE IT REAL

Use one of these activities to help students *discover how to live genuine Christian lives.*



Game

**Quick Step**  
A Guide for Life



Listen

**Option**  
Preteen Talk Live

- *Activities* for lesson 8

- *Resources* CD

- pencils, Bibles

- CD player

### 4 LIVE IT OUT

Use one of these activities to help students *decide to live genuine Christian lives.*



Activity Page

**Quick Step**  
Take the Challenge



Pray

**Option**  
Be Real

- *Activities* for lesson 8

- pencils

- paper plates, markers, scissors

## Focus In (10-15 minutes)

- 1** Use one or more of these activities to help students **define the word *hypocrite***.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Hypocrite Skits

Before class, make copies of the skits, and cut them apart on the dotted lines.

Ask for volunteers who would like to be in a skit. You'll need one volunteer (and the scrap paper) for Skit #1 and three volunteers for Skit #2. Distribute copies of the skits. When they're ready, have volunteers stand and read their skits. Then thank them for their participation.

**ASK: What might you call the preteen in Skit #1 and the preteen in Skit #2 who kept saying, "I would never do that"?** (phony, fake, fraud, dishonest, hypocrite)

**How would you describe someone who is a hypocrite?** (puts on a false appearance, acts in contradiction to her stated beliefs or feelings)

**SAY: Hypocrites are people whose actions don't go along with what they say. Hypocrites often pretend to be someone they are not. Let's dig into God's Word and discover what Jesus said about hypocrites and their actions and how we each can ♥ live a genuine Christian life.**

### Option Pretend Masks

Lay out supplies. **SAY: Use the paper plates to make a mask. Make your mask look like someone or something you would like to be.** Give preteens time to work on this. When they're done, let preteens show their masks and tell about them. **In ancient Greek theater, only men could perform as actors. This meant that when males played female roles, they needed a way to convey this. They also needed some way to convey emotion, so they used masks. Many actors also played multiple roles, so the masks helped differentiate between the various characters they were playing; when they switched characters, they switched masks. The actors pretended to be something or someone they were not. The origins of the word *hypocrite* are Greek, from the word for *actor*.**

**ASK: Who is a hypocrite?** (someone who does good things just so others will notice, a person who pretends to be something or someone she is not)


**What does a hypocrite do and not do?** (puts on a false appearance, is a phony and a fake; actions don't go along with what she says)

**SAY: Let's discover what Jesus said about hypocrites and their actions and how we each can ♥ live a genuine Christian life.**

## Focus

♥ Live a genuine Christian life.


### Materials

4 copies of Hypocrite Skits reproducible page,  scissors, 1 sheet of scrap paper

### Note

See the teacher contents page for the location of reproducible pages. Reproducible pages are also provided on the *Resources* CD.

### Materials

paper plates, scissors,  markers, crayons, construction paper, clear tape (optional: purchased paper plate masks)

## Focus

♥ Live a genuine Christian life.

# Explore His Word (25 minutes)

**2** Use these activities to help students **tell what Jesus taught about hypocrisy.**

## Bible Background for the Teacher

The Gospels record several clashes between Jesus and the Pharisees (a group of Jewish religious leaders). In Matthew 22, Jesus silenced both the Pharisees and Sadducees when the two groups tried to trick Him in separate instances. Today's Scripture text comes just after a test that the Pharisees had given Jesus. The text includes portions of Jesus' longest known rebuke of the Pharisees.

The teachers of the law mentioned in this passage may refer to those Jewish writers who copied the sacred Scriptures by hand. These men naturally came to know the Scriptures well and thus were qualified to teach them to others. The Pharisees were proud of their loyalty to the Scriptures, so they naturally attracted many of the teachers of the law.

But Jesus pointed out that these men did not live what they taught. While addressing His listeners, Jesus called both the teachers of the law and the Pharisees "hypocrites." Throughout Matthew 23, Jesus condemned these men for not practicing what they were preaching. These leaders carefully obeyed the law in small ways that could be seen, but they ignored more important ways that were not so easily seen. They were greedy for prestige and money. They were concerned only with how they appeared to others; inside they were full of sin.

### Materials

Bibles, *Activities* for lesson 8, cup of water, empty cup, coffee filter, large stuffed toy (if possible, use a camel), pencils, Bibles in various translations



### Tech Tip

Let students use their phones to go online to read from Bibles in various translations. They could go to [www.biblegateway.com](http://www.biblegateway.com) or a similar website.

### Note

The Scripture text is provided on the *Resources* CD in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

## Bible Exploration Matthew 23:1-3, 23-28

Have students turn in their Bibles to the contents page. For Bibles on a digital device, students can also go to the contents page. Ask them to look in the New Testament section.

ASK: **What do we call the books of Matthew, Mark, Luke, and John when we refer to them as a group?** (Gospels)  
**Who are these books about?** (Jesus)

SAY: **The Pharisees were Jewish religious leaders. The teachers of the law may be those Jewish writers who copied the Scriptures by hand. These men naturally came to know the Scriptures well and thus were qualified to teach them to others.** Ask preteens to turn in their Bibles to Matthew 23:1-3, and have volunteers read the verses aloud.

ASK: **How would you sum up what Jesus said?** (Do what the religious leaders tell you to do, but don't do what they do.)  
**What does it mean to "not practice what you preach"?** (someone talks about how important it is to do something, but then that person doesn't do it)

Have a volunteer read verse 24. SAY: **Let me show you what the teachers of the law and the Pharisees were doing. These men were the religious leaders and teachers; they were guides in helping the people know God. But Jesus called them blind guides.** Put the coffee filter over the empty cup. Then slowly pour the water through the filter into the cup. **The teachers of the law and the Pharisees would carefully strain their drinking water to be sure that they didn't swallow a gnat, the smallest of**

unclean animals. By doing this, they tried to make themselves look good in the eyes of people. But they didn't think twice about swallowing a big old camel! Pretend to try to eat the stuffed animal. Of course, they didn't really try to eat a camel, but Jesus meant that in bigger things—more important things—the teachers and Pharisees didn't do the things God wanted them to do.

Ask students to look at verses 23-28, and have volunteers read those verses aloud. SAY: **Let's find out what Jesus is teaching. Jesus used the word *woe* several times. *Woe* can mean "how terrible!" or "trouble and sorrow are coming your way!"** Distribute the leaflets, and have students look at the activity Take a Deep Dive. Divide the class into three groups, and have the groups get together. Assign each group one set of questions to answer. Make sure each group has access to Bibles in various translations. Tell preteens that sometimes we can gain insight into the Scriptures by reading them in various translations. Tell group 3 that graves were whitewashed to make them easy to see. A person who came in contact with a grave would be ceremonially unclean.

When the groups are ready, have each read their questions and answer them. (Answers: 1=giving a tenth of spices; forgot about justice, mercy, and faithfulness; both; 2=cleaning the outsides of cups and dishes, weren't cleaning the insides; clean the inside; 3=they looked good and righteous on the outside, but were really hypocrites and wicked on the inside)

ASK: **How would you sum up what Jesus is teaching?** (be real, be genuine, practice what you preach, don't be a hypocrite)

SAY: **Jesus said that trouble and sorrow were in store for hypocrites. That's why each of us should plan to ♥ live a genuine Christian life.**

## **Bible Memory** Romans 12:9, 10, 13

<sup>9</sup>"Love must be sincere. Hate what is evil; cling to what is good. <sup>10</sup>Be devoted to one another in love. Honor one another above yourselves.

<sup>13</sup>Share with the Lord's people who are in need. Practice hospitality."

Display the Romans 12 poster on a wall or bulletin board. Have preteens find Romans 12:9, 10, 13 in their Bibles, and ask volunteers to read the verses aloud. SAY: **These are great verses to memorize because they describe how each of us can ♥ live a genuine Christian life.**

ASK: **What does Paul, the writer of the book of Romans, say about love?**

(Love must be sincere. We should be devoted to one another in love.)

**Who are we to share with?** (the Lord's people who are in need)

Divide the class into three groups. Assign one group verse 9, another group verse 10, and the last group verse 13. Ask the groups to read their verses together, one right after the other. Do this a few times, then switch verses. Encourage preteens to work on memorizing these important verses.

### **Teaching Tip**

If you have a small class, stay together as one group to read the Scriptures and answer the questions.

### **Materials**

Bibles, *Resources* sheet 7, reusable adhesive



### **Note**

The Bible Memory in the *King James Version* is included on the *Resources* CD.

### **Optional Bible Skill Builder**

Print and use the *Resources* CD Optional Bible Skills 8 printable file.



## Focus

♥ Live a genuine Christian life.

# Make It Real (10–15 minutes)

**3** Use one of these activities to help students **discover how to live genuine Christian lives.**

### Materials

Activities for lesson 8, pencils, Bibles



### Teaching Tip

If you have an uneven number of preteens, you can be someone's partner.

## Quick Step A Guide for Life

SAY: **Think of one of your favorite foods and one of your least favorite foods, a food that you don't like at all.** Pause as preteens do that. Then tell students to get in pairs. **Say to your partner, "My favorite foods are \_\_\_ and \_\_\_." Your partner is to decide which food is not one of your favorites.** When the pairs are done guessing, tell them to raise their hands if they guessed correctly. Then have students pair up again, but with different partners. They should do the same thing again. When finished, say, **For the game you were told to lie. You did your best to lie, to not be honest or sincere. Of course, in real life that's the opposite of how God wants us to live.**

Have preteens turn in their leaflets to the activity A Guide for Life. Read the instructions. Let preteens pair up or get into small groups to work on the page together. When they're done, have volunteers read each situation and tell which Scripture they thought would help the most. Also have volunteers tell how the preteen in each situation could ♥ live a genuine Christian life. (Answers: 1=Colossians 3:9, 10; 2=Colossians 3:12; 3=1 Peter 2:1; 4=Philippians 2:3, 4; 5=Ephesians 6:1-3) SAY: **In the Bible, God gives us the big picture of how to ♥ live a genuine Christian life—be kind, tell the truth, show humility, obey parents, and don't envy, along with other instructions. Just like the preteens in the situations we read, it's up to us to figure out how to do that on a daily basis.**

## Option Preteen Talk Live

Divide the class into small groups, and assign one student in each group to be the spokesperson. SAY: **Let's listen in to an Internet talk show where some preteens have questions about how to ♥ live a genuine Christian life.** Play track 1, pausing after Dr. Ryan asks who has some good advice. Tell the groups to get together and decide what advice they'd give. Remind them that it must be based on God's Word. When they're ready, ask the groups to share what advice they'd give. Then play the next two parts on the CD, pausing after each one, doing the same as you did on the first part. (Possible answers: Was Feeling Proud should continue giving money to God, but not so others will see him. And he shouldn't feel proud when he gives. The Bible tells us to help widows, so Was Feeling Proud should help. Never Lie believes it's wrong to lie, which God's Word says. Never Lie shouldn't lie, but give her parents all the facts about the party. If Who Cares believes in God and what His Word says, he should follow it in every situation.)

ASK: **When is it hard for you to ♥ live a genuine Christian life?** Accept responses.

SAY: **In the Bible, God gives us the big picture of how to ♥ live a genuine Christian life. But it's up to us to figure out how to do that on a daily basis.**

### Materials

Resources CD track 1, CD player



Tell students that as they listen to the preteens' questions, they should think about how they can live genuine Christian lives.

# Live It Out (10 minutes)

- 4** Use one of these activities to help students **decide to live genuine Christian lives.**

## Focus

♥ Live a genuine Christian life.

### Quick Step Take the Challenge

SAY: **Hypocrites are people whose actions don't go along with what they say. Hypocrites often pretend to be someone they are not. Jesus said, "Woe to you . . . you hypocrites!" In other words, those who follow Jesus are not to be hypocrites! Instead, we each are called to ♥ live a genuine Christian life. Will you decide to do that?** Have students turn in their leaflets to the activity Take the Challenge. Read the instructions, and give preteens time to write down their ideas.

Close with a time of prayer. SAY: **Ask God to help you be real as you follow Jesus. Ask Him to help you get rid of any hypocritical attitudes or actions when you're at school, at home, or with friends. If you ask Him, God will help you ♥ live a genuine Christian life.** Encourage preteens to pray silently. After a brief time of silence, close in prayer.

### Option Be Real

If students did not make masks in the Focus In Option activity, let them make some simple masks now. As they work, SAY: **Being a hypocrite is a lot like wearing a mask—you're trying to be someone that you're not. Hypocrites are people whose actions don't go along with what they say. Hypocrites often pretend to be someone they are not. Jesus said, "Woe to you . . . you hypocrites!" In other words, those who follow Jesus are not to be hypocrites! Instead, we each are called to ♥ live a genuine Christian life.**

Ask preteens to take their masks and to each find a quiet place in the room. SAY: **Think about times when you've been a hypocrite. Maybe this happened when you were at school, at home, or with friends. Ask God to help you be real as you follow Jesus. Ask Him to help you get rid of any hypocritical attitudes you have or actions you do. If you ask Him, God will help you ♥ live a genuine Christian life.** Encourage preteens to pray silently. After a brief time of silence, close in prayer. **Dear God, we praise You that You are never a hypocrite or a fake or a phony. But God, You know that we can be hypocrites, fakes, and phonies. Help us to recognize hypocritical attitudes we have and hypocritical actions we do. Please help us to live genuine Christian lives each and every day. In Jesus' name, amen.** Tell preteens to throw away their masks, symbolizing their willingness to give up hypocrisy and, instead, live genuine Christian lives.

### Materials

Activities for lesson 8,  
pencils



Allow students the option of writing or drawing their responses or just thinking about what they will do.

### Materials

paper plates, markers,  
scissors



### Live Wire

Distribute *Live Wire* to students before they leave. They will enjoy the articles, puzzles, and other features included in this fun student magazine.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com).





# Real Love

## Lesson 9



**Scripture:** James 2:1-4, 8, 9; Romans 15:7










**Bible Memory:** Romans 12:9, 10, 13

**Focus:** ♥ Love and accept everyone.

### Heart to Heart Teacher Devotion

We are different colors and sizes; we have different failures and successes. But God loves us the same. Regardless of our appearances or experiences of life, we are equal in His eyes. But in one way, we're all the same—we have one common need. We all were lost, so God's Son died for all of us. That's amazing! Take time to thank God for loving and saving you. Ask Him to help you in your efforts to treat others equally and to ♥ love and accept everyone.

## Lesson 9 at a Glance

		Immerse Materials	Other Materials
<p><b>1 FOCUS IN</b> Use one or more of these activities to help students <i>think about times they don't love and accept everyone.</i></p>	<p> <b>Quick Step</b> Friend/Enemy Tag</p> <p> <b>Option</b> Paper People</p>		<p>• 3 colors of construction paper, timer</p> <p>• paper, markers, pencils</p>
<p><b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>tell what God's Word says about loving and accepting everyone.</i></p>	<p> <b>Bible Exploration</b> James 2:1-4, 8, 9; Romans 15:7</p> <p> <b>Bible Memory</b> Romans 12:9, 10, 13</p> <p> <b>Optional Bible Skill Builder</b></p>	<p>• The Greeter reproducible page, <i>Activities</i> for lesson 9</p> <p>• <i>Resources</i> sheet 7</p>	<p>• Bibles, pencils</p> <p>• Bibles</p>
<p><b>3 MAKE IT REAL</b> Use one of these activities to help students <i>identify ways to love and accept everyone.</i></p>	<p> <b>Quick Step</b> Love in Action</p> <p> <b>Option</b> Circles of Love</p>	<p>• <i>Activities</i> for lesson 9</p> <p>• <i>Resources</i> CD Circles of Love printable file</p>	<p>• Bibles, pencils</p> <p>• pencils, Bibles</p>
<p><b>4 LIVE IT OUT</b> Use one of these activities to help students <i>choose to love and accept everyone.</i></p>	<p> <b>Quick Step</b> Just Pray</p> <p> <b>Option</b> Paper People, Take 2</p>	<p>• <i>Activities</i> for lesson 9</p>	<p>• pencils</p> <p>• paper people made during Focus In, pencils</p>

## Focus In (10-15 minutes)

- 1** Use one or more of these activities to help students **think about times they don't love and accept everyone.**

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Friend/Enemy Tag

Divide the class into three teams. Give each preteen on a team the same color of construction paper to hold. SAY: **Secretly decide which team will be your friend and which team will be your enemy.** Give teams time to do this. **Let's play a game of Friend/Enemy Tag.** Choose someone to be the first tagger. **The tagger's goal is to tag someone from the enemy's team before that person can get with a friend and put their hands on each other's shoulder. If the tagger tags you before you do that, you are out. The tagger's strategy is to get rid of all his team's enemies in less than one minute.** After a minute, stop the game. Then play a couple more times, each time choosing a tagger from a different team. Then have preteens sit down. **Although we may not call others our enemies, we sometimes treat people that way.**

ASK: **When was a time that was hard for you to love someone and accept him or her?** Accept responses.  
**What makes it hard for you to love and accept others?**

SAY: **At one time or another, it can be hard for us to love and accept others. Let's dig into the Bible and see what it says about how we should ♥ love and accept everyone.**

### Option Paper People

Distribute the supplies. Tell preteens to draw a large outline of a person on their papers. SAY: **On your paper people, draw and/or write things that would make this person hard for you to love and accept.** Give preteens time to work. Make sure that you make a paper person too. When preteens are finished, let volunteers share their paper people, describing them and reading what they wrote.

ASK: **When was a time that was hard for you to love someone and accept him or her?** Accept responses.

SAY: **At one time or another, it can be hard for us to love and accept others. Let's dig into the Bible and see what it says about how we should ♥ love and accept everyone.**

## Focus

♥ Love and accept everyone.

### Materials

3 colors of construction paper (1 sheet per preteen),  
timer



### Teaching Tip

If you have a small class, give individual students or pairs of students construction paper to hold.

### Materials

paper, markers, pencils



### Note

If you choose to do the Live It Out Option activity, students will need their paper people for that activity.



Consider giving some examples of things that would make people hard to love and accept.

## Focus

♥ Love and accept everyone.

# Explore His Word (25 minutes)

**2** Use these activities to help students **tell what God's Word says about loving and accepting everyone.**


## Bible Background for the Teacher

In his letter to Jewish Christians, James includes this warning against showing favoritism. In this context, the sin of favoritism is the practice of judging others on the basis of their appearances and successes. Some versions translate this as showing “respect of persons” or even “snobbery.”

When Jesus was asked which of the commandments was greatest, He first named the commandment to love God with one's whole being (Deuteronomy 6:4, 5), and then He added this command: “Love your neighbor as yourself” (Mark 12:28-34). This law is given by the King of kings. It is the supreme law that embraces all other laws governing human relationships.

Two issues surface from James's practical treatment of this timeless problem. One involves the Christian's example. Can a person claim to be a genuine Christian and show partiality? The other issue centers on the true worth of an individual. God's response from His position of grace should determine the value we place on all people. The apostle Paul gives a similar admonition in Romans 15:7. Jesus died for us while we were yet sinners. He continues to love us and forgive our sins. He puts up with our many failings. In the same way, we should “bear with the failings” of our brothers and sisters (v. 1).

### Materials

Bibles, 4 copies of The Greeter reproducible page,  Activities for lesson 9, pencils

### Notes

See the teacher contents page for the location of reproducible pages. Reproducible pages are also provided on the *Resources* CD.

The Scripture text is provided on the *Resources* CD in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

### Teaching Tip

Today's Scripture may raise questions about issues such as racism, sexism, and distinguishing people by class. Emphasize God's answer to these problems: we should love our neighbors—period.

## Bible Exploration James 2:1-4, 8, 9; Romans 15:7

Ask preteens to turn in their Bibles to the contents page (print or digital). SAY: **Find the book of James. Raise your hand when you see whether it's in the Old Testament or New Testament.** Let a volunteer share that it's in the New Testament. Ask students to turn in their Bibles to James 2:1-4, 8, 9. **Listen for what God's Word says about loving and accepting others.** Ask volunteers to read the verses aloud.

ASK: **From this Scripture passage, what did you learn about loving and accepting others?** Accept responses.

**What is the “royal law”? Who gave this law?** (Love your neighbor as yourself. Jesus. [See Mark 12:28-34.]

Ask for four volunteers who would like to read and be in a skit. If you have a small class, you could read a part and/or let preteens read more than one part. Give them each a copy of the skit, and assign parts. When they're ready, have them present the skit. When finished, thank them for their participation.

ASK: **How do you feel about what happened?** Accept responses.

**If the greeter had been following Jesus' command to love his neighbors as he loves himself, what would the greeter have done?** (paid as much attention to the poor man as he had to the rich man and also given the poor man a good seat)

**How might a person feel if he sees someone else being favored above himself?** (The person might feel unimportant or unloved.)

Ask students to turn in their Bibles to Romans 15:7, and have a volunteer read the verse aloud. Then distribute the leaflets, and have students look

at the activity Love God's Way. Do the page together as a class. Ask volunteers to read the sentences, telling how they would finish them. (Answers: 1=a; 2=c; 3=b; 4=c)

ASK: **Name some examples of people whom Jesus accepted though others didn't.** (Samaritan woman, tax collectors Zacchaeus and Matthew, people who were sick or disabled, sinners)

**What's the biggest reason we should accept others?** (Christ accepted us.)

SAY: **The Bible couldn't be more clear—God is not pleased when we show favoritism or discriminate and treat some people better than others. God desires for His followers to ♥ love and accept everyone.**

## **Bible Memory** Romans 12:9, 10, 13

<sup>9</sup>“Love must be sincere. Hate what is evil; cling to what is good. <sup>10</sup>Be devoted to one another in love. Honor one another above yourselves.

<sup>13</sup>Share with the Lord's people who are in need. Practice hospitality.”

Continue to display the Romans 12 poster on a wall or bulletin board. Have preteens find Romans 12:9, 10, 13 in their Bibles, and ask volunteers to read the verses aloud.

Challenge preteens to work together to come up with motions to go along with the key words in the Bible Memory. After the motions have been decided, ask all the students to say the Bible Memory while doing the motions.

SAY: **When we ♥ love and accept everyone as God wants us to, we honor others above ourselves—no matter what they look like or how much money they have. When we ♥ love and accept everyone, we share with people in need—no matter the color of their skin or where they live.**

### **Materials**

Bibles, *Resources* sheet 7



### **Note**

The Bible Memory in the *King James Version* is included on the *Resources* CD.

### **Optional Bible Skill Builder**

Print and use the *Resources* CD Optional Bible Skills 9 printable file.



## Focus

♥ Love and accept everyone.

# Make It Real (10–15 minutes)

**3** Use one of these activities to help students **identify ways to love and accept everyone.**

### Materials

Activities for lesson 9,  
Bibles, pencils



### Teaching Tip

If you have an uneven number of students, you can be someone's partner.

## Quick Step Love in Action

Have preteens pair up. SAY: **Think of one way you could show love for your partner right now, and do it!** Pause as preteens do this. **Now let's pretend that our partners are someone we don't know very well and don't usually talk to. Think of one way you could show love for your partner right now, and do it!** Pause as preteens do this. **Now let's pretend that our partners are our enemies. Think of one way you could show love for your partner right now, and do it!** Pause as preteens do this.

ASK: **Which is easier: to show love to a friend, to someone we don't know well, or to an enemy?** Accept responses.

Have students turn in their leaflets to the activity Love in Action. Read the instructions. Tell preteens they can work alone on the page or with their partners. Tell students that for each situation they should first write what God's Word says and then give a specific way they could do that. Encourage them to write things they could actually do. When everyone is finished, have a volunteer read the first caption and the question. Then the volunteer can tell how he (or he and his partner) answered the question. (Answers: There are obviously many ways love and acceptance can be shown. 1=mourn/cry with her; 2=share with them; 3=love him, do good to him; 4=be patient and gentle; 5=honor her, don't be proud, live in harmony with her; 6=be willing to associate with him/be his friend) Discuss with students that it's not always easy to love and accept others. SAY: **To ♥ love and accept everyone can be hard. But that's what God wants His followers to do.**

## Option Circles of Love

Ask for three volunteers to stand and form a circle. SAY: **This little circle represents our family. For the most part, we love and accept family members.** Ask a few more volunteers to join the circle. **This larger circle represents our friends. For the most part, we love and accept our friends.** Ask a few more (or the rest of the preteens) to join the circle. **This much larger circle represents people we don't know well, people we are not friends with, people we don't talk to or associate with, people we don't understand, and even people we may consider enemies. It can be hard at times to love and accept our family and friends, but even harder to accept these other people.** Have preteens sit down.

Distribute copies of Circles of Love. Read the instructions, and ask preteens to write names in the circles. Tell them that no one else will see their papers. Then ask volunteers to find and read aloud the Scripture passages listed on the page. SAY: **In the outer circle, beside the names of those you find hard to love and accept, write a specific way that you could accept and show love to each person.** Give students time to work. When they're finished, ask volunteers to share what they wrote down (but don't have them share names). **To ♥ love and accept everyone can be hard. But that's what God wants His followers to do.**

### Materials

copies of *Resources* CD  
Circles of Love printable file  
(1 per student), pencils, Bibles



Offer help to students who struggle with writing. Consider putting key vocabulary words and/or phrases on the board.

# Live It Out (10 minutes)

- 4** Use one of these activities to help students **choose to love and accept everyone**.

## Focus

♥ Love and accept everyone.

### Quick Step Just Pray

SAY: **Jesus loved** (do the sign for *love*: the hands cross over the heart) **us and accepted** (do the sign for *accept*: the hands pull something toward the chest to indicate the concept of taking possession) **us so much that He died on the cross** (form a cross with fingers) **for our sins. Now He wants us to ♥ love** (the hands cross over the heart) **and accept** (the hands pull something toward the chest to indicate the concept of taking possession) **everyone**. Repeat what you just said, and ask preteens to do the signs with you.

Then have preteens turn in their leaflets to the activity Just Pray. SAY: **Think about people you find hard to love; write a few of their names in the space provided. Then think about people you find hard to accept; write a few of their names in the space provided.** Pause as preteens work. **The next time you are tempted to not love or accept someone, remember how Jesus loved** (do the sign) **and accepted** (do the sign) **you. Instead of pushing someone away or ignoring someone or mistreating someone, ♥ love** (do the sign) **and accept** (do the sign) **everyone**. When preteens are done, tell them to take their leaflets and spread out as much as possible in your room. Encourage preteens to silently pray their prayers to God. After a brief time of silence, close in prayer.

### Option Paper People, Take 2

If you did the Focus In Option activity, use the paper people preteens created. (If you did not, let preteens create them now. Distribute the supplies. Tell preteens to draw a large outline of a person on their papers and draw and/or write things that would make this person hard for them to love and accept.) SAY: **Our papers show why some people are hard to love or accept. Now think of a few people whom you find hard to love and accept. Write on your paper people some specific ways that you will choose to show love and acceptance to these people. Remember—we are to ♥ love and accept everyone because Jesus Christ accepted us. And this brings praise to God.** Pause as preteens work.

SAY: **The next time you're tempted to not love or accept someone, remember how Jesus loved and accepted you. Instead of pushing someone away or ignoring someone or mistreating someone, ♥ love and accept everyone.** Close with a time of directed prayer. Tell students that you'll give some ideas they can pray about and then pause as they silently pray. PRAY: **Begin your prayer by thanking God for loving and accepting you.** Pause. **Ask God to help you love someone you find hard to love.** Pause. **Ask God to help you accept someone you find hard to accept.** Pause. **Ask for God's help in loving and accepting everyone.** Pause. **Thank You, God, for loving and accepting each one of us. In Jesus' name, amen.**

### Materials

Activities for lesson 9, pencils




### Tech Tip

Preteens can go online to find video examples of how to do the signs.

### Materials

paper people made during the Focus In Option activity (or paper, markers), pencils



 If you have students who struggle with writing, offer preteens the option of drawing or just thinking about it.

### Live Wire

Distribute *Live Wire* to students before they leave. They will enjoy the articles, puzzles, and other features included in this fun student magazine.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com).



# Real Humility

## Lesson 10



**Scripture:** Luke 18:9-14










**Bible Memory:** Romans 12:9, 10, 13

**Focus:** ♥ Show humility.

### Heart to Heart Teacher Devotion

Ask God to help you live in such a way that others, including the preteens you teach, will know you are truly seeking God's will and His way. Do not fall prey to the temptation of comparing yourself with others. Don't pretend to be a perfect person, but ♥ show humility. Recognize that you need God's forgiveness for your sins. Focus on God—only He can meet your deepest needs.

## Lesson 10 at a Glance

<p><b>1 FOCUS IN</b> Use one or more of these activities to help students <i>explore what it means to show humility</i>.</p>	<p> <b>Quick Step</b> Showing Humility?</p> <p> <b>Option</b> Talk About It</p>	<p><b>Immerse Materials</b></p> <ul style="list-style-type: none"> <li>• Resources CD Showing Humility? printable file</li> </ul>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• scissors, pencils, Bible</li> </ul>
<p><b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>tell what Jesus taught about humility</i>.</p>	<p> <b>Bible Exploration</b> Luke 18:9-14</p> <p> <b>Bible Memory</b> Romans 12:9, 10, 13</p> <p> <b>Optional Bible Skill Builder</b></p>	<ul style="list-style-type: none"> <li>• Activities for lesson 10</li> <li>• Resources sheet 7</li> </ul>	<ul style="list-style-type: none"> <li>• Bibles, pencils</li> <li>• Bibles</li> <li>• Bibles, a variety of Bible concordances, paper, pencils</li> </ul>
<p><b>3 MAKE IT REAL</b> Use one of these activities to help students <i>discover ways to show humility</i>.</p>	<p> <b>Quick Step</b> What Do You Think?</p> <p> <b>Option</b> Story Endings</p>	<ul style="list-style-type: none"> <li>• Activities for lesson 10</li> <li>• Resources CD</li> </ul>	<ul style="list-style-type: none"> <li>• pencils</li> <li>• paper lunch bags, markers, CD player</li> </ul>
<p><b>4 LIVE IT OUT</b> Use one of these activities to help students <i>plan to show humility</i>.</p>	<p> <b>Quick Step</b> Take the Humility Challenge</p> <p> <b>Option</b> Thinking Less</p>	<ul style="list-style-type: none"> <li>• Activities for lesson 10</li> <li>• Resources CD Thinking Less printable file</li> </ul>	<ul style="list-style-type: none"> <li>• pencils</li> <li>• scissors, pencils</li> </ul>

## Focus In (10-15 minutes)

- 1** Use one or more of these activities to help students **explore what it means to show humility.**

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Showing Humility?

Before class, cut apart the cards on the printable file. Keep the cards in the two sets separate.

Hand out cards from Set 1 to volunteers who would like to read. Have the volunteers stand up in the front of the room. SAY: **Let's think about what it means to ♥ show humility. After each person reads what's on the card, we'll vote on whether or not we think that person is showing humility.** Hand a pencil to one of the volunteers, and tell her to read her card. **Give a thumbs-up if you think this person is showing humility.** Pause as preteens do this. **Give a thumbs-down if you think this person is not showing humility.** Pause as preteens do this. Do the same for all the cards in Set 1; students can hold the pencil as they speak. Then do the same for the cards in Set 2; students can hold a Bible as they speak.

ASK: **What does it mean to ♥ show humility?** (to not be proud or arrogant, to not think of myself as better than others, to put others first, to not brag or be selfish or conceited)

SAY: **Let's dig into God's Word and see what Jesus teaches about showing humility.**

### Option Talk About It

ASK: **What does it mean to ♥ show humility?** (to not be proud or arrogant, to not think of myself as better than others, to put others first, to not brag or be selfish or conceited)

Have students get into pairs. SAY: **Here's the first situation you'll talk about: You won the big spelling contest. One of you is to talk about this with your partner in a way that shows humility. The other person is to talk about this with your partner in a way that does not show humility. Go!** Give preteens time to do this. **This time, reverse roles. Here's the next situation you'll talk about: Your parents bought you the newest, coolest phone there is! Go!** Give preteens time to do this.

ASK: **How do people talk and act when they're not being humble?** (they're proud, selfish, arrogant, conceited; they like to show off; they think they're better than others)

SAY: **Let's dig into God's Word and see what Jesus teaches about showing humility.**

## Focus

- ♥ Show humility.

### Materials

Resources CD Showing Humility? printable file, scissors, pencil, Bible



### Materials

none



### Tech Tip

Go to [www.youtube.com](http://www.youtube.com) and type in "showing humility for kids." You might find a video about humility to show in class.



See the *Resources CD* Special Needs Helps 10 printable file for activity adaptations.



## Focus

♥ Show humility.

# Explore His Word (25 minutes)

**2** Use these activities to help students **tell what Jesus taught about humility.**

## Bible Background for the Teacher

Jesus always knew how to meet the needs of His audience and to speak to them in ways they would understand. In this instance, Jesus was speaking to individuals who were “confident of their own righteousness.” Jesus took the opportunity to expose their pompous attitudes by telling a story with a deep meaning, or parable.

The Pharisee probably went to the temple because it was a public place and he could be applauded for his devotion. In Jesus’ story, this man prayed about himself. There was no room for others in his praying, and worse, there was little room for God. The Pharisee may have been innocent of the acts committed by the groups he named, but other sins, such as pride, slander, and even the idolatry of self-worship, are apparent in his prayer.

The tax collector, on the other hand, made no excuses and compared himself with no one. He humbly acknowledged that only God could meet his needs. He was a man who focused on God. Jesus left His listeners with no doubt as to which man in the parable displayed an attitude that was pleasing to God. The tax collector had been a great sinner, yet out of this humble man’s sin came the greatness of his repentance and the blessing of God’s grace. A life lived humbly is pleasing to God.

### Materials

Bibles, *Activities* for lesson 10, pencils



### Note

The Scripture text is provided on the *Resources* CD in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

### Tech Tip

Go to [www.biblegateway.com](http://www.biblegateway.com) or a similar website to play a dramatized reading of the Bible verses.

## Bible Exploration Luke 18:9-14

**SAY: In today’s Scripture passage, Jesus tells a parable.**

**ASK: What is a parable?** (a story that has deeper meaning, a story that helps people think about things in a new or different way)

**SAY: When Jesus told parables—stories with deeper meanings—He used language and examples the people could understand. In Bible times, Pharisees were religious men who were specially trained in the Old Testament law. Unfortunately, they added many strict rules and customs of their own to God’s law. Jesus often spoke against the Pharisees because their laws were more important to them than people were. A tax collector was a Jewish man who had been hired by the Romans to collect tax money. Most people did not like tax collectors because they worked for the Romans and often cheated people, forcing people to pay more taxes than required.**

**SAY: Let’s think about what’s going on in this parable and see whether we can discover the deeper meaning of Jesus’ story.** Ask preteens to turn in their Bibles to Luke 18:9-14. Have volunteers read the verses aloud.

**ASK: To whom did Jesus address this parable?** (those who were confident of their own righteousness and looked down on everyone else)

Ask for two volunteers who would like to do some acting. Assign one to be the Pharisee and the other one to be the tax collector. As you read the passage again, they are to dramatize what the men were doing. Read the passage dramatically, and pause for the volunteers to act. When finished, thank them for their participation.

Distribute the leaflets, and have students look at the activity The Pharisee and the Tax Collector. Read the instructions. Let preteens work on the page alone or with a partner. When students are done, ask volunteers to read the sentences and tell how they answered them. (Answers: 1=to pray; 2=stood; 3=how great he was, what he did and didn't do; 4=was not justified before God; 5=to pray; 6=stood; 7=that he was a sinner, he asked God for mercy; 8=was justified before God)

ASK: **If Jesus were telling this parable today, what sins do you think the proud person might say he does not commit?** Accept responses.

**According to Jesus' parable, what attitude should we have when we pray?** (We should have an attitude of humility.)

**Based on Jesus' parable, what should we say and not say to show humility when we pray?** (We shouldn't compare ourselves to others; we should tell God about our own sins and weaknesses. We should ask God for His forgiveness and mercy.)

SAY: **Now that we've heard Jesus' parable, it's up to us to decide whether or not we will ♥ show humility as Jesus wants us to. Remember, Jesus said in Luke 18:14 that "those who exalt themselves will be humbled, and those who humble themselves will be exalted."**

## **Bible Memory** Romans 12:9, 10, 13

<sup>9</sup>"Love must be sincere. Hate what is evil; cling to what is good. <sup>10</sup>Be devoted to one another in love. Honor one another above yourselves.

<sup>13</sup>Share with the Lord's people who are in need. Practice hospitality."

Continue to display the Romans 12 poster on a wall or bulletin board. Have preteens find Romans 12:9, 10, 13 in their Bibles, and ask volunteers to read the verses aloud. Ask volunteers to lead the rest of the preteens in saying the Bible Memory while doing the motions they created in lesson 9.

ASK: **What do you see in these verses that has to do with humility?** (We have to ♥ show humility in order to be devoted to one another in love and to honor others above ourselves. It takes a humble attitude to share with others and be hospitable.)

Have the volunteers lead in saying the Bible Memory again while doing the motions. Encourage preteens to memorize these important verses. SAY:

**When you're tempted to be proud, arrogant, and conceited, think about these verses—and do what God wants you to. When you're tempted to be selfish and think only about yourself, think about these verses—and ♥ show humility.**

### **Materials**

*Resources* sheet 7,  
Bibles



### **Note**

The Bible Memory in the *King James Version* is included on the *Resources* CD.

### **Optional Bible Skill Builder**

Print and use the *Resources* CD Optional Bible Skills 10 printable file.



## Focus

♥ Show humility.

# Make It Real (10–15 minutes)

**3** Use one of these activities to help students **discover ways to show humility.**

### Materials

Activities for lesson 10,  
pencils



### Teaching Tip

If you have a large class, you could separate the students into three groups, assigning each group one of the situations to read and discuss.

### Materials

paper lunch bags, markers,  
Resources CD track 2, CD  
player



### Teaching Tip

If you have a small class, stay together as one group for preteens to use their puppets to talk to each other.

## Quick Step What Do You Think?

**SAY: Interview at least two people. Ask each person to share a way she has shown humility or has seen someone else ♥ show humility.** After a few minutes, have at least a few preteens share what they learned in their interviews. **Showing humility can be hard—we want to take the credit, we want to brag about ourselves. But that’s not what followers of Jesus are to do.**

Ask preteens to turn in their leaflets to the activity What Do You Think? Read the instructions. Have a volunteer read the first question. Ask for volunteers to share how they would answer Wanna Win’s question. Lead in a discussion about the possible answers. Encourage preteens to write in their leaflets a response for that situation. Then do the same for the other two situations.

**SAY: When we ♥ show humility the way Jesus wants us to, we admit our failings, and we know we need God’s help and forgiveness. We are good sports, and we receive compliments graciously. We respect others and put them first. We don’t think of ourselves as better than others.**

## Option Story Endings

Distribute the paper lunch bags and markers. Ask preteens to turn their lunch bags into puppets. When they’re finished, divide the class into trios.

**SAY: Listen as some preteens talk about what’s going on in their lives. You’ll get to come up with endings to their stories that could help them ♥ show humility.** Play track 2, pausing after the first situation.

**SAY: In your trios, use your puppets to say to each other what you think the girl should say to people who congratulate her, as well as to her friends.** Pause as preteens do this. After a short time, ask for a couple volunteers to share with the entire group what they think the girl should say. If no one mentions it, include these thoughts: The girl could say something like, “Thanks. God gave me a talent for spelling” when people congratulate her. It is OK to work hard and win. We just don’t want to brag about it, get a big head, and show off. She should show good sportsmanship and could congratulate her friends for working hard.

When ready, play the next two stories, and do the same as with the first one. In the last story, be sure to include the idea that showing humility includes admitting our failures and asking for forgiveness from God and from others.

**SAY: When we ♥ show humility the way Jesus wants us to, we admit our failings, and we know we need God’s help and forgiveness. We are good sports, and we receive compliments graciously. We respect others and put them first. We don’t think of ourselves as better than others.**

# Live It Out (10 minutes)

4 Use one of these activities to help students **plan to show humility**.

## Focus

♥ Show humility.

### Quick Step Take the Humility Challenge

Have students turn in their leaflets to the activity Take the Humility Challenge. Ask a volunteer to read the challenge. SAY: **Take some time right now and write some ideas. We all can be selfish from time to time. Sometimes we can be selfish with our time. Other times we can be selfish with our money or things we have. Sometimes we can be selfish with our talents and abilities.** Give preteens time to work on this.

SAY: **Remember the tax collector Jesus described in His parable? The man was so aware of his own failures and sins that he “would not even look up to heaven” (Luke 18:13). Find a place in the room where you can be alone to pray. Look at what you just wrote and how you’re planning to ♥ show humility. Talk to God about it. Don’t look up or around until I tell you to do so.** After a brief time of silence, close in prayer.

### Option Thinking Less

Before class, make enough copies of the printable file so that each student has one ruler.

SAY: **God’s Word tells us in Philippians 2:3 not to be selfish about anything, but to be humble and value others above ourselves. That means that we think more of others and less of ourselves.** Give each preteen one ruler. Tell students to turn over their rulers. **On the back of your ruler, write some ideas about how you plan to ♥ show humility, to think more of others and less of yourself.** Give preteens time to do this. When they’re finished, tell students to either fold their rulers or roll them up and place them in a Bible, a pocket, a shoe, or someplace where they’ll be reminded to show humility as Jesus wants us to.

Then ask preteens to gather for prayer. SAY: **Remember the tax collector Jesus described in His parable? The man was so aware of his own failures and sins that he “would not even look up to heaven” (Luke 18:13). Find a spot in the room where you can be alone to pray. You should pray silently with your eyes closed or facing downward. No one should look up or around until I tell you to do so. As you pray silently, focus on God’s greatness and confess your own sins or weaknesses to God. Ask God to help you ♥ show humility.** Allow about three minutes of silent prayer time. For many preteens, this will seem like a long time, but it will also teach the importance of coming quietly and humbly before God.

#### Materials

Activities for lesson 10, pencils



#### Materials

copies of *Resources CD* Thinking Less printable file (1 ruler per student), scissors, pencils



#### Live Wire

Distribute *Live Wire* to students before they leave. They will enjoy the articles, puzzles, and other features included in this fun student magazine.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com).



# Real Generosity

## Lesson 11



**Scripture:** 1 Kings 21:2-8, 11-14, 16-19, 27-29










**Bible Memory:** Romans 12:9, 10, 13

**Focus:** ♥ Be generous.

### Heart to Heart Teacher Devotion

How quickly covetousness can change a heart of gratitude to one of self-seeking and greed. It's easy to point an accusing finger at Ahab for taking land that belonged to his neighbor. Yet we often overlook our own greed as we focus on obtaining more and more. Ask God to show you how to be both content and generous with what He has given you.

## Lesson 11 at a Glance

<p><b>1 FOCUS IN</b> Use one or more of these activities to help students <i>explore what it means to be greedy.</i></p>	<p> <b>Quick Step</b> Add a Wish</p> <p> <b>Option</b> Greedy Monsters</p>	<p><b>Immerse Materials</b></p>	<p><b>Other Materials</b></p> <ul style="list-style-type: none"> <li>• whiteboard, dry-erase markers, timer</li> <li>• small paper plates, construction paper, markers, scissors, glue, pom-poms, googly eyes</li> </ul>
<p><b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>describe what happened because of Ahab's greed.</i></p>	<p> <b>Bible Exploration</b> 1 Kings 21:2-8, 11-14, 16-19, 27-29</p> <p> <b>Bible Memory</b> Romans 12:9, 10, 13</p> <p> <b>Optional Bible Skill Builder</b></p>	<ul style="list-style-type: none"> <li>• <i>Resources</i> CD, <i>Activities</i> for lesson 11</li> <li>• <i>Resources</i> sheet 7</li> </ul>	<ul style="list-style-type: none"> <li>• Bibles, CD player, pencils</li> <li>• Bibles, 1 or 2 lb. weight</li> <li>• Bibles, topical Bibles, paper, pencils</li> </ul>
<p><b>3 MAKE IT REAL</b> Use one of these activities to help students <i>discuss what it means to be generous.</i></p>	<p> <b>Quick Step</b> Let's Talk</p> <p> <b>Option</b> Always Room for More</p>	<ul style="list-style-type: none"> <li>• <i>Activities</i> for lesson 11</li> <li>• <i>Resources</i> CD Generosity printable file</li> </ul>	<ul style="list-style-type: none"> <li>• scrap paper, pencils</li> <li>• scissors, cotton balls, pitcher of warm water, foam cup, towel</li> </ul>
<p><b>4 LIVE IT OUT</b> Use one of these activities to help students <i>choose to be generous.</i></p>	<p> <b>Quick Step</b> Journal It</p> <p> <b>Option</b> Bags of Generosity</p>	<ul style="list-style-type: none"> <li>• <i>Activities</i> for lesson 11</li> </ul>	<ul style="list-style-type: none"> <li>• pencils</li> <li>• paper grocery bags, whiteboard, dry-erase marker, paper, pencils</li> </ul>

## Focus In (10-15 minutes)

- 1 Use one or more of these activities to help students **explore what it means to be greedy.**

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Add a Wish

Draw a line down the center of the board. Divide the class into two teams, and ask the teams to line up. Give a marker to the first preteens in each line. SAY: **Start thinking about things you wish you had. When you get the marker, write on the board one thing you wish you had. In three minutes, let's see which team can come up with the most. Ready? Go!** Set a timer for three minutes. The first preteens in the lines should go to the board and each write one thing. Then they should go back to their teams and hand off the markers to the next students in line. Keep playing until the timer goes off. See which team had the most items. Read what the students wrote.

ASK: **Is it wrong to wish for things we don't have?** Accept responses.

**When does it become wrong to want more and more?** (when that's all we can think about, when we become selfish with our things)

**What does it mean to be greedy?** (to try to get more and more things, especially things we don't need; to have a selfish desire for more and more stuff)

SAY: **Let's dig into God's Word to discover what can happen because of greed.**

### Option Greedy Monsters

Lay out the supplies. Tell preteens to make the greediest monster they can. After a few minutes, let preteens show their greedy monsters and tell what makes them so greedy. Then tell preteens that you'll read some phrases. When you pause, they should hold up their greedy monsters and say in their greediest voices, "I want more!" SAY: **I have lots of clothes, but . . .** Pause as preteens say "I want more!" **I have lots of video games, but . . .** Pause. **I have lots of games, but . . .** Pause. **I have lots of sports equipment, but . . .** Pause. **I have lots of stuffed animals, but . . .** Pause. **I have lots of money, but . . .** Pause. **I have lots of food, but . . .** Pause. Let preteens call out a few more things.

ASK: **When does it become wrong to want more and more?** (when that's all we can think about, when we become selfish with our things)

**What does it mean to be greedy?** (to try to get more and more things, especially things we don't need; to have a selfish desire for more and more stuff)

SAY: **Let's dig into God's Word to discover what can happen because of greed.**

## Focus

- ♥ Be generous.

### Materials

whiteboard, dry-erase markers, timer



Consider assigning a scribe for each team so that preteens who have difficulty spelling or writing do not have to worry about that.

### Materials

small paper plates, construction paper, markers, scissors, glue, pom-poms, googly eyes (or monster googly eyes!)



Consider having some precut craft pieces (eyes, teeth, etc.) for preteens who might get frustrated making the monsters.

## Focus

♥ Be generous.

# Explore His Word (25 minutes)

**2** Use these activities to help students **describe what happened because of Ahab's greed.**

## Bible Background for the Teacher

The account of Naboth's vineyard and Ahab's incessant desire to have the land holds many lessons for anyone who wants to make God a priority. Naboth's life displayed characteristics of contentment as well as commitment. He knew his land had come with a stipulation. He followed the command that had been given to the Israelites who had reached the promised land. Their land had been given as a promise from God and was never to be given away or sold from the family line (Leviticus 25:23-28). Naboth would not trade it, sell it, or give it to Ahab, regardless of Ahab's pleading.

Ahab's life, on the other hand, displayed a very different character. His reputation as an evil king surpassed all who ruled before him (1 Kings 16:30). His attitude here reveals dissatisfaction, covetousness, greed, contempt, and a willingness to listen to evil advice. It is intriguing to note that Ahab already had a palace "built and adorned with ivory," and he reigned over "the cities he fortified" (22:39). In spite of all this, he found himself pouting because he couldn't persuade his neighbor to trade anything for this one piece of land.

Ahab's greed produced dire consequences. The prophet who appeared in the vineyard after Naboth's death was no stranger to Ahab. Before this, Elijah had predicted a long dry spell (17:1). Therefore the king thought Elijah was responsible for the drought. Now Elijah's terrifying prophecy frightened Ahab into a kind of repentance. Because Ahab humbled himself, the Lord postponed Ahab's punishment, but disaster eventually did come to Ahab and his family (see 22:1-40; 2 Kings 9:1-10:17).

### Materials

Bibles, *Resources* CD track 3, CD player, *Activities* for lesson 11, pencils (optional: copies of *Resources* CD "Temper Tantrums" printable file, if you'd rather have preteens act out the skit)



### How to Say It

Ahab	A-hab
Elijah	Ee-lye-juh
Jezebel	Jez-uh-bel
Jezreelite	Jez-ree-el-ite
Naboth	Nay-bawth
Samaria	Suh-mare-ee-uh
Tishbite	Tish-bite

### Note

The Scripture text is provided on the *Resources* CD in both the *New International Version* and the *King James Version*, if you want kids to read from the same Bible version.

## Bible Exploration 1 Kings 21:2-8, 11-14, 16-19, 27-29

Ask preteens to turn in their Bibles to the contents page (either a printed Bible or digital). SAY: **Find the book of 1 Kings. Raise your hand when you see whether it's in the Old Testament or New Testament.** Let a volunteer share that it's in the Old Testament. Ask students to turn in their Bibles to 1 Kings 21. Assign volunteers to read these verses aloud: 2-8, 11-14, 16-19, 27-29. **Listen for what happens between Ahab, king of Israel, and a man named Naboth. Have volunteers read the verses.**

ASK: **In this account, who was greedy?** (King Ahab)

**Why do you say that King Ahab was greedy?** (He wanted Naboth's vineyard so badly that it led to Naboth's being killed.)

Ask for volunteers to pantomime these parts: Ahab, Jezebel, and Elijah. Tell the volunteers that they should listen to the recording of the Bible passage and act out what the characters are doing. Play "Temper Tantrums" from the CD. Explain that some dialogue has been added. Encourage everyone to listen and watch the action. When the skit is finished, thank the volunteers. Tell preteens that they can keep their Bibles open to 1 Kings 21 as you ask them some questions.

ASK: **What did King Ahab want from Naboth, and why?** (Naboth's vineyard, to use as a vegetable garden)

**What was the real problem with Ahab's request?** (Ahab's attitude was greedy and selfish. Ahab thought he should have anything he wanted; he was willing to let a wrong be done in order to get what

he wanted.) Tell students that Naboth knew that the land had been given as a promise from God and was never to be given away or sold from the family line.

**Who offered to find a solution to Ahab's problem?** (Jezebel, Ahab's wife)

**How was the matter settled?** (Naboth was falsely charged with cursing both God and the king. As a result, Naboth was stoned to death. Then Ahab took possession of the vineyard.)

**What were the consequences of Ahab's greed?** (Elijah prophesied that Ahab would die. After Ahab repented, his punishment was postponed, but later disaster came to his family.)

Distribute the leaflets, and have students look at the activity Ahab's Greed. Read the instructions, and do the page together. Let volunteers read each phrase and tell what person it's about. (Answers: 1=Naboth; 2=Jezebel; 3=Ahab; 4=Elijah; 5=Ahab; 6=God; 7=God and Elijah) SAY: **Ahab's greed was his downfall. He wanted something so badly that he did a terrible thing. This resulted in God's telling Elijah to go and meet Ahab. Elijah was to tell him that he would also die.**

ASK: **How did Ahab react to God's message?** (Ahab tore his clothes, put on sackcloth, and fasted. He went around meekly. He humbled himself before God.)

**Were you surprised at God's response to Ahab's repentance?**

Accept responses.

SAY: **God delayed the punishment for Ahab's sin. But Ahab's son and whole family kept doing evil things like Ahab had done—so finally they all were punished. Sin always brings consequences. Let's learn from Ahab's wrongdoing and think about how we can avoid being greedy and, instead, ♥ be generous.**

## **Bible Memory** Romans 12:9, 10, 13

<sup>9</sup>“Love must be sincere. Hate what is evil; cling to what is good. <sup>10</sup>Be devoted to one another in love. Honor one another above yourselves.

<sup>13</sup>Share with the Lord's people who are in need. Practice hospitality.”

Continue to display the Romans 12 poster on a wall or bulletin board. Have preteens find Romans 12:9, 10, 13 in their Bibles, and ask volunteers to read the verses aloud. Then ask everyone to say the Bible Memory together.

Ask students to stand and form a circle. SAY: **Pass this weight around as we say our Bible Memory together. There is one rule—there must always be two different people's hands on the weight. That's a reminder that even though life can be hard and weigh you down, there are always Christians close by who will love you, help you, and share in your need. But we can only do this when we're generous with our time, our money, and our lives.** Have students pass the weight a few times. **I hope you'll always remember these important verses from God's Word that will help guide your life every day and will help you ♥ be generous.**

### **Materials**

Bibles, *Resources* sheet 7, 1 or 2 lb. weight (could use a can of vegetables)



### **Note**

The Bible Memory in the *King James Version* is included on the *Resources* CD.

### **Optional Bible Skill Builder**

Print and use the *Resources* CD Optional Bible Skills 11 printable file.





## Focus

♥ Be generous.

# Make It Real (10–15 minutes)

**3** Use one of these activities to help students **discuss what it means to be generous.**

### Materials

scrap paper, *Activities* for lesson 11, pencils



### Quick Step Let's Talk

Divide the class into two teams (boys vs. girls if you have approximately the same number). Give each team several sheets of scrap paper. Tell them to tear the paper into smaller pieces and make paper wads. In an open area, have the teams stand together, facing each other. SAY: **The goal of this game is to ♥ be generous with your paper wads. When I call time, we'll see which team shared more paper wads with the other team. In other words, the team with the fewest paper wads wins!** Let preteens have fun playing for a few minutes. Then tell the teams to stay together as a group as they sit down.

Have students turn in their leaflets to the activity Let's Talk. Read the instructions. Tell the boys' team that they will help the boy discover how to be generous, and the girls' team will help the girl. SAY: **Think creatively about all the ways these preteens can use what God has given them to ♥ be generous. Write your ideas in the space provided.** When the teams are ready, have a volunteer from the boys' team read what they wrote for the first one. Ask the girls if they can think of anything else. Then have a volunteer from the girls' team read what they wrote for their first one. Ask the boys if they can think of anything else. Do the same for the other things listed.

ASK: **What are some ways you've been generous?** Accept responses.

SAY: **If you're not already being generous with what God has given you, it's time to start!**

### Materials

*Resources* CD Generosity printable file, scissors, cotton balls, pitcher of warm water, foam cup, towel



### Option Always Room for More



Before class, cut apart the cards on the printable file.

Divide the class into three small groups. Give each group two of the photo cards from the printable file. SAY: **Use your cards to make up a skit about how someone your age could use these things to ♥ be generous. Try incorporating the photo cards into your skits in more than one way.** When groups are ready, let them present their skits.

Do this object lesson where everyone can see it. Ask a volunteer to fill the cup to the brim with warm water. Ask preteens to guess how many cotton balls the cup will hold. Then let preteens take turns dropping the cotton balls into the cup of water. They should keep track of how many cotton balls they are adding. (They should be able to add a lot.)

ASK: **How do the cotton balls remind you of being generous?** (No matter how many you add, there's always room for more.)  
**What are some ways you've been generous?** Accept responses.

SAY: **If you're not already being generous with what God has given you, it's time to start!**

### Teaching Tips

If you have a small class, stay together as one group and have volunteers make up skits and act them out.

It's always good to practice object lessons before class.

# Live It Out (10 minutes)

## Focus

♥ Be generous.

- 4** Use one of these activities to help students **choose to be generous.**

### **Quick Step Journal It**

Ask preteens to turn in their leaflets to the activity Journal It. SAY: **Think about how God wants us to ♥ be generous and not be greedy. What can you do?** Encourage students to write two ways they plan on being generous this week. When students are done, ask volunteers to share a few ways they plan on being generous.

Close with a time of prayer. Lead preteens in a time of directed prayer. Tell preteens that you'll pray and then pause. When you pause, they should silently pray the same thing. PRAY: **Dear God, thank You for all that You give to us.** Pause. **God, we want to be generous because You are so generous to us.** Pause. **Help us to be generous with our time.** Pause. **Help us to be generous with food and clothing.** Pause. **Help us to be generous with other things you've given us.** Pause. **Help us to be generous with the abilities you've given us.** Pause. **Help us each day to look for ways to show generosity.** Pause. **In Jesus' name, amen.**

### **Option Bags of Generosity**

Give each student a grocery bag, along with a sheet of paper and a pencil.

ASK: **What are some different ways you could use a grocery bag to ♥ be generous.** Write students' ideas on the board.

Encourage students to list on their papers ideas that they think they could do. (Examples: Fill the bag with groceries or gently used clothing and deliver to a homeless shelter. Fill the bag with toys and books and take to a neighborhood child who is going through a hard time. Use the bag to make a puppet or costume and use it to play with a younger brother or sister.) Encourage preteens to be generous and use their bags to bless someone this week. When finished, ask preteens to gather for a time of prayer.

ASK: **Can we be generous with our prayers? If so, how?** (Yes. We can pray for others. In our prayers, we shouldn't be so focused on ourselves, but focus on others.)

SAY: **Let's ♥ be generous with our prayers right now. Get someone in mind to pray for. Maybe that person needs courage to do the right thing. Maybe that person needs help in obeying their parents. Maybe that person needs help to quit gossiping or lying.** Invite everyone to pray silently for those they are praying for. After a brief time of silence, close in prayer.

### Materials

Activities for lesson 11, pencils



### Materials

paper grocery bags, whiteboard, dry-erase marker, paper, pencils



### Live Wire

Distribute *Live Wire* to students before they leave. They will enjoy the articles, puzzles, and other features included in this fun student magazine.

Be sure parents know about the *Faith & Family* pages available online to print and use with their children at home. Go to [www.21stcc.com](http://www.21stcc.com).

