



IMAGES OF FAITH

The Instructor's Handbook

This handbook and accompanying media has been developed by CUEnet, copyright © 2012.

Permission is granted to individual congregations of The Lutheran Church–Missouri Synod to copy the handbook pages for use as physical handouts in their confirmation programs. All other rights reserved. Other permissions may be requested of CUEnet via email to info@cuenet.edu.

No permission is granted to anyone or any organization to redistribute the multi-media materials, videos, or computer files in any form. These multi-media materials are given to each individual congregation of The Lutheran Church–Missouri Synod for that congregation’s use solely. All rights reserved by the identified copyright holders, including CUEnet.

Congregations are strongly encouraged to use these materials to accompany *Luther’s Small Catechism with Explanation*, available from Concordia Publishing House, 3558 S. Jefferson Ave., St. Louis , MO, 63118. www.cph.org

The essay written by Dr. Stephen M. Barr was first published in FIRST THINGS Journal and is available at www.firstthings.com. Used by permission.

Unless otherwise indicated, all quotations attributed to Martin Luther come from The Book of Concord, edited by Robert Kolb and Timothy J. Wengert, and translated by Charles Arand, et al. Copyright © 2000 by Augsburg Fortress. Used by permission. All rights reserved.

Unless otherwise indicated, all scripture quotations are from The Holy Bible, English Standard Version® (ESV®), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved..

The language of the Second Commandment and the Eighth Commandment are taken from the Holy Bible, NEW INTERNATIONAL VERSION®. Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc. All rights reserved worldwide.

Illustrations and short stories are copyright © 2012 CUEnet. All rights reserved. Unless otherwise indicated (either in this handbook or the accompanying material), all photographs utilized in the illustrations present in this handbook were obtained through Shutterstock. All other artist credits are identified within the media accompanying this handbook.

Every attempt has been made to properly credit sources, copyright and license permission throughout this material. If error or oversight has been made, please contact CUEnet at info@cuenet.edu. Every effort will be made to correct future editions of this material, as necessary.



IMAGES OF FAITH



Rev. Dean O. Wenthe, Th.D.
President Emeritus, Concordia Theological Seminary



Rev. D. Ray Halm, Ed.D., D.D.
President Emeritus, Concordia University Irvine
Senior Director, CUEnet

Warm Greetings!

The faculty of Concordia Theological Seminary together with the good folks throughout the Concordia University System and the staff of CUEnet are very pleased to bring to you the “Images of Faith” project. It is our hope that this dynamic multi-media program will become a favored tool to augment the ones that you currently use for teaching confirmation and Bible classes to youth.

We are particularly excited about the insights you will discover from faith development specialist Dr. Rebecca Peters and clinical psychologist Dr. Buddy Mendez. We believe their comments will prove helpful to you as you address the young adolescents in your classes.

We trust this unique approach to learning will enhance the joy you and your students experience as you explore essential teachings of the faith.

Dean Wenthe, President Emeritus
Concordia Theological Seminary

D. Ray Halm, President Emeritus
Concordia University at Irvine
Senior Director, CUEnet

PRODUCTION TEAM

Keith Boheim	reviewer
David Eggebrecht	reviewer
D. Ray Halm	author, media designer, reader
Robert Kolb	reviewer
Timothy Linn	media designer, video and audio editor
Johanna Lyon	actor
Erienne McCray	actor
Buddy Mendez	psychologist
Becky Peters	faith development specialist, reviewer, writer
Douglas Rutt	reviewer
Timothy Sternberg	actor, reader
Heather Stueve	editor, illustrator, reader, license specialist
Jonathan Stueve	actor
Thomas Stueve	consultant in molecular biology
Dean Wenthe	reviewer, writer

TABLE OF CONTENTS

Introduction to Images of Faith	p. 6
Introduction to the Ten Commandments	p. 10
The First Commandment	p. 12
Learning Activities for the First Commandment	p. 22
The Second Commandment	p. 26
Learning Activities for the Second Commandment	p. 36
The Third Commandment	p. 38
Initial Learning Activities for the Third Commandment	p. 38
Extended Learning Activities for the Third Commandment	p. 42
The Fourth Commandment	p. 54
Learning Activities for the Fourth Commandment	p. 58
The Fifth Commandment	p. 60
Learning Activities for the Fifth Commandment	p. 68
The Sixth Commandment	p. 72
Learning Activities for the Sixth Commandment	p. 74
The Seventh Commandment	p. 80
Learning Activities for the Seventh Commandment	p. 80
The Eighth Commandment	p. 84
Learning Activities for the Eighth Commandment	p. 88
The Ninth and Tenth Commandments	p. 90
Learning Activities for the Ninth and Tenth Commandments	p. 92
Closing Thoughts about the Ten Commandments	p. 94
The Creeds	p. 96
The First Article of the Apostles' Creed	p. 100
Learning Activities for the First Article of the Apostles' Creed	p. 110
The Second Article of the Apostles' Creed	p. 120
Learning Activities for the Second Article of the Apostles' Creed	p. 126
The Third Article of the Apostles' Creed	p. 132
Learning Activities for the Third Article of the Apostles' Creed	p. 132
"Church Search" -- A Game	p. 144
The Lord's Prayer	p. 146
Learning Activities for the Lord's Prayer	p. 148
The Lord's Supper	p. 172
Learning Activities for the Lord's Supper	p. 174
Baptism	p. 182
Learning Activities for Baptism	p. 184
Confession and Absolution	p. 190
Learning Activities for Confession and Absolution	p. 194

This handbook is designed to make the Images of Faith material easy to use.

The right-hand pages (the odd-numbered pages) are designed so as to allow easy copying for the creation of student handouts, as desired by the instructor.

The left-hand pages (the even-numbered pages) are available for the instructor to utilize for teaching notes. These pages may also contain a number of specific resources for the instructor, including helpful commentary and tips, additional quotes and stories, and reminders.

INTRODUCTION TO IMAGES OF FAITH

OVERVIEW

The Images of Faith project provides multi-media learning experiences for confirmation-age youth which reveal their identity as children of a loving God within the context of the Christian Church's most basic teachings. Your teens will enjoy the pace and variety of the presentations, as well as the optional learning activities, including discussion questions, small group work, stories, quotations, servant events and memory work which accompany the lessons. Faith development specialist Dr. Rebecca Peters and clinical psychologist Dr. Buddy Mendez augment the project with insights to the maturation of young adolescents.

CONTENT AND STRUCTURE

The images you are about to enjoy honor faith and the relationship of the young believer to God while simultaneously portraying adolescent struggles. Each multi-media experience is intended to generate lively conversation among the youth and between the youth and their instructor. The media experiences come with background material, learning activities, stories, quotations, servant events and memory work. The background material and the learning activities are written as though speaking to early adolescents, thus suggesting language which the instructor might use. The average reading difficulty of the material included within Images of Faith is 7.5 grade level, with some material being a little more difficult and some a little less difficult. Instructors should feel free to use as much or as little of the background material and learning activities as they wish. Everything is optional. Obviously, the same can be said for the quotations and memory work, although it is hoped the instructors will demand some level of memorization. The instructor is free to copy any or all of the material for sharing with the learners.

During the early part of the material, special attention is paid to Intersections between early-adolescent psychology and the lesson under consideration. Here the instructor will want to be a little more discerning as to what should be printed for the learners. The Intersections are primarily intended to be helpful to instructors as they design learning experiences. Also interspersed within the background material, the instructor will find writing labeled Time Out for Instructors, which provides explanations of critical biblical teachings. Here the reading levels are beyond the average middle school learner.

Biblical quotations are from the English Standard Version of the Bible unless otherwise marked. Instructors are encouraged not only to ask students to memorize the Bible passages found in the Memory Work sections, but wherever Bible passages are noted throughout the program.

The series will cover the Ten Commandments, the Apostles' Creed (with references to the Nicene and Athanasian Creeds), the Lord's Prayer, the Lord's Supper, Baptism, and Confession and Absolution. Occasionally references will be made to other doctrines of the Church. In its entirety, Images of Faith will provide an excellent overview of biblical theology. Certainly Images of Faith could also be used with high school youth or adults as part of a refresher course on the basic teachings of the Bible.

One further note: instructors may find it helpful to show the media presentations more than once, as doing so will enhance learner comprehension and make the learning activities more accessible.

PRIMARY AUDIENCE

The intended audience for Images of Faith is the congregation's young adolescents, almost all of whom exhibit unbounded energy, a high degree of idealism, a keen sense of social justice, and a need to understand and balance their place in the family with a newly blossoming desire for autonomy and self-knowledge. While every child is unique and special, all young people encounter questions and emotions which create concerns in their lives. For instance, young teens are just beginning to think abstractly, and they frequently struggle with issues that are not perfectly "black or white." Moreover, as the maturing child transitions toward middle adolescence, acceptance by peers takes on increasing importance, adding to an already turbulent psychological mix. The young teenager holds many newly forming values in tension with each other and with the security of the family. When one or more of the basic elements of psychological well-being is in a state of heightened stress, the result can be a sense of deprivation resulting in edginess to cover insecurity, defiant behavior to cloak fear, or apathy to mask uncertainty – all of which interfere with learning, self-acceptance, satisfying relationships and wholesome faith development. Additionally, these stressors reduce the attention span of the maturing adolescent. Only when tensions are addressed without threat by trusted and patient adults can the teenager focus on growth, especially within the affective domain of learning. Because authentic communication to young teens must take such developmental challenges into account, the multi-media experiences and learning activities for Images of Faith reflect accurately and with empathy the questions that dominate the mind and heart of young teens, thus being faithful to the formative psychology of emerging adolescence.

If Images of Faith is used with older adolescents or adults, the instructor may want to modify some of the learning activities to make them age-appropriate.

PERSPECTIVE

Catechesis traditionally begins with the Ten Commandments as God's imperatives for His people, and as a supplement to traditional catechesis Images of Faith begins here, as well. Teenagers know that when God's children fail to abide by the Lord's imperatives, they do well to seek His forgiveness through prayer and confession. On the other hand, most young adolescents have yet to come to view the Ten Commandments as descriptors of the sanctified life; that is, the behaviors that are prompted by the Spirit following baptism and justification, the behaviors the believer exhibits until such time as the force of sin is allowed to disrupt the Spirit's work. Because of the often overwhelming power of sin, particularly in the life of a young Christian, the preeminent aim of Images of Faith is for young teenagers to embrace the Lord's forgiveness while simultaneously viewing themselves as being carried by Him. The Lord's recreative, life-giving power blesses the teenager to become God's instrument, even as God chose to use St. Paul as His instrument (Acts 9:15). Christian maturation is characterized by an ever-deepening understanding that "I have been crucified with Christ and I no longer live, but Christ lives in me." (Gal. 2:20)

Underlying everything in the multi-media presentations is the image of God as the great giver of gifts, most especially giving the gift of Himself through His flawless Word (see Ps.12). He gave life and when His children ruined His gift, He gave the promise of life anew and kept that promise through the historic figures of the Old Testament and finally in the Christ child. God gives blessing upon blessing. Confirmation is a time of courtship between the teenager and God, a time to literally fall in love with the Giver or all good gifts. When King David surveyed the night-time sky, he was amazed that God would reach out to him, yet that is exactly what God did then and still does today!

Please make note of the following:

Permission is granted to individual congregations of The Lutheran Church–Missouri Synod to copy the handbook pages for use as physical handouts in their confirmation programs. All other rights reserved. Other permissions may be requested of CUEnet via email to info@cuenet.edu.

Because the multi-media videos contain licensed material, including music and art, NO permission is granted to anyone or any organization to redistribute the multi-media materials, videos, or computer files in any form. These multi-media materials are given to each individual congregation of The Lutheran Church–Missouri Synod for that congregation’s use solely. All rights reserved by the identified copyright holders, including CUEnet.

Congregations are strongly encouraged to use these materials to accompany *Luther’s Small Catechism with Explanation*, available from Concordia Publishing House, 3558 S. Jefferson Ave., St. Louis , MO, 63118. www.cph.org

LEARNING FROM EXPERTS IN ADOLESCENT PSYCHOLOGY

A video introduction to early adolescent psychology and learning by faith development specialist Dr. Rebecca Peters and clinical psychologist Dr. Buddy Mendez from the faculty of Concordia University—Irvine, California, accompanies Images of Faith. Drs. Peters and Mendez speak of the transition young boys and girls make between the gentle life of a child and the tumultuous years of early and middle adolescence.

TIME OUT FOR INSTRUCTORS

Occasionally Images of Faith offers a segment entitled “Time Out for Instructors.” These pieces are intended to provide the instructor with deeper notes related to the lessons at hand.

CONCLUSION

We trust you and your students will find the experiences you are about to see and hear compelling. Our goal is to be on target for the Connected Generation!

We encourage instructors to display the media presentations multiple times to ingrain the concepts into the minds of young learners. Instructors may also wish to consider reading the slides aloud to aid the learning process.

Images of Faith has been created to be integrated with your previously successful teaching strategies. We believe you will be more than satisfied with the topics covered and the results achieved.

Legend:

- The color **red** denotes material related to early adolescent development and story interludes.
- The color **purple** denotes material specifically helpful to the instructor.
- The color **green** denotes quotes from the Bible, quotes from other literature, an original story or memory work.

The Asterisk:

- An asterisk * has been placed alongside the most critical learning activities as a help for those instructors whose time for teaching is limited.

The Introduction is to be presented by the Instructor or distributed to the students.

The First Commandment is the foundation for the other Commandments. If this commandment is kept, all others will follow. Break one of the later commandments and the First Commandment is also broken. Therefore, the Background Information and the Learning Activities are far more extensive for the First Commandment than for any of the following topics. Once the students master the First Commandment, the remainder of the learning for the Commandments will be accelerated.



THE TEN COMMANDMENTS

Introduction

Sacred Scripture describes a God who gives. He gives the heavens and the earth. He gives the sun, the moon and the stars. He gives land and sea creatures. He gives each according to its own kind. He gives special life to man and woman. He creates them in His image. The opening chapters of the Bible are remarkably pointed in describing the creation of man and woman as the apex and culmination of God's work. In sharp contrast to modern theories so often advanced, man and woman are neither accidental nor incidental; rather, the drama of creation is ordered around human good and human life. Indeed in Genesis Chapter 2, the intimate way in which God involves Himself in the creation of woman is testimony to God's care and nurture of your first parents, Adam and Eve. Genesis describes a God who graciously gives and never stops giving.

So complete and unqualified is God's giving that He endowed man and woman with every opportunity to live in beautiful communion with Him forever. Such a complete extension of love called for man and woman to obey their Creator over against any alternative. Tragically, Adam and Eve choose to seek their own image rather than that which God so graciously had given. Not unlike a loving parent who allows a son and daughter to make the choice of which friends to embrace, there was "risk" for your heavenly Father. Of course God knew what Adam and Eve would do in the Garden, yet despite humankind's rebellion, God once again gave. Your heavenly Father immediately responded to Adam and Eve's sin with the promise of a Redeemer, and the remainder of the Old Testament is a commentary on how that glorious promise is carried in the blood and the flesh of ancient Israel.

Among God's great gifts are the Commandments, given as part of the Exodus history. The Commandments describe God's non-negotiable expectations of humankind. And because human beings have inherited sinfulness from Adam and Eve, the Commandments serve as a mirror to man's sin and his desperate need for a Savior. While this is most certainly true, it is also important for you to remember that God gives the Commandments to His children to regulate life to the end that your everyday living might remain synchronized with the creative energy that brought life into existence. God's laws are meant to make life better; they are never intended to rob humankind of joy or meaning. The Commandments foster identity for the child of God and underpin the God-man relationship.

The First Commandment describes God's preferred relationship between Creator and creature. The First Commandment derives from the fact that God is the source of everything and therefore deserves man's absolute respect and trust. When God speaks, creation follows! Later in the history of God's people, the voice of God actually alters what men and women think of as reality. You can see this phenomenon when Jesus speaks to the waters of the Sea of Galilee or to Jairus' daughter. In the First Commandment, God establishes an absolute Law of life for you to follow when He tells you as a loving Father that you are to depend only upon Him and in no other person or thing—particularly not in yourselves—because only He has true power and authority to meet your needs. Your relationship with God is the foundation upon which the rest of life is constructed. The images of the first lesson vividly portray this thought.

The Introduction is to be presented by the Instructor or distributed to the students.



THE FIRST COMMANDMENT

You shall have no other gods before Me.

As teenagers you know what rules are all about. For the person who stands apart from God, the First Commandment and the other nine Commandments may seem like rules in this common sense of the term, yet the Commandments are more important. They are absolute and non-negotiable. Each Commandment describes a boundary beyond which humans are not permitted to go. Once humans cross God's boundary, their conscience informs them that they have sinned, as St. Paul explains in Romans 2:14-15. Sometimes humans



try to fool themselves into believing that their actions are permitted when in fact they are not. An example would be King David's relationship with Bathsheba. In such an instance, people need to be reminded of God's boundaries, even as the Prophet Nathan reminded David in 2 Samuel 12. What a story!

So Commandments are unconditional rules and should never be broken. This being said, you are also challenged to think of the Commandments as laws in the sense of the

laws in physics. The laws of physics describe expected outcomes. The law of gravity, for instance, leads you to anticipate that if a stone is held above the floor and released, the stone will fall. The law of gravity also leads you to expect the ocean's tide. When God led His people out of their bondage in Egypt, He announced laws regarding the relationship they were to expect between a protecting God and His redeemed men and women, boys and girls. God says, "I am the LORD your God, who brought you out of Egypt, out of the land of slavery. You shall have no other gods before [in addition to] me" (Exodus 20:1-17 and Deuteronomy 5:6-21). Like the laws



of physics, the Commandments describe how life works. Follow the Commandments and life works well; depart from the Commandments and life gradually crumbles apart. Perhaps it is helpful to think of the Commandments as God's blueprint for a life.

In the First Commandment you find the primary element of God's blueprint: trust. If you break this Commandment, you are in deep trouble and need to ask forgiveness from God while making up your mind never to break it again.

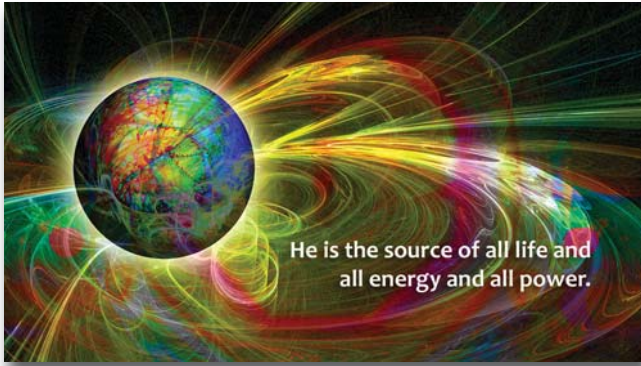
When you are in a right relationship with God, you will place your complete trust in Him. One last word: you will do well to remember that God is not saying that He should be the first among all the gods you trust; He is saying He is the only One you are to trust. Think of it this way: trusting God on the spiritual level is like breathing on the physical level.

The theme of the first lesson is this: Your God is a creating, giving God. His love for you is so full, He gave of

INTERSECTION: Young adolescents are interested in relationships—both those of family and with God. The foundation of their relationship with God is the trust He requires His children to place in Him. Trust is also the foundation of human relationships, including those of the family.

INTERSECTION: How can the teenager be certain of God's forgiveness? It may be beneficial to spend some time with 1 John 1:7, Acts 10:43 and Romans 6:11.

Himself on Calvary, and He gives of Himself every time you celebrate Holy Communion.



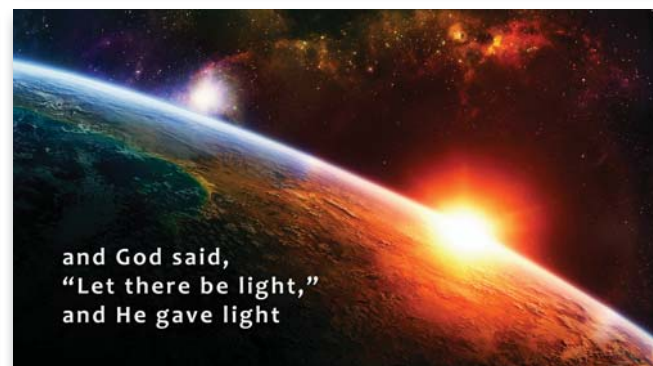
The image in front of you makes the point that only God has the power to create gifts out of nothing at all! While at times it may appear that you can turn to other sources for what you feel you want, the truth is that nothing else or no one else can truly meet your needs. It is also vital to remember that God intends to bless His children. He blessed Noah and Abraham, and the list goes on and on in one Old Testament story after another. These stories also make it clear that even God's most faithful children do not always understand their own needs well. So from time to

time God may even give His people challenges—as another form of blessing!



The image launches you into the history of creation. While you may not immediately understand the relationship between the creation of the world and the First Commandment, the unfolding images make clear that because God is the source of everything that exists, He wants you to trust only in Him and to turn only to Him for your needs.

Do you sometimes think abstractly? The interpretation of metaphors demands abstract thinking, and some of the images in this lesson are metaphors. If you find interpreting visual metaphors pretty difficult to do, please be patient with yourself. With just a little practice, you will catch on to the thinking required. And remember,



INTERSECTION: Early-adolescent psychology reveals the onset of tension for youth as they struggle to maintain close identity with the family while simultaneously being drawn into closer and closer identity with the peer group. For instance, while a teen growing up in a Christian family may feel comfortable subscribing to the creation account in Genesis at home, that same teenager may feel less comfortable embracing the creation story when surrounded by peers who openly believe the Theory of Evolution. Arming young people with substantive ideas about the problems faced by the Theory of Evolution is important. (See the First Article of the Apostles' Creed beginning on page 96.)

Beginning in the 1960's and lasting well into the early 1980's, the book *Biochemical Predestination* was one of the leading textbooks for college students studying the Theory of Evolution. The book was authored by chemical evolution theorist Dean H. Kenyon, a professor at San Francisco State University. As Dr. Kenyon's investigations into the origins of the universe continued into the later 1980s and 1990s, a strange thing happened. Kenyon came to realize that the Theory of Evolution simply could not stand up against rigorous testing in the light of new discoveries about DNA. Now the man who was one of the chief defenders of Evolution has become one of its chief opponents.

British author C.S. Lewis once observed, "I believe in Christianity as I believe that the sun has risen; not only because I see it, but because by it I see everything else."

INTERSECTION: Teenagers know the value of love. In 1 John 4:8 the Bible declares that God is love. The doctrine of the Trinity and the fact that God is love intersect in a most wonderful way. Please read and talk about John 3:35 together. Prior to the creation of the world, the three persons of the Trinity were loving each other, even as they love you today. God is love! This is a crucial part of Christian identity.

INTERSECTION: Through age ten, children draw their identities almost exclusively from their parents or guardians, as well as older brothers and sisters—even in those instances where the relationships are not entirely healthy. Little girls dress like mommy, and little boys dream of becoming the same kind of worker as daddy. The adults and older siblings are referred to as role models for the children. With the onset of adolescence, the child begins to look beyond the family for the first time, experiencing tension when newly discovered role models differ significantly from the role models of earlier childhood. Perceptive parents, ministers and youth leaders can be helpful, gently guiding young adolescents to properly evaluate all role models.

a metaphor does not always correspond in every detail to the thing being compared. There are few perfect metaphors.

The light in the four images above is metaphorical for the presence of God in the midst of creation. Did you notice that the water in the third image is a direct portrayal of the word “water” in the passage in Genesis, but the glowing light is not? Rather, the light is again a metaphor for God, whom the Bible refers to as light in John 1:4-5. While the creation of the sun can be seen in the fourth image, the light of God is depicted in this image, too. You and your friends may enjoy debating which of these four pictorial metaphors is the most imaginative.

Notice what happens when God speaks in verse three of Genesis 1. His voice has the power to create light out of nothing at all. Only He can do that. In the fifth chapter of Mark, the Apostle describes a scene in which Jesus is approached by a ruler from the synagogue. The man’s daughter is so ill she may soon die, and so the man begs the Lord for help. Jesus agrees to go to the man’s house, but Jesus is delayed. Meanwhile and much to the sorrow of the father, a servant approaches, announcing that the girl has died. When the voice of Jesus says the girl is not dead but sleeping, the nature of the situation—the very nature of reality itself—is changed. The young girl was dead, but now she is sleeping and Jesus wakes her. Your voices cannot turn death into life, but the voice of God can. Once you begin to comprehend the extraordinary power in God’s voice, your confidence will grow when you turn to Him in prayer. Take a moment to read Psalm 33:6 together.



These images offer a fascinating opportunity to begin a discussion of the doctrine of the Trinity! In the first chapter of Genesis, God is quoted as saying, “Let us make man in our image.” In addition to the Heavenly Father, who else is part of the Trinity? Were all three persons of the Trinity present at the time of Creation? You may also enjoy discussing among yourselves the circumstances which have given rise to the wondrous variations we find among human beings on earth today. What do you think explains these differences?

From time to time do you worry about failing in your classes at school or in sports? Do your parents ever worry about you becoming too wrapped up in your hobbies, such as music or computer games? Such worries are also the concern of the First Commandment. What God does not want to see happen is that you begin to draw your primary identity from sports or academic studies or music or hobbies or anything else other than

INTERSECTION: As mentioned earlier, the young adolescent is only now beginning to look beyond the family for new role models and authority figures. For some teens the appeal of authority beyond the home may lead to feeling like a traitor to parents and older brothers and sisters. Couple this tension with the temptation to select inappropriate heroes outside of the home and the mix can quickly become perilous, frequently expressing itself in defiance or silence. Talking with trusted adults throughout the journey of early and later adolescence often makes a wonderful difference for struggling teenagers. Drs. Peters and Mendez shared valuable ideas about being someone teens can trust, someone teens will talk to and whose advice teens will follow. Do you recall the importance Mendez and Peters placed on being authentic? Authenticity pulls early adolescents close, while power expressed without love drives them away. Finally, what did Dr. Mendez have to say about allowing early adolescents to make some choices without interference from persons in positions of power?

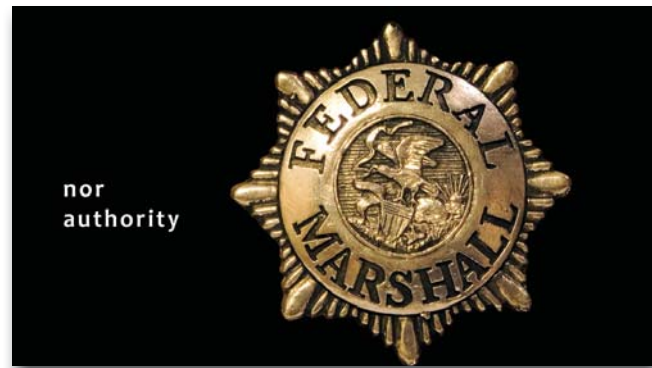
INTERSECTION: Young adolescents are maturing psychologically at break-neck speed. While a short time ago it did not matter if the door to their room was open, the teen now is demanding privacy both from parental intrusion and from the presence of siblings. Developing a healthy sense of autonomy is critically important for successful adulthood, but the journey into a proper amount of privacy can be fraught with misunderstanding all around. Once again open conversation between pastor and parents and between parents and teens is extraordinarily valuable. Bear in mind, however, that the young adolescent will quickly seek comparison between what s/he hears from the adults in his/her life with that being heard by peers in their homes.



Him. Whenever you are in danger of feeling that your self-image comes chiefly from human activities without consideration of God's will or at the price of forgetting about God altogether, you are in danger of breaking the First Commandment.

Has there been another temptation which has had the same allure as power? For many, the earliest memories as children are of older or larger kids bullying them. Unfortunately, those who are abused by the inappropriate exercise of

power as children often turn around later in life to do the same thing to the weaker people around them. Nor is the abuse of power limited to certain types of families or to certain kinds of neighborhoods. Power is abused everywhere. It is abused with weapons and muscle. It is abused with money, and it is even abused with love. All too frequently power is abused by people in authority. Abuse can originate with a misguided parent toward a child or from one parent to the other in the child's presence. Teachers and even elected officials can abuse power with both children and adults. Arrogance is an expression of power, and arrogance is not limited to older adults,



but can be found in school hallways as well as in the family room or kitchen. The temptation to abuse power is dangerous beyond description. Yet, when power is exercised with grace and compassion in keeping with God's will, it is the source of untold blessings.

You have come to the oldest temptation of all. Who has not dreamed of being admired, perhaps for being pretty or being very strong? Sometimes teens will seek attention by the way they dress or by acting in such a way as to set themselves apart from their parents and from other less daring kids at school. The very first temptation in Genesis, the one that got the best of Adam and Eve, was self-absorption. As you begin to seek identity outside your family and among your peers, the temptations in the realm of self-love are limitless. How very valuable it



would be to have a deeply trusted adult to take into your confidence. But the sad truth is that while your challenges are growing by leaps and bounds, the avenues for effective communication with trusted adults may seem to be dwindling. Please keep searching! Such a trusted adult is in a position to make substantial contribution to your development of self-respect in place of self-love. Finding someone who will listen without being judgmental is vital. ... And isn't it true that once again you must stand in awe of the love of God for crippled sinners? Even though God gave so much to His children, Adam and Eve traded love of their Creator for love of self and lost the image of God. Immediately, your loving Father promised to send a Savior. What love!



or money

Some families provide so many possessions for their children that wealth becomes an expectation. Money can be viewed as an entitlement. Can you guess what the word "entitlement" means? When resources are too readily available, it is little wonder that God is relegated to a spot near the bottom of priorities. The one who feels s/he has everything has little need for the only One who is truly able to fill human need. Limitless possessions can numb the heart and mind to the real needs a person has. In some families, giving teens possessions becomes a substitution

for the greater gifts of love, quality time, listening and genuine concern. On the other hand, when poverty makes even basic necessities impossible to attain, the temptation to label God as uncaring is never far away. Remember, the blueprint shows that life will be best when everyone allows God to be God.

Do you find it much easier to understand power or money as a temptation than it is to see a friend or even education as a danger? Look at the story of Job. He was a very faithful man, a man who trusted God completely. Yet, when Job was suffering, his three friends believed Job had committed a great sin. The friends were incorrect and could have led Job to doubt his faith in God. Job was blessed that he continued to trust the Lord. Job's friends meant well, but they almost led Job astray. Perhaps there is no more serious choice you make than the friends you keep. The right friends can be a wonderful source of joy, and the right friends will encourage your trust in God rather than challenge it.



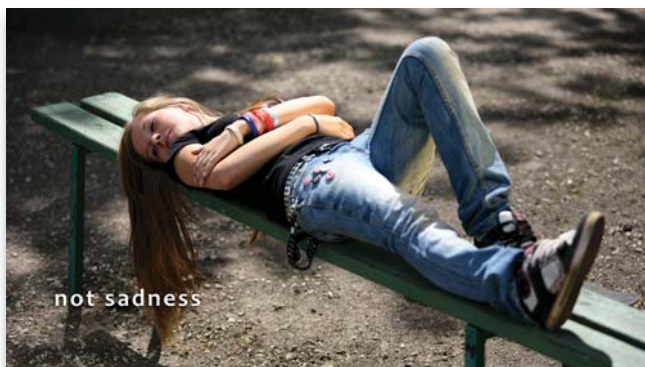
or friends

Education, too, can bring fantastic blessing into your lives, but if education leads you to believe that you no longer need the Lord and can trust your own intellect instead, then education has become a treacherous temptation. Isn't it fascinating how the same thing can be either a blessing or a malignancy depending upon your relationship with God? Like King David in the Twenty-third Psalm, you do well to declare,

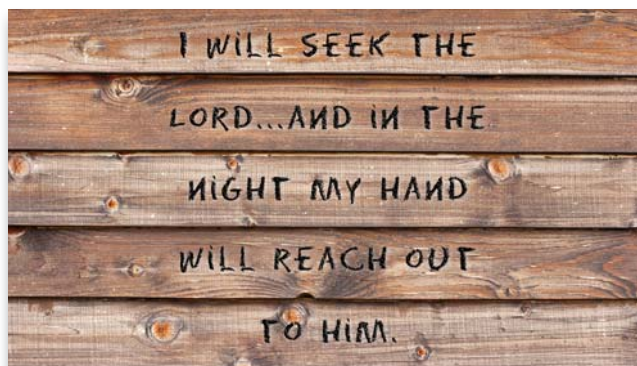


not even education

The LORD is my shepherd; I shall not be in want.
 He makes me lie down in green pastures,
 He leads me beside quiet waters, He restores my soul.
 He guides me in paths of righteousness for His name's sake.
 Even though I walk through the valley of the shadow of death,
 I will fear no evil, for you are with me;
 your rod and your staff, they comfort me.
 You prepare a table before me in the presence of my enemies.
 You anoint my head with oil; my cup overflows.
 Surely goodness and love will follow me all the days of my life,
 and I will dwell in the house of the LORD forever.



Most of the time your state of mind is pleasing to the Lord. On the other hand, do you think it is possible that sometimes even your emotions could lead you away from God? Do you think God cares about your feelings and even your thinking?



Now you have come to the heart of the First Commandment given by God to His children following the Exodus from Egypt; that is, you never grow too old to reach out in love and trust to your Father in heaven, the God who created you and who sent His Son to redeem you. Early on you were taught to pray simple but meaningful prayers to your Lord, such as, “Now I lay me down to sleep. I pray the Lord my soul to keep,” and later, “Our Father, who art in heaven hallowed be Thy name...” You know all about reaching out to the giving God. When life is troubling and needs are great, you know about the importance of touching the hand of Jesus. Young and old alike pray to the heavenly Father because He has instructed them to do so. He wants you to depend completely upon Him. You continue to look to your parents and guardians as God would have you do, for parents and guardians are gifts from your Creator, but above all, the sovereign God would have His children of all ages look

A FLASH STORY: THE WHEELBARROW

Many years ago for what seemed like weeks on end, the newspaper of Niagara Falls, New York wrote of little else than the anticipated arrival in town of a man who proposed to cross the Falls walking on a wire cable while pushing a wheelbarrow. The Barber in town asked all his customers if they believed the man could do what he promised. "I believe he will" was the common response. Without fail the barber said that he likewise believed the man would succeed. When the day finally arrived, people from villages near and far gathered on both sides of Niagara Falls to watch the exciting event. The daredevil arrived in flashy tights pushing a bright green wheelbarrow. Just before he stepped out onto the wire, he shouted over the crowd, "Do you believe in me?" Everyone yelled "YES!" The barber's voice was the strongest of all. The daredevil immediately turned to the barber, surprising him by asking, "Do you believe in me so much you are willing to ride in the wheelbarrow?" On that day the barber learned a great lesson regarding the difference between mere belief and full trust.

Let each and everyone, then, see to it that you esteem this commandment above all things and not make light of it. Search and examine your own heart thoroughly, and you will discover whether or not it clings to God alone.

Martin Luther in the *Large Catechism* , 1529

to Him. He invites your trust. He is the source of everything. But there is an irony to be understood here, as well. In 2 Corinthians 12 Paul says God's strength is made perfect in Paul's weakness. Paul means that when he is the weakest, then God is able to make the best use of him as His instrument. Take a look at Acts 9:15-16. Jesus says in Luke 9:24, "For whoever wants to save his life will lose it, but whoever loses his life for me will save it." Try writing a single-page essay entitled "My Greatest Weaknesses."

**"I am the Lord your God,
who brought you out of
the land of Egypt, out of
the house of bondage.
You shall have no other
gods before me."**

Exodus 20:2-3
Deuteronomy 5:6-7

In stipulating the First Commandment, your God reminds you of His rescue of the people from slavery in Egypt, a seminal moment for the children of Israel. While the liberated men, women and children were able to connect the dots between their deliverance from Pharaoh and the sparing of the firstborn sons and daughters on the night the Lord passed over all who dwelt in Egypt, they were not able to see the connection between that night when God passed over them and the death of the Son of God that would follow 1500 years later. But you are able to connect

these dots. Sin is no small thing; it broke the heart of God and it broke the relationship between God and man. The justice of the Holy God required the absolute death of humankind. But "God so loved the world that He gave His one and only Son that whoever believes in Him shall not perish but have eternal life" (John 3:16). The blood smeared upon the vertical and horizontal doorposts of the Israelites' homes saved the firstborn children from certain and dreadful death, even as the blood of Christ smeared upon the vertical and horizontal posts of the cross saves you and all believers throughout time from eternal death.

The great Reformer Martin Luther understood and accepted God as the creator of the world and the creator of life itself. For Luther faith turns into action when the believer begins to place his true trust in the Lord God, Almighty. Moreover, your expressions of trust are enjoyed by the Lord. He responds to your prayers, your pleading. Over time you come to realize the depth of His absolute love through His countless blessings. You have only to look back to see His ever-present hand guiding and preserving you. Luther wrote, "I have held many things in my hands, and I have lost them all; but whatever I have placed in God's hands, that I still possess." What begins as obedience to the First Commandment quickly turns to trust, and in time such trust evolves into love. You love the Lord because He first loved you! Awesome respect, confident trust and grateful love are the anticipated characteristics of the young adolescent who keeps the First Commandment.

**"We are to trust in God alone...
for it is He who gives..."**

Martin Luther
The Large Catechism
1529

Reminder to the instructor:

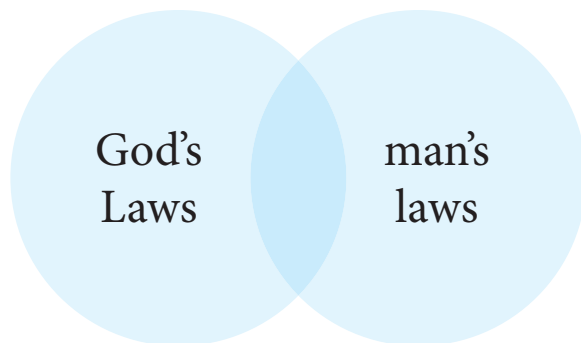
Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

For questions 6 through 14 in this section, be sensitive to those students who might not come from a loving home life. You may want to consider rephrasing the questions so the students do not feel singled out as being “different.”

LEARNING ACTIVITIES FOR THE FIRST COMMANDMENT

Focus: Rules

1. *Why do your parents establish rules for you? Do they do so only to exercise authority or are there other reasons? What are some of the rules in your home? Are there any “funny” ones? How do you feel when you break your parents’ rules? How do you think your parents feel? Do you think they feel only anger, or do they also feel hurt or afraid at times? What might your parents fear when you break their rules? What rules will you create for your children some day?
2. Design a Venn diagram showing the similarities and differences between human rules and God’s rules.



Ask the students to list examples of human laws which conform to God’s will where the circles overlap. How much overlap should be depicted?

Focus: “Fear, Love, and Trust”

3. *When Martin Luther wrote his explanation for the First Commandment, he used the words “fear, love, and trust.” Today’s synonym for Luther’s word “fear” is respect, or as Webster’s dictionary puts it, “to feel reverential awe.” What traits or characteristics in another person would inspire you to respond to someone with reverential awe? How does reverential awe differ from outright fear or from everyday respect?
4. Try creating a list of three people for whom you might feel outright fear as you understand the word today, three for whom you might have respect, and three for whom you would feel reverential awe (even if you have never met the person in real life). How do the people on the three lists differ? What might be a danger in feeling reverential awe for another human?
5. Luther says that the First Commandment expects you to love God. A very famous French mathematician, Blaise Pascal, once wrote, “Human beings must be known to be loved; but God must be loved to be known.” What do you think Pascal meant? Do you agree with him?
6. Do you know for sure if your parents love you? How do you know? What do they do that demonstrates their love for you? If someone offered your parents one billion dollars for you, would your parents accept the offer? What do you do that demonstrates your love back to your parents?
7. If you do not turn out to be highly successful in life, will you still have a place in your parents’ hearts and home?
8. If you let God down, will you still have a place in His home?
9. Try your hand at explaining the relationship between Romans 6:3-7 with Romans 6:23. Have you ever died? When did that happen? What was the result of your death? Would it be a true statement to say, “I either must die baptismally or I must die eternally”?

10. How does it feel to be loved no matter what? Will God love you no matter what?

Focus: Trusting God

11. Write down the names of the people you trust the most. You do not need to show the list to anyone, but be ready to describe what it is about each person(s) that gives you confidence that trust is warranted.
12. Is it easy to trust other people? Why or why not?
13. Imagine yourself as a parent. What would you do to instill trust in your children?
14. *Can God be fully trusted? Why?

Focus: Sin & Forgiveness

15. Does God always forgive when He is asked to do so?
16. Do some sins make God angrier than others? Does God have feelings that can be hurt? Is God a person like you are a person?
17. *Here is a challenging question for you: what if a believer were to die in a car accident before having the chance to ask God for forgiveness for the sins committed that day? Would the person still go to heaven if s/he had been someone who truly trusted God?
18. *Here is an even tougher question: does a pastor actually forgive sins on Sunday mornings? Where does the pastor's authority to do so come from? (see Matt. 16:19; John 20:23) Is the pastor a representative of God? In what way are you able to re-present God in your world?

Focus: Creation

19. Why do you think Christians around the world believe the story of creation found in the Bible?
20. How do you feel about what is taught about the origin of the universe in your school?
21. *How do you handle questions or conversation about the beginning of the world? Do you ever feel uncomfortable about such questions around your friends or in class?
22. Why was it brave of Dr. Dean Kenyon to express publicly his new point of view? Do you respect him for doing so?

Focus: Temptation

23. What do you like doing the most? What are you the best at doing? What temptations arise when you are very good at doing something? What temptations arise when you are not adept at doing something?
24. Would temptations be greater for an outstanding musician than for a mediocre musician? Why or why not?
25. See if you are able to clarify the difference between admiration and worship. If a friend of yours believes that a particular musician is the best in the world, is your friend in any danger at all of drawing his or her primary identity from the person admired? What would make the difference between thoroughly enjoying a performer without breaking the First Commandment and behaving in such a way as to violate the First Commandment?

26. If one of your friends feels that failure to make the soccer team at school would be the end of the world, how close is your friend to violating God's will? Is there any danger in speaking this way even when it is not truly meant? Explain your thinking.

Focus: Power—Its Use and Abuse

27. Look in a newspaper or news magazine. Find a story about power being harmfully exercised.

28. Can you name two people in authority who exercise their power with grace and compassion?

29. How common is bullying in your school? Why do you think bullying is so common in the world today?

30. Debate this statement: The abuse of power is a prime example of original sin.

31. Discuss the ways people (even teenagers) seek to gain power such as through election or physical skills. Consider size, age, intelligence, charisma (the cool factor), knowledge, etc.

32. How do you think God wants you to deal with power and authority?

33. How is the story of Cain and Abel in Genesis 4 a story about power? Who won the power struggle? Explain your thinking.

Focus: Trust and Power

34. Whenever you have two people, there is always some sort of a power issue. How do you see this played out between you and your parents? You and your siblings? You and your teacher? How do you and your best friend handle power between you?

35. *What role did trust play in the Garden of Eden? Did Adam and Eve need to trust that what God gave them was good? Can you explain your answer?

36. What is the relationship between trust and love?

37. Are you able to think of someone else in the Bible who lost sight of the need to trust God and trusted themselves instead?

38. *Why did God create the First Commandment? Was it for God's sake or yours? If you say it was for your sake, what do you mean? How do you benefit from the First Commandment?

39. What would you list as the essential characteristics for someone you would feel completely free to trust? Do you have such a person in your life?

40. Try your hand at creating a "contract" for life at home. What elements would you like to see included? Is the contract fair to everyone? Does the contract align with the will of God as expressed in the First Commandment?

41. Working in small groups, try to create a list of possessions the car seen in the slide show could symbolize, such as a dirt bike or the latest electronic gear. What is the relative importance of the items on your list?

42. Why is God so insistent that He remain the highest priority in your life?

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well. Encourage students to investigate using music, poetry, story, art, drama, and graphic design to individually reflect on their experiences and then share with the whole group. Establish events in which parents and other adults can participate, sharing reflections cross-generationally.

CULMINATING ACTIVITIES

43. *Watch the video one more time. Design your own final slide that sums up what you've learned in this lesson.
44. In Romans 6 you not only learn that you died in baptism, but that you were also raised to walk in the footsteps of Jesus. What do you think it means to walk in His footsteps? What is the most important first step?
45. With a friend write a "rap" song or a poem about the First Commandment.

SERVANT EVENT

Participate in a park, wilderness area, or community clean-up. This might be one established by a community organizer or one in which only your group participates. Goal: to appreciate man's role as a caretaker of God creation.

MEMORY WORK FOR THE FIRST COMMANDMENT

Exodus 20:2-3	I am the LORD your God, who brought you out of Egypt, out of the land of slavery. You shall have no other gods.
Mark 12:30	And you shall love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.
Job 42:2	I know that you can do all things, and that no purpose of yours can be thwarted.
Psalms 73:25-26	Whom have I in heaven but you? And earth has nothing I desire besides you. My flesh and my heart may fail, But God is the strength of my heart And my portion forever.
Martin Luther	Please memorize the First Commandment and Explanation from <i>Luther's Small Catechism</i> .

The Introduction is to be presented by the Instructor or distributed to the students.

INTERSECTION: No one requires instruction on how to become angry; that happens naturally. On the other hand, everyone benefits from learning how to express anger appropriately. Take some time to talk about this.

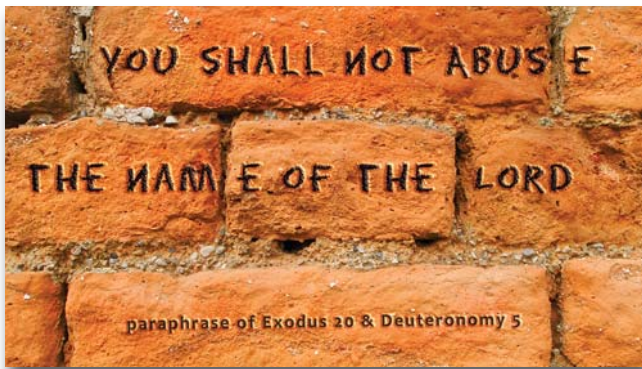


THE SECOND COMMANDMENT

You shall not misuse the name of the Lord, your God.

In his Large Catechism, published in 1529, Dr. Martin Luther writes, “What does the Second Commandment mean? [and] What does it mean to take the name of God in vain?” Luther responds to his own question with these words: “It is a misuse of God’s name if we call upon the Lord God in any way whatsoever to support falsehood or wrong of any kind.” This is using God’s name in vain.

People most commonly break the Second Commandment in moments of extreme anger or when they tell a lie. Those who claim to be children of God take the Lord’s name in vain when they speak or act in such a manner as to denigrate or belittle God’s reputation in the eyes of others. Such action is sheer duplicity – a living lie. Please explore the Second Commandment.



Once again the title reflects the colloquial vocabulary of the young adolescent. Of course, God does not use the formal title, Second Commandment, either. In Exodus chapter 20, God simply says in verse 7, “You shall not misuse the name of the LORD your God, for the LORD will not hold anyone guiltless who misuses His name.” When you think of the term “misuse,” the meaning initially seems rather benign. The Merriam-Webster online dictionary defines “misuse” to mean, “to use inappropriately.” While “misuse” is an accurate interpretation of the Hebrew language of the

Second Commandment, it has become a wee bit mild from overuse in the English language. For your purposes in this study, the term “abuse” has been chosen instead. This word is stronger and suggests spoiling or tainting. Abuse always ruins its target.

For the ancient Hebrew – and for you today – names are critically important. Names immediately bring to mind everything you know and think about an individual. Your first and last names mean something to everyone who knows you. In the Second Commandment, God is demanding that no one defile His name. Such abuse is so malicious that it truly constitutes a corruption of God’s reputation. Instead, you are commanded to uphold the honor of God’s name.



When you think of the Second Commandment, do you immediately think about the sin of cursing or swearing? Most people do. Cursing often occurs when a person is very angry or frustrated. In such circumstances it is not uncommon to hear the name of God being abused. The woman in the picture is obviously quite upset. Maybe she has reason to be. Being frantic or distressed, however, does

FLASH STORY: THE APPOINTMENT

Bruce Goodrich was being initiated into the cadet corps at Texas A & M University. One night, Bruce was forced to run until he dropped -- but he never got up. Bruce Goodrich died during his first week at college.

A short time after the tragedy, Bruce's father wrote this letter to the university: "I would like to take this opportunity to express the appreciation of my family for the great outpouring of concern and sympathy from Texas A & M University and the college community over the loss of our son Bruce. We were deeply touched by the tribute paid to him in the battalion. We were particularly pleased to note that his Christian witness did not go unnoticed during his brief time on campus."

Mr. Goodrich went on: "I hope it will be some comfort to know that we harbor no ill will in the matter. We know our God makes no mistakes. Bruce had an appointment with his Lord and is now secure in his celestial home. When the question is asked, 'Why did this happen?' perhaps one answer will be, 'So that many will consider where they will spend eternity.'"

INTERSECTION: Children are sometimes bullied by being called bad names. Often the name-calling will underscore a child's perceived weakness, such as body weight or crooked teeth or weak eyesight. Name-calling is an old and serious matter for defenseless small children and young adolescents. Providing children of all ages with highly positive self images helps to dull the pain of being called a bad name, but name-calling can still hurt. Confronting the bullying is critical.

FLASH STORY: COMFORTABLE IN YOUR SKIN

During his junior high school years, Eric joined a Pony League baseball team. Sometimes after a game Eric's mom and dad would ask if Eric had enjoyed the contest. Eric would hang his head and truthfully tell his mom that he had sat on the bench the entire time. Eric's mom would hug her son and remind Eric of all the wonderful gifts God had given him. He was a rapid reader and a surprisingly good speaker in front of people. Hearing his mom talk about his best traits always made Eric feel better. And thanks to his dad, Eric learned far more about horses and riding than any other student in his junior high school. He frequently rode without a saddle, and he could guide a horse at full gallop using only his knees. Three years later, Eric tried out for the high school football team, and while he was a member of the team all through high school, he spent most of the time during the games on the bench. But sitting on the bench didn't bother Eric as much anymore. Do you understand why?

not give anyone license to tarnish the name of God. On the other hand, none of the Ten Commandments forbids you from being angry, and as you know from experience, anger may be justified in some instances. The Bible does tell you, however, that you dare not sin in your moments of anger, and you should not remain angry very long at all. Mocking God is another form of cursing. Do you remember when the people at Christ's trial and later at the cross mocked Him?



*“Do you swear to tell
the truth,
the whole truth
and nothing but the truth,
so help you God?”*

Have you ever heard of the legal term, perjury? What do you think the word means? If you think it means lying, you are correct. A witness in a court of law is asked to take an oath (to swear) to tell only the full truth. The witness breaks the law if s/he tells a lie or if s/he omits some of the truth from the testimony. What is even more important, such a person also breaks the Second Commandment. This is why the swearing or oath calls for the witness “to tell the truth, the whole truth, and nothing but the truth.” No witness is permitted to lie, to withhold information or to try to mislead the judge or jury. If someone does one of these things, the court will immediately impose a fine and may also send the witness to jail for a period of time. Perjury simply is not tolerated. Period. End of story. No exceptions. Without truthful testimony, the entire judicial system breaks apart. Society must rely upon witnesses to be entirely truthful under oath. However, it is not just the judicial system that falls apart without truth, so does everything else. Take sports, for instance. Referees are used

to declare the truth of each situation in a basketball game or a tennis match, to name only two sports. If all referees were dishonest, sport would cease to be sport and would quickly become something of no value whatsoever. Players and spectators demand truth. As you know, technology is even used to allow a referee's decision to be reviewed, so critical is the truth sought. The importance of speaking only the truth was essential to the well being of the Old Testament culture, and it is critical to your present day culture, as well. The well-being of the world's societies is dependent upon the Second Commandment. And as you shall later learn, the Eighth Commandment addresses a similar matter.

Are you surprised to learn that there is much more to the Second Commandment than lying and cursing? If you are, you are not alone. Most people find it surprising that this commandment also touches upon your daily living under the name “Christian”; that is, under the name of Christ. When Moses asks God for His name in Exodus chapter three, God replies with the name “I AM.” God wants Moses and all people to understand that He has always existed and will always exist. What is more, God wants everyone to understand that everything else that exists besides God derives from God. This brings you back to the teaching of the First Commandment: God is the source of all power and all existence. He alone is self existing, having

**But there is more
to the
Second Commandment!**

no creator. So, God's name is very important to Moses and to you because God's name is extremely important to God! The images that follow explore the implications of living under the name of God.



Which city in the United States do you think has the worst reputation for traffic? Have you ever visited that city? Was the traffic as bad as you had heard it was going to be?



Which animal has the reputation for being the stealthiest? Might it be the coyote? What does stealth require?



Do you think every student in America has heard of Wall Street? How do you think this financial district in New York City developed such a widely recognized reputation for investment? Do other countries in the world have their own famous financial centers? Has Wall Street ever stumbled?

Schools have reputations. Stores have reputations. Mountain ranges have reputations. It seems as though everything and every person in the world has a reputation! Sometimes reputations are good, but sometimes they are not very good. Sometimes a reputation intrigues you, and sometimes a reputation repels you. It is fascinating to consider what goes into the formation of a reputation.

How does a student develop a reputation for being smart? No doubt Emily studies hard and learns very quickly. As a result, she does well on tests and always seems to have the correct answers in class. But here's something to think about: researchers speculate that all people are able to learn, the only difference being the amount of time required to absorb information. Another factor involved in learning is the form in which information is transferred. Emily tends to learn best through reading books. Other students learn faster with greater visual clues, and still others through a combination of styles. What works best for you?



Louis earned his reputation on the baseball field. He began playing at the age of six. When Louis is asked what he likes best about his school, no one is surprised to hear him say with enthusiasm, "Sports!"



Tiffany, whose friends call her "Taffy," pulls B's and C's in classes at school, but everyone knows she will be successful in her life because of her great personality. She just seems to know what to do. Everyone agrees, her teachers included, Taffy has plenty of cool.

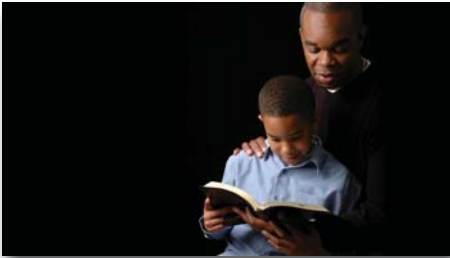


FLASH STORY: HIS REPUTATION

This is a sad but true story. Many years ago a student at a Christian college accused a professor of bad behavior. The story quickly spread throughout the campus. The professor denied everything. The administration of the school carefully examined the case and discovered over time that the student had made up the story as a result of trouble at home. The student's parents were going through divorce. While the professor was cleared of having done anything wrong, his reputation was so badly damaged that eventually he had to look for another position. How tragic it is that reputations which take a lifetime to build can be destroyed seemingly overnight.



Seeing Aria next to Billy and Jake is quite a study in contrast. Aria is so gentle and quiet, while Jake and Billy are – well, they're cut from different fabric. All three are wonderful young people of God, and each of the three is active in worship and the various activities of their respective congregations. Are you able to tell whether your personality more closely resembles Billy and Jake or Aria?



Todd is a little bit younger than Emily, Louis, Taffy, Aria, Billy and Jake. In fact, Todd is just beginning his confirmation instruction. In Todd's congregation the parents attend the lessons right alongside their sons and daughters. Some of the kids like this approach and some others do not. The same is true for the parents. Why do you think the congregation planned such a program? What might some of the advantages be? If you could design the perfect confirmation program, what would it be like? Do you agree that it is important for young people to learn about God?

You have just spent a few moments looking at the reputations of seven boys and girls about your age. Some of them may be a little older, and some may be a little younger than you are right now. Each is a wonderful creation of God. Jesus died on the cross for them and for you. The Bible tells you Jesus had to die on the cross to satisfy the Father's perfect justice and to demonstrate the Father's perfect love for the entire world.

**Does God's
name have a
reputation?**

At times the world seems so extremely large, but do you realize that more than half of the people who have ever lived on the earth are alive today? What an amazing opportunity the Lord is giving to the Church to bring the gospel to the people for whom Christ died! This leads to an important question: what is God's reputation like among all these people?

If you address the question from a broad perspective, your answer will include all of the characteristics you know about God. What characteristics can you identify? You might begin by saying God has a reputation for loving all men, women and children. God also has a reputation for being powerful, someone who is able to do miracles. And God has a reputation for creating great beauty. You might also describe God's reputation for being just and punishing sin. Your heavenly Father punished His Son with death on the cross. Why did that have to happen?

Here's a challenging question: do you think God's reputation is the same everywhere in the world? If an unbeliever were asked about God's reputation, might he say there is no God? And how would a Muslim describe God's reputation? How would a Jew's description of God's reputation differ from your description? How do you think a person who lives constantly in sin would feel about God's reputation? Do you think such a person would prefer to skip the question altogether?

Reputation is an interesting phenomenon, isn't it? No one gets the opportunity to write his or her own reputation; rather, your reputation is always "written" by the people around you, both those who love you very much and those

who do not care for you at all. And reputations are developed over extended periods of time. Once established, a reputation is difficult to change.

Who fashions the reputation of God? Who protects or ruins God's reputation?

**Anything we
do to diminish
God's reputation
is a sin.**

The Second Commandment makes an astonishing demand of believers: you are given the responsibility of protecting the good name of God. You are constrained (big word!) to guard God's reputation. What a surprise! Given the power God possesses, one would not think He would need you to protect Him. Why do you think He imposes this obligation on you? Is it a matter of God being afraid of something? When you think it through carefully, you discover that God wants other people to think very highly of Him so that they, too, might become believers. In the last chapter of the

Gospel of St. Matthew, Jesus gives the Great Commission. He says, "...go and make disciples of all nations..." This is a huge and wonderful assignment! You are charged to take the Good News of Jesus the Christ into the whole world. As was mentioned earlier, more than half the people that have ever lived on the earth are still living today, so there is time for you to make a great difference for God. And Jesus has promised to help you. Just after giving you this challenging assignment, Jesus says, "And surely I am with you always, to the very end of the age."

You know what you are accountable to do, and you know that Jesus Himself will be with you giving you the blessing of His Spirit, but what should your strategy be? What tactics should you use to complete your assignment? Jesus mentions teaching people the truth about God and baptizing them. Do you do these things in your congregation? Of course you do. And do you find the opportunity once in a while to talk about your faith with other kids your age? No doubt you do. When you speak with others, their reaction will be largely dependent upon the impression they have of you and of God.

If the friend to whom you speak admires you and trusts you, s/he will listen closely to what you have to say. This is always the way it is with people who respect you. But there is another important element—the response of the one to whom you speak will also be dependent upon that individual's opinion of God! That's right – every person in the world has an opinion of God. If a soldier, for instance, has a good opinion of God, s/he will be far more likely to listen to what a military chaplain has to say. If that soldier and that chaplain have been through combat together, the soldier will listen even closer, for now the soldier has a high opinion of both God and the chaplain. So it is also with you. If you and your friend have shared considerable time together, the trust quotient is likely quite high. Now if your friend also has a high opinion of God, you have an excellent opportunity to talk about your Savior without your friend ignoring what you have to say.

How are your opinions about God shaped during your lifetime? The answer is obvious: your judgment is based upon what you have absorbed from other people over the years and from your personal experience with the Lord. If everyone you know protects the good name of God, then your evaluation of God will also be high. This is the heart of the Second Commandment. Certainly you can become a missionary and travel to foreign lands teaching the Good News of God's love for people in Christ Jesus, but you can also be a missionary this very day at school by protecting the reputation of God. All Christians can do this every day of their lives.



Tiffany has it right: Christians bear the name of Christ! The name “Christian” was first applied to believers in the city of Antioch during St. Paul’s days. Since that time those who pray to Jesus and who believe in Him as their Savior and Lord have borne His name.



To be called a Christian is to be identified as a disciple of Jesus. If Taffy is not ashamed to be known as a disciple of Jesus, then her joy in His name will be understood by others and will impact their attitude toward God. Taffy will have protected God’s standing in the eyes of her friends and teachers; she will have defended God’s reputation. On the other hand, were Taffy to be ashamed of being known as a Christian, her attitude would diminish God’s reputation.



Billy and Jake love to have fun, but the boys realize there is a potential danger associated with their pranks. If they go too far, such as painting their names on someone else’s fence, they run the risk of people drawing a negative conclusion about all Christian boys and girls based on their inappropriate behavior. The Second Commandment can be particularly challenging for two young boys with an impious sense of humor.

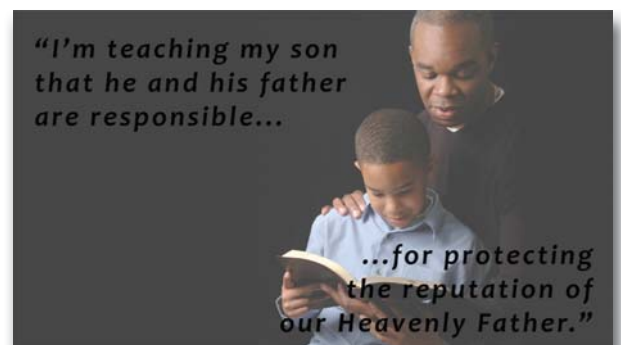
Like Tiffany, Jake and Billy, both Emily and Louis are also conscious of their roles as ambassadors for Christ. Whether in the classroom or on the ball diamond, their behavior is noted and evaluated by friends and strangers alike. And whether it

is fair or not, the impression people have of Louis and Emily colors the way they feel toward Emily and Louis’ God.

Todd’s dad knows what he’s doing. He realizes that he cannot begin too early to teach Todd the importance of the Second Commandment. It’s a great lesson for you, too!

Now that you understand the Second Commandment, the question becomes, “What happens if you break it?” The answer to the question represents one of the most important teachings of the Bible. It is called the doctrine of justification.

Before talking about this wonderful teaching from the Bible, please recall that perjury is the act of lying under oath. The Christian is under the oath of baptism and must therefore refrain from breaking the Second Commandment. The child of God is not free to tell lies or otherwise be deceitful. If a boy

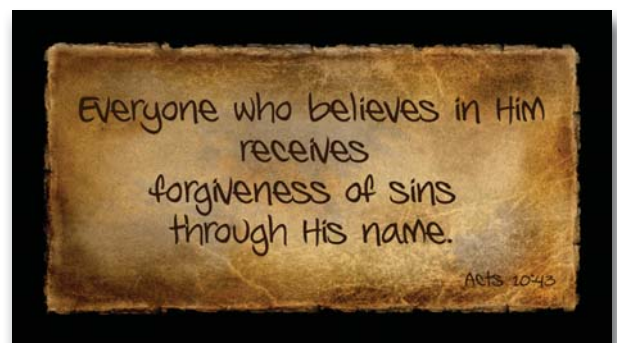
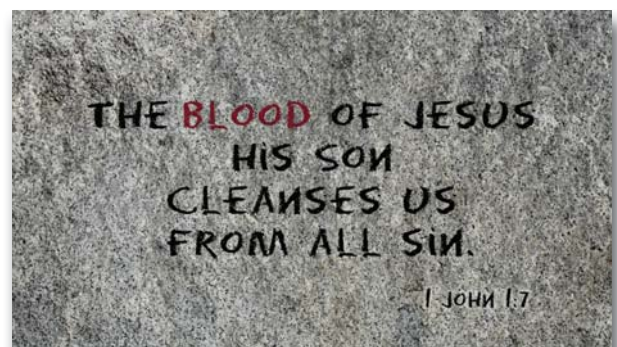


or girl prays to God in the privacy of his/her room, but refuses to be associated with Christianity in public or to lead a moral life when s/he is with friends, this would constitute perjury – living a lie. So what if Aria's sin were this scandalous? What would happen then?

The last images tell you in no uncertain terms that Christ Jesus paid the penalty for sin on the cross at Calvary. For while God's perfect justice made eternal death the penalty for sin, the Father appointed His only Son to take your place to suffer under the God's wrath as your substitute. This act on Jesus' part is called vicarious atonement. What an extraordinary teaching it is! Romans 5:8 is a powerful truth to memorize: "But God demonstrates his own love for us in this: While we were still sinners, Christ died for us." So, as the image declares, Christ has paid the price of His life as penalty for your sins. The court of God's justice has been fully satisfied once and for all. Nothing more needs to be done to settle the matter. The account is paid in full. This truth is known as objective justification. Romans 4:25 -- "He was delivered over to death for our sins and was raised to life for our justification."

But hold on a minute! While it is indeed wonderful that the anger of God toward sin has been extinguished, how does this affect you individually? If your school principal announces that Friday will be only a half day of classes and all of the kids are jumping up and down with excitement, it means nothing to you if you have been out sick all week. "Big deal" you feel like saying! It would be different if you were in the group that was lucky enough to spend the half day shopping or playing ball, but you are sick in bed instead. So here's the question again: how does God's acceptance of His Son's death and the cancellation of His anger toward sin and sinners become yours? How can you be certain that what Jesus did applies to you personally? Is there something you have to do, maybe millions of things you have to do? Romans 4:25 and 6:3-7 provide clues to the correct answer. What point do these passages make?

There is nothing you have to do. Instead, memorize this from Romans 3:28 "For we maintain that a man is justified by faith apart from observing the law." Because you believe in Jesus as your Savior, the gift of forgiveness for sins and the promise of life eternal are yours. This teaching is called subjective justification. Christ has paid the penalty to the Father's satisfaction (objective justification), and the benefit of what Christ did belongs to you personally because of your faith in Jesus (subjective justification). Nothing more is required. The debt is paid in full. No other religion in all the world holds out such a promise of love and forgiveness. Is it enough to convince you to be willing to stand tall for Christ, bearing His name with respect even among those who do not yet know Him? If so, you are honoring Him by keeping the Second Commandment.



God tells you that He has wiped your slate of sin clean. That is good news of the very best kind. To be sure, God could simply have pronounced the slate clean and the slate would have been clean, but He works in a different manner – God works through means. You are already familiar with God’s use of water and His Word in baptism, and you know about God’s use of bread and wine in Holy Communion. God offers forgiveness through means. The images on the previous page describe two additional means used by God in the forgiveness of your sins—Christ’s blood and God’s name.

As you know, blood is the very essence of life itself, and already in the days of Abraham God began to link blood with the forgiveness of sins. Later at the time of Moses, God gave this command to Moses’ brother, Aaron:

“Then he is to take ...two goats and present them before the LORD at the entrance to the Tent of Meeting. He is to cast lots for the two goats—one lot for the LORD and the other for the scapegoat. Aaron shall bring the goat whose lot falls to the LORD and sacrifice it [that is, slaughter it] for a sin offering. But the goat chosen by lot as the scapegoat shall be presented alive before the LORD to be used for making atonement by sending it into the desert as a scapegoat. ... He is to lay both hands on the head of the live goat and confess over it all the wickedness and rebellion of the Israelites—all their sins—and put them on the goat’s head. He shall send the goat away into the desert in the care of a man appointed for the task. The goat will carry on itself all their sins to a solitary place; and the man shall release it in the desert.” (from Leviticus 16.)

Do you begin to see the elements of the Easter story? On the Day of Atonement the blood of the first goat was shed as a sacrifice to the Lord and then all of the sins of the people were laid upon the head of the second goat to be carried into the desert, even as the sins of the whole world would later be laid upon the head of the Son of God and His blood would be shed. The words of 1 John 1:7 tell you that God the Father accepted Christ’s blood sacrifice as full payment for sin.

The single most important historical event in the Old Testament is the Exodus of the Israelites from the land of Egypt following long years of enslavement. The subjugation of the Israelites in Egypt represents everyone’s enslavement to sin. On the final night before the people flee out of Egypt, God prepares a Passover. The Angel of Death passed over the dwellings of all the people in Egypt, the Egyptians and the Israelites alike, bringing death to the firstborn of every family that did not kill a spotless lamb and sprinkle the blood upon the door posts and lintel (the horizontal beam at the top of a door). Once again the imagery is striking. Christ, the perfect Lamb of God, would have his blood smeared on the vertical and horizontal posts of the cross, and through His blood you escape eternal death and are given eternal life. You are spared the fires of hell. Here is the story from the book of Exodus, chapter 12:

“The LORD said to Moses and Aaron in Egypt ... ‘Tell the whole community of Israel that on the tenth day of this month each man is to take a lamb for his family, one for each household. If any household is too small for a whole lamb, they must share one with their nearest neighbor, having taken into account the number of people there are. You are to determine the amount of lamb needed in accordance with what each person will eat. The animals you choose must be year-old males without defect, and you may take them from the sheep or the goats. Take care of them until the fourteenth day of the month, when all the people of the community of Israel must slaughter them at twilight. Then they are to take some of the blood and put it on the sides and tops of the doorframes of the houses where they eat the

lamb. That same night they are to eat the meat roasted over the fire, along with bitter herbs, and bread made without yeast. Do not eat the meat raw or cooked in water, but roast it over the fire—head, legs and inner parts. Do not leave any of it till morning; if some is left till morning, you must burn it. This is how you are to eat it: with your cloak tucked into your belt, your sandals on your feet and your staff in your hand. Eat it in haste; it is the LORD's Passover. On that same night I will pass through Egypt and strike down every firstborn—both men and animals—and I will bring judgment on all the gods of Egypt. I am the LORD. The blood will be a sign for you on the houses where you are; and when I see the blood, I will pass over you. No destructive plague will touch you when I strike Egypt....”

The final picture on the previous page brings you back to the name of God. While the Second Commandment demands that you respect and protect the name of God, Acts 10:34, tells you that forgiveness is yours through the very name you have loved, respected and protected. No wonder the gospel is called good news!

These three slides not only remind you of the importance of God's name, they also call to mind your baptism in the name of the Father and the Son and the Holy Spirit. Baptism is a beautiful gift from God. It is God's Word in sacramental form. It is a miracle. In baptism you are adopted by God into His family and gifted by the Spirit with faith by which you hold on tightly to the promises He makes in His Word. Take some time to read together Galatians 4: 4-7. Then ask your pastor if the members of your class can be permitted to join with the next baptism around the baptismal font.

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR THE SECOND COMMANDMENT

Focus: Bullying, Anger, & Lies

1. Would you agree that one of the ways to bully someone is to call them a bad name or make fun of their real name? Are you able to share a personal example of your name being abused?
2. *How do you feel when someone lies about your name or makes fun of your name?
3. Try listing different ways to ruin a person's good name. What makes this so wrong to do?
4. Why do you think human beings resort to bad language when they are severely stressed?
5. When an angry person asks God to damn something or someone, do you think the person really means it? Do you think the person would say the same thing after the anger cools down?
6. What does Ephesians 4:26 have to say about staying mad at someone? Why do you think God tells you this?
7. *Is there a positive use for anger? Explain your thinking and read this statement: God designed anger to be used for constructive spiritual purposes. The person who cannot feel anger at evil is a person who lacks enthusiasm for good. If you cannot hate wrong, it is very questionable whether you really love righteousness.
8. *Each one of you has experienced the temptation to tell a lie. Sometimes lies are told to avoid punishment and sometimes they are told to gain an advantage. Sometimes people tell lies to themselves. The Greek philosopher Demosthenes, who lived 400 years before the birth of Jesus, once said, "Nothing is easier than self-deceit. For what each man wishes, that he also believes to be true." What are the dangers of lying to oneself?
9. Sometimes lies are lived rather than spoken. What does that mean? Have you ever known of someone who lived a lie?

Focus: The Power of a Name

10. How did your parents choose your name? What does your name mean?
11. The Jews of World War II were shamed by replacing their names with a number tattooed onto their forearms. Why was the loss of a name so important?
12. Are names important to God? Why or why not?

Focus: Reputation

13. Is it fair to say that a reputation is nothing more or less than the perception people have of something?
14. At what age does a newborn begin to develop a reputation?
15. Once a baby has a reputation, how long does it take for the reputation to change?
16. As a child ages, does it take longer and longer for reputation to change?
17. Do you get to choose your reputation? Explain your thinking.

Note to the instructor: you might ask students to anonymously jot down what they think the group's reputation is. Collect and read their comments aloud. Any surprises?

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

18. Are you able to identify the primary contributors to your reputation – people or events?
19. Think to yourself about one aspect of your reputation you wish you could alter. What would it take to change other people’s perception of you?
20. *If you wanted to help someone rebuild a damaged reputation, what steps could you take? How would you feel if others worked hard to build a fine reputation for you?
21. Divide into small groups of no more than three people. Write down the two best features of the reputations of the other two people in your group. Now share them with each other. Were there any surprises?
22. *Now that you have thought about your own reputation, try answering this question: where does God get His reputation? Do you think God’s reputation is vulnerable or susceptible to slander?
23. Do you think God cares what people think of Him? Why or why not?

CULMINATING ACTIVITIES

24. *Working in groups of two, travel to a retirement home to interview residents about their perception of God. Ask at least two men and two women this question: What is God like? Be sure to take exact quotations down on paper and then share your notes with the others who also completed this learning experience.
25. Does your present study group have a reputation? If so, what is it? If the group’s reputation threatens to diminish the reputation of God, how might the individuals in the group and the group itself go about changing this reputation? Make a plan for doing this and put it into action.

SERVANT EVENT

Identify a project that can be done in your community to promote God’s reputation as found in the person of Jesus Christ. This may be an activity in which your class assists with younger children in the congregation or aids elderly members of the community with projects they are no longer able to do. Goal: to reflect the good will shown toward you onto the Lord.

MEMORY WORK FOR THE SECOND COMMANDMENT

Exodus 20:7	“You shall not misuse the name of the LORD your God.”
1 Peter 4:16	“However, if you suffer as a Christian, do not be ashamed, but praise God that you bear that name.”
Isaiah 12:4	“Give thanks to the LORD, call on his name; make known among the nations what he has done, and proclaim that his name is exalted.”
Martin Luther	Please memorize the Second Commandment and Explanation from <i>Luther’s Small Catechism</i> .

Immediately below in the Time Out for Instructors is a discussion of the doctrines involved in the Third Commandment.

At the right (after the initial learning activities) you will find two scripts, a short version and a long, more detailed version. The longer script can also be effectively used with adult learners.

TIME OUT FOR INSTRUCTORS

Prior to their fall into sin, Adam and Eve were “in the image of God”; that is, Adam and Eve possessed perfect understanding of the perfect will of their Creator and they possessed adequate trust to conform to God’s will in thought, word and deed. Inasmuch as Adam and Eve had perfect knowledge of God’s will, one might ask the question, why did God give Adam and Eve an external law; namely, that they not eat of the tree of good and evil? Was the external law not redundant to the fact that Adam and Eve already knew God’s will for them? The answer is no, for while Adam knew in his heart that God was to be worshipped, Adam and Eve had nothing to give form to the function they knew they wanted to fulfill. The law forbidding the fruit of the tree of good and evil was given by God to Adam and Eve that they might demonstrate their trust in God and thereby worship him. Nor was this resistance from Adam and Eve to be done only once; it was to be a practice they performed countless times, each time worshipping the Lord through their obedience. We do not know the amount of time which passed between the sixth day of creation, as described in Genesis 2:7 and 2:15-17, and the day of Adam and Eve’s original sin (3:1-6), but for however many days did pass, those were days of perfect worship; they were days of perfect trust.

The external law forbidding the fruit of the tree was a liturgy giving form to worship. So it is that even prior to sin two laws exist, one written upon the heart and mind of Adam and Eve and known as the image of God and the other given by God as an external law, an external command of that for which God holds Adam and Eve responsible: absolute trust in Him. The Third Commandment raises a similar point. In this way the Third Commandment points humanity back to the First Commandment. God created an absolute link between trust and worship.

Adam and Eve’s disobedience was sin, resulting in the loss of the image of God for Adam and Eve and for their descendants (Gen. 5:3). At the same time, St. Paul maintains by inspiration of the Holy Spirit that a measure of natural understanding of God’s will remains in the heart of humankind (Rom. 2:14-15) to the end that natural man is without excuse in his continuing rebellion against God’s will.

To compensate for humankind’s loss of a full and perfect understanding of the will of the Creator, God gave the Ten Commandments to serve as an external expression of His perfect will. Lutherans have long taught three functions for this external law of God; the first being to curb gross sin in the world, the second being to reveal to an individual the depth of personal sin, and the third being to guide the redeemed believer in leading a life pleasing to the Lord. The words of St. Paul in the New Testament concentrate on the second use of the law – that is, the accusatory character of the law – which continues to function in the same manner for humans following conversion and regeneration because of the sinful nature which yet clings even to the new man in Christ. Regarding this second function of the law, it must be acknowledged that not only does the law “reflect” committed sins, it crushes the sinner with guilt. As Luther said, the sinner’s entire life is one of repentance.

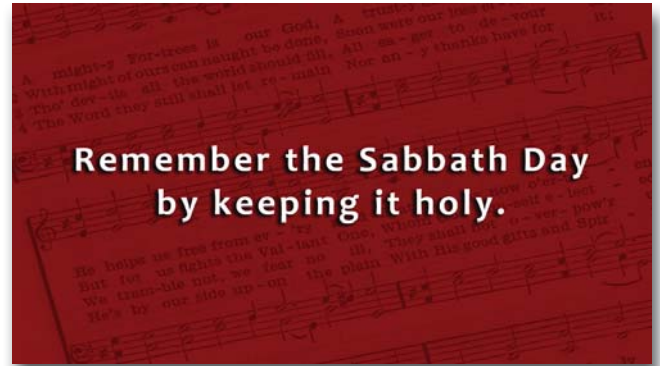
Young adolescent Christians frequently have questions about the new man in Christ. For instance, does the new



THE THIRD COMMANDMENT

Remember the Sabbath day by keeping it holy.

The Third Commandment is a challenging lesson to learn. The media presentation initiates the learning process by displaying differences and similarities in worship music. You are encouraged to remain open minded regarding the differences, while simultaneously celebrating the similarities your worship has with the examples depicted. Remember, the Bible does not tell believers the kind of music they are to use. Music is but one aspect of worship. Please explore other aspects which differ one church from another, such as how the preacher is dressed. You will think of many other points of comparison.



Discussion about the various styles of worship music, church clothing for pastors and worshippers, and even church architecture is fascinating and will help you develop tolerance for points of view dissimilar to your own opinions. This is good. On the other hand, another important lesson from the Third Commandment is this that you not turn your back on God's Word; rather, that you appreciate every opportunity to hear and study God's Word and that you place high value on receiving the gifts God gives in the worship service, including the sacraments.



Following the media display, you will find some Initial Learning Activities. These activities address a few questions related to music in worship. Later, the Extended Learning Activities offer two scripts you and your classmates can read to each other or, better yet, to an audience of parents. The short version explores a summary of the Third Commandment, and the long version explores a wider range of spiritual concepts related to the Third

Commandment. Be warned, however, that the concepts in the longer script are quite demanding. The first script for you to try begins on page 40. Please feel free to adjust the number of speakers or have more than one group do the reading. As the scripts stand, two readers play the roles of knowledgeable adults and three readers play the roles of students. Reading in front of an audience will make the activity much more meaningful for everyone. Beginning on page 42 is the longer script which addresses the full range of doctrine in the Third Commandment.

man enjoy a renewed nature? Which is to ask, is the new man able to live without sinning? While it may be alluring to think this is so, the answer is no. The new man's justification is forensic in character, not "ontological." The old man who was dead in sin remains, but simultaneously a new man has sprung forth. The essence of this new man is no one less than Christ himself (Gal. 2:20; Rom. 8:9). Paul's writings are replete with descriptions of the new man being "in Christ" and Christ being "in" the new man, a clear example of which is in Romans 8:10 "But if Christ is in you, your body is dead because of sin, yet your spirit is alive because of righteousness. And if the Spirit of him who raised Jesus from the dead is living in you, he who raised Christ from the dead will also give life to your mortal bodies through his Spirit, who lives in you." (cf: John 15:5; Romans 6:11; 8:1; 1 Corinthians 1:30; 15:22; 2 Corinthians 2:14; 2:17; 5:17; 12:2; Ephesians 2:10; Colossians 2:10; 2 Timothy 3:12).

Since the regenerated man retains his sinful nature, another question arises: To what extent is the new man merely a passive recipient of God's activity of both conversion and good works? When in the ninth chapter of Acts (9:15) God declares that Paul shall be His instrument, does this imply that Paul will be passive in all that is to happen in the remaining chapters of the Book of Acts? The answer is both no and yes.

As regards coming to faith in Christ Jesus, the answer is yes. Man is never able to choose to believe in God. Man's native corruption prevents such a decision from resting in man's hands. As Luther expressed it, man's choice is bound; that is, man can only exercise his will to resist God. Instead, God always does the choosing. (Cf. Matthew 22:14; John 6:44; 15:16a; Acts 13:48)

Simultaneously, however, the answer is no, for when God created Adam and Eve, he did not create inanimate stone or puppets but breathing, thinking, willing, living people! So too with the believer! The man whom God has chosen and turned around is a living, breathing person who has now been declared righteous in the court of the Almighty. When this new man exercises his will in keeping with his Redeemer's will, he does so not as an automaton, but as a living person who has been moved but not coerced, who has been indwelled but not overtaken. This is why St. Paul writes in Philippians 2:12-13, "Therefore, my dear friends, as you have always obeyed—not only in my presence, but now much more in my absence—continue to work out your salvation with fear and trembling, for it is God who works in you to will and to act according to his good purpose." Regenerated man experiences what the Holy Spirit accomplishes in him through the Word. The Spirit "calls, gathers and enlightens", to use Luther's terms.

Wilfried Joest, the twentieth century German professor and systematician, wrote,

"Luther understands the person as one who is 'carried' by another. That power acts through him. And this is not in the indirect sense that God's work makes possible our work, imparting the capability to us [Tridentine doctrine], but in the strong and immediate sense that God himself works in our work; so that our work can only be said to be his work."¹

The key phrase is "God works in our work." The believer is not passive, not inanimate, not a puppet nor a robot. Nor does the believer work with God like two horses pulling a plow through especially rocky ground. The new life is not a partnership; it is God's doing altogether.

Bo Giertz, who served as bishop in the Lutheran Church of Sweden, summarizes the indwelling of Christ with the following words:

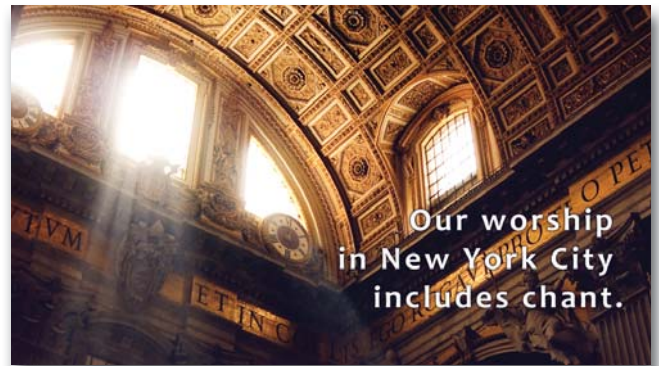
"His [Christ's] life flows in us with forgiveness, with a power that heals our wounds, and with a warmth that constantly allows us to act, driven by His love."²

¹ *Christian Contradictions: The Structure of Lutheran and Catholic Thought*, page 11. Daphne Hampson. (2001) Cambridge University Press.
² *To Live with Christ*, page 324. Bo Giertz. (2008) Concordia Publishing House.

INITIAL LEARNING ACTIVITIES

Focus: Worship Styles

1. Have you ever participated in a worship experience quite different from the style to which you are accustomed?
2. Do you think it is a good idea to select music that has a connection to the sermon and/or Bible readings for the worship service?
3. Is music helpful for your worship? Can music sometimes be distracting?
4. Do you think God cares about how you worship? What would be His concerns?
5. Working in small groups, try your hand at designing a worship service. Are you willing to share your design with your classmates?
6. If you could design a new church building, what would it look like? Can you find a picture which helps to illustrate the ideas you have?



7. Do you think applause has a place in worship? Why or why not?
8. Working as a large group, make a list on a white board of the various kinds of gifts God can give His children during a worship service.
9. *In your congregation's worship services there are baptisms, sermons and prayers in addition to other activities of worship. Working in small groups, make a list of all the critical activities you agree must be maintained in a worship service regardless of the style of worship. Compare your group's list with the other groups.
10. *Ask your grandparents to describe worship changes they have witnessed during their lifetimes. Also keep a list of the worship activities that have remained unchanged for your grandparents. Share your insights with the other students.

In writing about Galatians, Luther says,

“The life I now live in the flesh I live by faith in the Son of God. What you now hear me speak proceeds from another source.”³

The people of God must never forget that the voice of God creates reality. So when God declares the sinner righteous, God makes willing people out of resisting, unwilling people and in this way partially restores His image to man. St. Paul teaches that following conversion, the believer longs for the Spirit to coax the human will to conform to the divine will. In this way does the will of the believer cooperate with the Spirit. (Cf. Rom. 7:22) Moreover, God’s Word in written, oral and sacramental form nourishes the spirit and will of the believer. And so the believer conforms to the will of God to the extent that God rules in him through his Holy Spirit. But make no mistake, if God Spirit were not active in the believer, man could not remain obedient to God for one moment (cf. John 15:5). Therefore, the believer does well to maintain an active prayer life, constantly begging his heavenly Father for protection and spiritual strength, for St. Paul makes it clear in Romans 7:21-23 and Galatians 5:17 that Satan does not give up the soul of a man easily. Satan remains in arduous battle throughout the believer’s lifetime, urging the natural sinful nature of man to rebel against the authority of God. Final transformation awaits the believer in heaven.

The new activities of desiring to conform to God will, hungering for His Word and Sacraments and longing to hear Him in sermons and Bible study are the fruits that follow conversion, and Jesus makes it clear that such fruits must and will accompany conversion (John 15:5).

“We are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.” (Eph. 2:10)

A Concluding Thought

Where the flesh overwhelms the believer’s God-inspired intentions, the law imposes responsibility and calls for repentance. Where the Spirit’s work is not impeded, the law anticipates the character and design of the Spirit’s activity within the believer and the believer’s behavior. This is nothing less than the doxological character of the law, the provision of notes for the song of praise the gospel motivates **the believer to sing**.

EXTENDED LEARNING ACTIVITIES FOR THE THIRD COMMANDMENT

*A SCRIPT FOR GROUP READING (SHORT VERSION)

- #1 We are here to learn about the Third Commandment.
- #4 The Third Commandment says the people of God are to remember the Sabbath day by keeping it holy.
- #2 And do you know what the word “Sabbath” means?
- #3 Does it mean the seventh day?
- #1 It does sound like it might mean seventh day, but the Hebrew word “Sabbath” actually means “day of rest.”
- #5 And was that Sunday?
- #2 In Old Testament times it was Saturday.
- #5 But today many Christians gather in their churches on Sunday. Why did we change the day?
- #1 It was changed in recognition of Christ’s resurrection, which occurred on a Sunday. However, the Bible does not specify any specific day.
- #2 The Church is free to gather on Monday or Thursday or any day of the week.
- #4 But is the day commanded by God to be a day of rest?
- #2 Well...not quite.
- #3 Oh, oh. I’m getting lost.
- #5 Me too. Do you mean that God is not commanding us to have a day of rest?
- #1 Well, what does the commandment say about that day?
- #4 It says we are to keep the day holy.
- #2 That’s right.
- #5 So how do we keep the day holy?
- #2 Now that’s really the important question.
- #1 You see, the part of the commandment that called for physical rest pointed to the coming of Jesus in whom all believers would one day have their final rest.
- #4 Do you mean like going to heaven?
- #2 Yes, our eternity will be with Jesus in heaven.
- #1 In fact, all of the special days—the festival days in the Old Testament—pointed to the coming of Jesus in one way or another.
- #5 Why don’t we celebrate the Old Testament festival days any longer?
- #1 After Jesus was born, lived, died and rose again, the Old Testament festival days were no longer needed to point to His coming.
- #3 Sooo, the important thing for us in the Third Commandment is not the idea of rest or the other festivals, but Christ?
- #2 That’s worth an A+!
- #5 Wow! Way to go!!
- #4 Does that mean that there are really only nine commandments because the Third Commandment doesn’t apply to us?

- #2 No, there are ten Commandments. You see the important part of the Third Commandment for us is the part about keeping the Sabbath holy.
- #1 And so we set aside one or more days each week to be holy?
- #5 I still do not get how we do that?
- #3 Yeah, how do we do that?
- #1 We have a big clue in Leviticus 23:3 where Moses clarifies the Third Commandment when he writes, “Six days shall work be done, but on the seventh day is a Sabbath of solemn rest, a holy convocation,”
- #2 Or as one translation has it, “a day of sacred assembly.”
- #4 See, it says the seventh day is a day of rest. I was right! (fist pump)
- #1 You were almost right.
- #2 Jesus made it clear to his disciples—and to those who tried to catch Him breaking one of the Commandments—that the Third Commandment was not given to prevent incidental work or work that could not be avoided ...
- #1 Rather, the important part of the commandment was the part about keeping a day holy.
- #5 So we’re back to the question I asked before, how do we do that?
- #2 The key lies in the idea of the day being set aside for sacred assembly.
- #1 So the Third Commandment demands that we gather to hear and learn God’s Word.
- #4 Is that why we have Bible classes and worship services on Sunday?
- #2 Yes, it is.
- #3 And is that why we have sermons, too?
- #1 Yes, it is the pastor’s responsibility to teach God’s Word to God’s people, as Jesus did.
- #2 As we learn of God through His Word, we discover our identity, which lies in our relationship with Him and with each other. We discover that we are the body of Christ!
- #1 We grow in faith so that we are able to dedicate every day to the Lord’s glory.
- #5 Then, how do we break the Third Commandment?
- #2 Refusing to hear God’s Word or refusing to learn from God’s Word reveals a person’s attitude toward God. When someone despises the hearing and learning of God’s Word, such a person is despising God Himself and breaking the Third Commandment.
- #3 But we know God will forgive us and that He really loves us, right?
- #1 That’s right, and where did you learn that?
- #3 In Sunday School and Youth Group -- and from my mom and dad.
- #2 And where did your mom and dad learn about Jesus?
- #3 At church.
- #1 That’s right.
- #4 And it is through the means of the Word that Jesus comes to live in me, right?
- #2 Right! And are you able to think of any other way in which God comes to us?
- #3 Do you mean like in baptism and Holy Communion?
- #1 That is exactly correct. God comes to us in His written and sacramental Word, and unless God Himself is our teacher, we cannot study and learn anything pleasing to him and beneficial to us and others.

- #5 So, being in God's presence,
- #4 worshipping him in song and prayer,
- #3 hearing his voice in the Word,
- #4 and receiving forgiveness of our sin through His Word in baptism
- #5 and the Lord's Supper
- #3 are the behaviors God requires and encourages in his children.
- #2 Perfect!
- #3 I feel like we understand the first three Commandments.
- #1 Good, because it is time to conclude the teaching of the first three commandments.
- #2 Okay, I conclude that the Second and Third Commandments point believers back to the First Commandment.
- #3 And I conclude that God wants his children to trust him above all else;
- #4 And I conclude that his children must respect and protect the name of God;
- #5 And we conclude that God wants us in His Word,
- #4 coming to him each week in church
- #3 to be fed with Word and sacrament
- #1 which is in keeping with the Third Commandment.

A SCRIPT FOR GROUP READING (LONG VERSION)

#3,4,5 We are here to learn about the Third Commandment. (spoken in unison)

#1 The Third Commandment says the people of God are to remember the Sabbath day to keep it holy.

#2 And do you know what the Third Commandment means?

#3 It means we are to go to church each week to worship God.

#2 That's excellent! Now let's draw back the curtain to see what's behind the Third Commandment.

#1 You will be surprised how complex and how critical a full understanding of the Third Commandment truly is.

#2 You will need to listen very closely. Are you ready?

#3,4,5 Ready. (spoken in unison)

#1 The first book of the Bible tells us that God created humankind in his own image.

#2 Having been created in the image of God means that Adam was not only without sin but that he possessed perfect understanding of God's will and perfect trust in God. (read with emphasis)

#1 and Adam was free: free to follow God's will or free to resist God's will.

#5 I think we have a question: If Adam had perfect knowledge of God's will and perfect trust ...

#3 You did say that Adam had perfect knowledge of God's will and perfect trust, didn't you?

#2 Yes, Adam had perfect knowledge of God's will and perfect trust.

#4 Okay, then here's our question: why did God say to Adam,

#5 "You may freely eat of every tree of the garden; but of the tree of the knowledge of good and evil you shall not eat"?

#3 Didn't Adam already know what God wanted and didn't want?

#2 The answer is yes and no.

#5 Oh, oh!

#1 Here's the deal: Adam knew in his heart that God was to be worshipped, but Adam did not have a way to worship God, a "liturgy," so to speak, to give form to the worship he knew in his heart he was to do.

#2 A liturgy is like sheet music which shows the singer which notes to sing. A liturgy would show Adam and Eve how to worship God.

#3 So if Adam was to worship God, Adam needed a way to do that.

#4,5 He needed a liturgy. (spoken in unison)

#1 Excellent!

#2 The law forbidding the fruit of the tree of good and evil was given by God so that Adam might have a way to demonstrate his complete and free trust in God, his worship.

#4 Sooo, such trust was the worship God wanted?

#2 You've got it!

#3,5 Oh, good. I like it when we catch on! (spoken in unison)

#2 In discussing Genesis, Chapter 2, Luther writes,

#1 Ahem...And so when Adam had been created in such a way that he was, as it were, intoxicated with rejoicing toward God and was delighted also with all the other creatures, there is now created a new tree

for the distinguishing of good and evil, so that Adam might have a definite way to express his worship and reverence toward God.

#2 After everything had been entrusted to [Adam] to make use of it according to his [own] will, whether he wished to do so for necessity or for pleasure,

#1 God finally demands from Adam that at this tree of the knowledge of good and evil [Adam] demonstrate his reverence and obedience toward God and that he maintain this practice, as it were, of worshiping God by not eating anything from it.

#5 That was Luther, huh?

#2 Yes, that was Luther.

#4 He talked funny.

#2 Well, he's old.

#5 But he got it right, didn't he?

#2 Yes, Luther got it right.

#1 So it is, that prior to Adam's rebellion two laws exist, one written upon the heart of Adam and known as the image of God

#2 and the other given by God as an external command so that Adam might demonstrate his trust in God and in that way worship Him.

#4,5 Got it! (spoken in unison)

#3 But earlier you said that Adam was free to obey God's demand or disobey God's demand. Isn't that what you said?

#1,2 Yes, that's what we said.

#2 When Adam and Eve resisted God's will by eating the fruit from the forbidden tree, the Lord God held the two of them responsible.

#5 And that's called sin, isn't it?

#2 Yes, that's called sin.

#1 Unfortunately for Adam and for us, this sin erased almost all of Adam's natural understanding of God's perfect will.

#2 And then sin was passed on to Adam's descendants.

#5 Do you mean that sin erased the image of God in Adam and in us?

#2 Yes, almost completely.

#1 We say "almost completely" because while trust was totally lost, a small measure of natural understanding of God's will remains in the heart of all humankind.

#2 And this proves, St. Paul argues, that even sinful men and women who do not know the Ten Commandments nevertheless have enough natural understanding of God's will in their hearts that they know when they have crossed the line and betrayed their Creator.

#3 When they have sinned?

#2 Yes, when they have sinned.

#1 By the way, here's another interesting fact: this natural understanding of God's will which remains in the heart of all human beings also leads people around the world to create civil laws. These laws protect civilizations against indiscriminate anarchy and runaway sin.

This biblical teaching is known by its Latin name, *simul justus et peccator* : simultaneously a saint and a sinner.

Catholic theology also teaches the idea of saint and sinner simultaneously. However, the Catholic teaching stresses part saint and part sinner. The teaching asserts that as one works to achieve perfection, strengthened by God's infused grace, one becomes more saint and less sinner. Only when this process is completed in purgatory will the perfected saint be welcomed into heaven.

The true teaching is that while we are one hundred percent sinner as a result of Adam's fall, we have been fully covered by the righteousness of Christ, who was crucified in our place and rose again for our justification. Because of what Christ did on our behalf (Vicarious Atonement), God has declared us also to be one hundred percent saint. We are perfected in Christ! This is the seminal doctrine of justification and the essence of St. Paul's teaching.

- #4 Let's see if we understand what you have taught us so far about the Third Commandment.
- #5 Adam was originally created in the image of God,
- #3 meaning that Adam had complete understanding of God's will and adequate trust to obey,
- #4 but when Adam and Eve sinned by eating the fruit from the forbidden tree instead of trusting God as they knew they should,
- #3 they lost almost all of that image.
- #2 That's good! Go on...
- #4 But they still had an inkling of what God wanted them to do and not to do.
- #1 An inkling?
- #5 Yeah, you know, a sense of what's right and wrong.
- #1 Do you know what we really call that sense of what's right and wrong – that sense we all possess?
- #3 The answer's probably not "inkling," is it?
- #2 We call it the conscience.
- #4 Whoa! ... That's right.
- #5 You guys are really good!
- #1 Now it is time for a quiz.
- #4 Oh, oh. I think I hear my mother calling me.
- #2 Time for a quiz for you.
- #5 Oh, I knew that was coming.
- #1 Here's the quiz: did Adam and Eve lose one hundred percent of the image of God when they ate the forbidden fruit?
- #3 I know the answer. I know the answer. (with much exuberance)
- #1 We're happy for you. What is the answer?
- #3 Ahem. Adam and Eve lost almost all of the image of God. They retained enough of the image of God to distinguish basic right from wrong.
- #5 Wow! Great answer!! That's worth an A+!!! (Spoken with excitement)
- #1 And the Nobel Prize, too?
- #5 Okay, maybe I did go a little overboard.
- #2 See, your conscience is working.
- #1 Now let's go on. To compensate for humankind's loss of a perfect natural understanding of the will of God, the Lord gave the Ten Commandments!
- #2 The Ten Commandments serve as an external expression of our heavenly Father's will.
- #1 In contrast to the gospel, the Ten Commandments are referred to as the law of God.
- #2 And the law of God is good.
- #1 The preeminent function of God's law is to reveal to an individual the depth of personal sin.
- #3 How would someone my age say that?
- #1 Someone your age might say, the most important purpose of God's law is to act like a mirror, displaying our sin so that we see it for what it really is: sin!

- #5 Okay, I get that.
- #1 You see, the Ten Commandments may be perfect, but man's ability to keep the Ten Commandments is woefully imperfect,
- #2 and no one knows that better than the person who considers himself seriously and honestly in the mirror of the Ten Commandments.
- #5 I know that's true because when I think about the First Commandment, for instance, I know that I have not always depended only on God. Sometimes I let other things distract me into thinking I'm okay on my own.
- #1 Now that's super insight!
- #3 Yea!
- #1 Another function or purpose of God's law is "to instruct the regenerate in righteousness."
- #4 Translation, please.
- #2 A good translation of the phrase might be that the Ten Commandments teach the children of God to do what God wants us to do.
- #1 Do you play soccer or football?
- #3 I play forward on our junior high soccer team.
- #5 And I play on the girls' (boy's) basketball team.
- #2 Okay, the Ten Commandments are a little bit like your soccer or basketball play books.
- #5 So the Ten Commandments show us where to go and what to do?
- #1 That's exactly right!
- #4 If the Ten Commandments are God's playbook, does that mean that we won't sin again ever?
- #1 Unfortunately it does not mean that because even while the believer becomes a new spiritual person in baptism, he still retains his sinful nature, his inclination to defy the will of his heavenly Father.
- #2 So as a believer you are two people at once: a saint and a sinner.
- #5 Sometimes I feel I am a really big sinner, and sometimes I feel I am not too bad a sinner.
- #1 The truth of the matter is that because even the smallest sin is a violation of God's will, you and I are one hundred percent sinner, but at the same time we are one hundred percent saint because Jesus has paid for all of our sins on the cross.
- #4 If it were not for Jesus, all of us would spend eternity in hell, wouldn't we?
- #1 Yes, we would. Even one sin is one too many.
- #2 The Third Commandment calls us to worship and praise God because the Father sent the Son to die on the cross so that we could spend eternity in heaven with Jesus instead of going to hell.
- #3 The Third Commandment is really important, isn't it?
- #2 It is, indeed.
- #1 If we did not believe in Jesus, the Third Commandment and all of the Commandments would be an indictment against us.
- #3 I've heard the word "indictment" before, but I'm not sure what it means.
- #1 An indictment is a charge against someone for breaking the law. In this case, the indictment is a charge against a person for breaking the law of God.
- #2 But the believer is no longer under the indictment of the Ten Commandments,

- #1 because the believer now lives in the full and constant forgiveness of his sin—
- #2 sin already punished at Golgotha.
- #5 That's why they call the story of Jesus Good News, right?
- #1 Another A+!
- #3 I wish I could stop being a sinner.
- #2 I wish the same thing, but only in the resurrected life will the taste for sin be completely removed from the child of God.
- #1 Then the image of God will be fully restored to all believers, and the Ten Commandments will no longer be needed as a mirror.
- #2 Let's summarize:
- #1 the most important role of the Ten Commandments is directed toward the sinner who has not yet come to see himself in the light of God's demand for perfect behavior.
- #2 The law fully exposes sin for what it is. The Spirit uses this law to drive a man to his knees in horror and fear for his failure to live up to God's will.
- #1 This "mirror" function of the law is helpful also to the believer, who, though he possesses the righteousness of Christ, yet retains his sinful nature and therefore benefits from the law's reminder of his continuing imperfect discipleship.
- #2 Finally, the Ten Commandments are God's directions to the faithful disciple so that he will know what he must do to live in conformity with God's will, thereby praising God.
- #1 While all of us have a basic natural understanding of God's will written on our hearts, the Ten Commandments fill in needed detail. The Commandments are the playbook.
- #4 This is hard. Let's see if we have it right. Even though we have been forgiven by Jesus, we are still one hundred percent a sinner in this life – is that right?
- #2 Yes, until we are resurrected to be with Jesus in heaven, we remain one hundred percent sinner.
- #3 But, we are forgiven sinners, making us saints and sinners at the same time.
- #1 Perfect!
- #5 Well, since I remain a sinner, how can I ever hope to live a life pleasing to God here on earth?
- #4 I have been thinking about the same question. Because Jesus has forgiven me, I would like to live a life that pleases him, but how can a sinner do that?
- #1 The two of you have now raised one of the most vital questions in the world. Do you remember that Jesus told his disciples that he is the Vine and they are the branches?
- #3,4,5 Yes. (spoken in unison)
- #2 Jesus promises that the branches will bear good fruit.
- #1 But your questions raise the concern about your fruit always being spoiled because in this life you are still sinners. Is that correct?
- #4 Yes. How can we possibly produce good fruit if we are one hundred percent sinners?
- #2 Left on your own there is no possible way you could produce good fruit, but Jesus says your fruit will be good because he is the Vine. That is, he is the Tree, so to speak. Good trees produce good fruit. Jesus' goodness flows through you making your fruit good.
- #1 St. Paul says, "It is no longer I who live, but Christ lives in me."

- #2 To change the illustration a little bit, try thinking of yourself as out-of-tune violins. The only sound you can make is irritating noise. But the Spirit of God picks you up and suddenly music that moves the heart to tears is coming from you.
- #1 Do you remember the story of Saul's conversion on the Road to Damascus?
- #5 Oh, I remember. He was knocked down by a very bright light and Jesus spoke to him.
- #3 Yeah, and he was blind for awhile afterwards.
- #2 Both of you are correct. In fact he had to be led to Damascus by his friends. A few days later he was visited by a disciple named Ananias.
- #1 Initially Ananias did not want to go anywhere near Saul, but God told Ananias that Saul had been chosen by God to be God's instrument – like a violin!
- #4 So you are saying that we have been chosen by God, too?
- #1 Yes, you have been chosen to be God's instruments.
- #5 So will God make beautiful music through us?
- #2 That is exactly what God will do.
- #1 Even though you are one hundred percent sinners, you will lead lives pleasing to the Lord because the Lord Himself will make splendid music using you as his instruments.
- #2 St. Paul, God's beloved instrument, writes in the Letter to the Romans, "You, however, are controlled not by the sinful nature but by the Spirit, if the Spirit of God lives in you."
- #4 I don't think I have ever thought about this before. It's pretty cool.
- #5 I wonder what kind of music God will make using us as his instruments?
- #1 An excellent answer is to be found within the Ten Commandments themselves. You see, the Commandments form an outline of the activities the Christian disciple can expect to be led to perform by Christ and by Christ's Spirit.
- #2 So, for instance, the two of you can expect to be led by the Spirit to keep the Third Commandment; that is, you will be led to worship the Lord in church and in Sunday School and in your youth group.
- #1 Please remember, however, that full delivery from sin will come about only in the final resurrection.
- #2 In the meantime temptations to sin remain, and because we are sinners we fall down over and over again.
- #1 We remain out-of-tune violins, but when Jesus plays us, the music is sweet and pleasing in the ear of the Father.
- #3 So sometimes I make screechy sounds?
- #1 Yes, when you try to do things on your own.
- #4 But other times my music is good?
- #2 Yes, when it is Jesus who is playing you as his instrument.
- #2 A recent theologian from Germany wrote some amazing words about the great Reformer, Martin Luther. And we quote...
- #1 "Luther understands the believer as one who is 'carried' by [God. God's] power acts through [the believer]. ... God himself works in our work; so that our work can only be said to be his work."
- #2 The key phrase here is God works in our work.
- #5 Is that what we mean when we say that we are God's instrument, his violin?
- #1 Exactly.

- #4 So, am I like a puppet or a robot in the hands of God?
- #2 No (with a smile in the voice), you actually participate in what God is doing; you experience his life in and through you. A robot or a puppet cannot do that, but you can and you do.
- #1 You are carried by God! To use St. Paul's statement again: "It is no longer you who lives, but Christ who lives in you."
- #2 In writing about Galatians, Luther said, "I do indeed live in the flesh, but I do not live on the basis of my own self. The life I now live in the flesh I live by faith in the Son of God. What you now hear me speak proceeds from another source."
- #1 Thus, the individual who has been converted by the Spirit to become a disciple of Jesus remains a reasoning, feeling person who has now been declared righteous in the supreme court of the Almighty, and when this reconciled man exercises his will in keeping with his Redeemer's will, he does so not as a robot, but as a living person
- #2 who has been moved but not coerced,
- #1 who has been indwelled but not overtaken.
- #2 This is why St. Paul writes in Philippians 2:12-13,
- #1 "Therefore, my dear friends, as you have always obeyed—not only in my presence, but now much more in my absence—continue to work out your salvation with fear and trembling, for it is God who works in you to will and to act according to his good purpose."
- #2 So God makes willing people out of people who are not naturally willing,
- #1 He makes believing people out of people who are not naturally believers
- #2 And He makes loving people out of people who are not naturally lovers.
- #1 After conversion the believer's will is not idle but cooperates in all the works that the Holy Spirit does through him. Ahem, "So it is that after a man is converted and enlightened and his will is renewed, he immediately begins to will that which is good, in so far as he is reborn, and he delights in the law of God according to his inmost self"
- #2 That's a quote from Romans, chapter 7, verse 22.
- #5 I have another question: how does God work in me?
- #2 God works through means; that is, God uses his tools to work in the believer.
- #3 What tools?
- #1 God works through the Word. This includes the Bible and sermons and Sunday School lessons based on the Bible and the Christian hymns that we sing, and God works through his Word in sacramental form in baptism and the Lord's Supper.
- #2 As soon as the Holy Spirit has initiated his work in us through the written and sacramental Word, the believer begins to cooperate by the power of the Holy Spirit,
- #1 even though believers do so in great weakness.
- #2 But if God should withdraw his gracious hand,
- #1 man could not remain in obedience to God for one moment.
- #2 However, here is an important caution:
- #1 if this is understood as though the converted man cooperates alongside the Holy Spirit,
- #2 the way two horses draw a wagon together,
- #1 such an understanding would be incorrect and the truth of the gospel would be twisted.

- #2 To be correct we should say, the believer is “carried by God.”
- #1 So human beings do not contribute anything toward their conversion or their God-pleasing work.
- #2 Rather, man only experiences -- experiences that which God works in him.
- #1 St. Paul holds that regeneration is entirely the work of the Holy Spirit alone.
- #2 The Holy Spirit is the craftsman who alone works these things using the preaching and the hearing of his holy Word as his means and instrument,
- #1 and man is the recipient who is made spiritually alive, fully aware of the love of God which has been bestowed upon him by the Spirit,
- #2 and pleased to have Christ dwelling in him,
- #1 and eager to fulfill his heavenly Father’s will.
- #4 This is complex isn’t it?
- #5 And it’s pretty important, too, isn’t it?
- #2 Complex and vitally important.
- #4 Sometimes my conscience makes me feel guilty because I am not as willing to keep the Lord’s Commandments as I know I should be.
- #2 We understand your feelings because we have the same feelings ourselves.
- #1 The Bible says, “the sinful nature desires what is contrary to the Spirit, and the Spirit what is contrary to the sinful nature. They are in conflict with each other, so that you do not do what you want.”
- #2 That was from Galatians 5:17.
- #1 Therefore, after God, through the Holy Spirit in Baptism, restores his image by the power of His Word in the one baptized, young and older Christians alike must bombard him with prayers.
- #2 We must pray that God would preserve faith and his heavenly gifts in the believer and strengthen the believer daily until the resurrection, where healing will be absolute and we will sin no more.
- #3 In the meantime, Jesus forgives each one of our failures to comply with our Father’s will.
- #2 That is correct and this is where the Third Commandment fits in. In Exodus 20:8 the Lord God says, Remember the Sabbath day by keeping it holy.
- #1 Moses clarifies this commandment in Leviticus 23:3 when he writes, There are six days when you may work, but the seventh day is a Sabbath of rest, a day of sacred assembly. You are not to do any work; wherever you live, it is a Sabbath to the LORD.
- #3 Have God’s people always set a day aside?
- #2 From the time of Moses until this very day,
- #1 the people of God have set aside one day out of each seven days to worship the Lord God, to hear His Word and thereby to keep this day holy.
- #4 Has the day always been Sunday?
- #2 No, in Old Testament times the day was Saturday.
- #5 Why was the day changed?
- #1 Because Christ rose from the grave on a Sunday, but actually any day of the week could be set aside. The Bible does not prescribe one certain day.
- #2 When the children of God gather together to sing His praises, receive His sacraments and study His Word, they keep the Third Commandment.

- #1 It makes perfect sense: only God's Word can turn that which is unholy or profane into something holy,
 #2 so the hearing of God's Word is the highest means believers have "to make the Sabbath day holy."
 #5 Because it is through the means of the Word that Jesus comes to live in me, right?
 #1 Right! Unless God himself is our teacher and our energy, we cannot study and learn anything pleasing to him and beneficial to us and others.
 #2 Being in God's presence,
 #1 worshipping him in song and prayer,
 #2 hearing his voice in the Word,
 #1 and receiving from him forgiveness of our sin through His Word in baptism and the Lord's Supper
 #3 are the behaviors God requires and works in his children
 #4 even as he demanded that Adam not eat of the forbidden tree.
 #2 You have learned well.
 #5 I feel like we understand the first three Commandments.
 #1 Good, because it is time to conclude the teaching of the first three Commandments.
 #4 Okay, I conclude that the Second and Third Commandments point believers back to the First Commandment.
 #3 And I conclude that God wants his children to trust him above all else;
 #5 And I conclude that his children must respect and protect the name of God;
 #4 And we conclude that his children must avoid the trees of temptation in the world today,
 #5 coming instead to Him each week
 #3 to be fed with Word and sacrament
 #4 which is in keeping with the Third Commandment.
 #1,2 Outstanding! (spoken in unison)

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR THE THIRD COMMANDMENT

Focus: Uses of God's Law

1. God's law has three functions: to help control sin in the world (often called a curb), to show you your sins (a mirror), and to show you how to live a God-pleasing life (a guide). Can you think of some other examples of things that could symbolize these three functions?
2. *Consider the three uses of God's Commandments. How important is each use? Now divide up into groups of no more than three and try your hand at writing a short Group Reading for the uses of God's law. If you have three groups or more, each group could select a different use of the law as its focus.
3. Perform the readings for the other students in the class.

Focus: Conscience

4. *When a person misses church the first time, the conscience kicks in and makes the person feel guilty. If the individual continues to skip church, the conscience is gradually dulled by the repetition, just as a knife blade is dulled by constant cutting. What do you think the danger of a dulled conscience is?
5. What do you do when your conscience bothers you?
6. Can people always trust their conscience? Why or why not? (Take a peek at Romans 2:14-15.)

Focus: Forgiveness

7. *In the Group Reading, one of the actors says, "But we know God will forgive us and that He really loves us, right?" Divide up into groups of two to discuss the relationship between asking for forgiveness and changing one's habits.
8. Try your hand at writing an explanation of the phrase *simul justus et peccator*.
9. Using a concordance, find Bible verses about forgiveness. What can you find in the Bible about forgiveness and behavior?

Focus: Liturgy

10. Try writing a definition for the word "liturgy." What do you learn if you Google the word?
11. Do you have liturgies in your church? Do your liturgies provide a guide for worshipping God?
12. *If your liturgies are based upon the Psalms and the Psalms were also the foundation of the worship of ancient Israel, does this mean your voices are united with the voices of those who worshipped God twelve centuries ago? Discuss the implications of this.
13. Does it make a difference to God as to whether Christians use a traditional formal liturgy or an informal liturgy? Why? What do you think is important in liturgy?

Focus: The Gift of Faith

14. *God has given you faith and because of your faith, God sees you as righteous. Where did you get that righteousness that God sees? How much righteousness do you have as a forgiven believer?

INTERSECTION: Dr. Buddy Mendez described in considerable detail the search for identity the young adolescent goes through by trying on different personas. One such persona can be that of the recalcitrant worshiper. Parents need to be the adults when the question of attending church services arises. Remember, this is what the young adolescent truly wants and it is the only way s/he will discover their identity as a child of God and member of the body of Christ.

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

15. How does the Third Commandment connect to the First Commandment?
16. Take a moment to read Acts 9:15. Do you think Paul was honored to be God's chosen instrument? Are you also God's chosen instrument? How does that make you feel?
17. In small groups discuss what it means to be "carried by God."

CULMINATING ACTIVITIES

18. What does it mean to you that you have been created in the image of God? Try to express this concept in a picture.
19. In your world today there is much that competes for your attention and involvement on your day of worship. Split the class into groups of 4-6 and write guidelines for determining what are God-pleasing activities on your day of worship. Be sure to consider what has the potential to take you away from Him.
20. The most detailed discussion of Christian worship in the New Testament is found in 1 Corinthians 11:2 through 14:40. In this discussion, Paul says that Christian worship should:
 - A. be "for the common good" (12:7);
 - B. "pursue love" (14:1)
 - C. "upbuilding" (14:3)
 - D. "encouragement" (14:3)
 - E. "consolation" (14:3)
 - F. "build up the church" (14:4)
 - G. "be encouraged" (14:31)
 - H. no "confusion, but ... peace" (14:33)
 - I. "be done decently and in order" (14:40)

How do worship practices you have seen follow or, in some cases, not follow Paul's directions?

SERVANT EVENT

Practice and perform the Reader's Theater for a group in the congregation. This may be the adult information class, a Bible study group, or a women's group or your parents. Goal: to internalize the concept of life in Christ.

Another option would be to conduct a servant event benefitting the entire congregation. This might be a clean-up of the grounds, involvement in both acolyte service and altar care, dusting of the sanctuary, or whatever is needed that could safely involve young adolescents. Goal: to express Christ's life in the young believer

Working as a whole group, design and lead a worship experience for a youth gathering. Goal: to appreciate diversity in worship style while maintaining clear focus on the reason for worship.

MEMORY WORK FOR THE THIRD COMMANDMENT

Exodus 20:8-11

Remember the Sabbath day by keeping it holy.

Leviticus 23:3

There are six days when you may work, but the seventh day is a Sabbath of rest, a day of sacred assembly. You are not to do any work; wherever you live, it is a Sabbath to the LORD.

Martin Luther

Please memorize the Third Commandment and Explanation from *Luther's Small Catechism*.

The Introduction is to be presented by the Instructor or distributed to the students.

As the instructor proceeds with the background material and the Learning Activities, close attention should be paid to the family circumstances of the students. In some instances, the instructor may wish to couch emulation of a parent in careful terms, especially where a parent has turned his/her back on God and/or the family.



THE FOURTH COMMANDMENT

Honor your father and your mother.

What does it mean to honor someone? The slide show and short story suggest that it means far more than simply being nice to someone or remembering their birthday or giving them a trophy of one kind or another.

Several years ago a group of professors from the University of Chicago developed a way to describe the stages a



person passes through as s/he develops stronger and more positive feelings for someone else. The professors identified five stages, each new stage becoming more demanding upon the heart of the one growing in admiration. Their work is called the affective field of learning. The word “affective” refers to feelings. If you have ever heard someone say, “At first I didn’t like our new teacher, but now I think she’s okay,” such a statement reflects growth in the affective field of learning. The short story about Julian Jackson and his grandmother illustrates a boy becoming a man and passing

through the five stages of the affective field of development with regard to his pastor.

To honor someone is one way to reveal your feelings for that person. The first stage of the affective field of learning demands only that the one doing the honoring simple listen to or in another way pay minimal attention to the one being honored. At this stage the one doing the honoring has not yet developed highly positive feelings.

At the second stage of affective development, the one doing the honoring now listens or otherwise pays attention with a growing degree of interest. At this stage the one doing the honoring is able to learn from the one being honored, and the learning results in more positive feelings. So at the first level of the affective development, scant attention is paid to the other person, but at the second level considerable attention is paid to the other person.



Compare, for instance, the way you feel when someone you do not particularly like sits down at your lunch table with the way you feel when someone you would like to have as a friend sits down near you.

At the third stage of affective development, the one doing the honoring begins to admit to him/herself that the other person has good ideas or is becoming a friend. Now you not only like the one being honored, but you see considerable value in what the one being honored has to say. At this

stage the attitude of the one doing the honoring has become genuinely positive. In the story Julian is willing to defend Pastor Burke in front of other boys.

“Julian’s Choice” is the text of the story told in the Fourth Commandment video. Some students may benefit from having the text available to read.

There are two interpretive comments which occur during the telling of the story. The first is thus: “You are about to hear a short story entitled “Julian’s Choice.” The story depicts a young boy growing up in his grandmother’s home. As you listen to the story see if you can detect any changes taking place in young Julian Jackson.”

The second will be listed below.

At the fourth stage of the affective field of learning, the one doing the honoring begins to think like the one being honored. That is to say, the one doing the honoring has not only passed approving judgment upon the one being honored but is going a step further by integrating the thinking of the one being honored with his/her own thinking. In the story Julian's appreciation and assimilation of Pastor Burke's thinking and behaviors are captured in the little phrase, "Burke's cool."

At the fifth and final stage of the affective domain, the one doing the honoring has so deeply integrated the ideas and behaviors of the one being honored that the one doing the honoring now seems very similar to the one being honored. The thoughts and behaviors of the one being honored have now become the characteristics of the one doing the honoring. In the story Tom remarks that Julian reminds him of Pastor Burke. If a growing adolescent appears day by day to grow into his/her mother and/or father or a favorite teacher or an older sibling, such pattern is evidence of deeply developing honor and deeply developing growth in the affective domain of learning. On the other hand, the older adolescent who displays characteristics which appear to reject all traits of a father or mother or another significant person is demonstrating the opposite of honor, and this despite what the older youth might say to the contrary.

So what does God intend when He demands that his children honor their father and mother? Certainly you can infer that the phrase "father and mother" is meant to encompass all persons in authority over you. Moreover, you can quickly rule out the notion that merely the initial stage of honoring fulfills the Commandment. When God makes a demand, it is always a demand calling for the fullest and most complete fulfillment.

JULIAN'S CHOICE

A Short Story by Dennis Jackson

Just enough of a breeze was coming off Lake Ontario to coax some of the red and gold leaves from the maple trees hugging the shoreline along the west side of Navarre. Grace Jackson noticed such things. At least she noticed such things today because she was in just that kind of mood—sort of pensive and content all at the same time. Yesterday she had received a letter from Julian, and contact from him always sent her mind back into memories that were bittersweet – bitter because of Julian's early years and sweet because of how the puzzle looked when Julian finally grew into a man. Grace turned back toward town now and finally settled onto a bench in a small park about three blocks off the shore. She was wrapped in a homely orange jacket stitched into squares filled with goose down, one of Julian's old jackets from his high school days and a gift from Reverend Burke. A Starbucks cup was warm in her hands and a smile nudged the corners of her mouth upwards as she sat there gathering old memories around herself the way the swirling wind was gathering the leaves on the ground.

Grace's grandson Julian was born on the first day of February in 1982. A premature baby from a daughter who didn't make it through delivery, Julian Jackson was a challenge from day one. Grace's smile broadened and her head rocked forward as she sat there in her private park so graciously provided by the good people of Navarre. Then her eye caught the tip of a feather trying to escape the old jacket. She slowly tugged the feather, helping it in its quest and then let it loose – on the breeze. It too reminded her of Julian as it darted to and fro and then was gone. But it was the jacket itself that now held her more serious attention. She was recalling its origin. As Grace remembered the incident, Pastor Burke had announced a cross country ski outing for a Saturday in the middle of January, and some member of the congregation provided the

The second interpretive comment is this: “Julian’s grandmother seems pleased with the changes she sees in her grandson up to this point in the story. Listen carefully now as the story continues. Will there be more change in Julian? Will the changes all be good ones? Be thinking also about the people who are making a positive difference in your life.”

minister with a new down jacket. The color was humorous even back then. Burke referred to the jacket in a sermon, calling it the jacket he didn't know he needed, but need it he did on that bitter cold cross country ski day along the shore of Lake Ontario. Grace tried now to recall why Burke had eventually given the jacket to Julian, but that part of the story escaped her at the moment. Maybe she would remember tomorrow.

Right now Grace shook her head as she thought of the little tug of war that had gone on between Burke and Julian for close to ten years. "Yeah, I know Burke's my pastor," Julian would admit as he fought with his grandmother about going to confirmation class near the tail end of his elementary school days. "And I know he wants me to be there, but it's boring," Grandma, "B-O-R-I-N-G, boring" But in the end Grace held her ground and Julian trudged off to the church building.

Grace sipped her Starbucks as she dipped into her worn basket of memories to extract the day that Julian began to turn a corner. What he said wouldn't have caught the attention of anyone else, but it stopped Grace's dust rag mid table. She and Julian had been "discussing" her grandson's responsibilities around the house when Julian suddenly ended the whole debate with an acknowledgment that his grandmother was sounding just like Pastor Burke and because she was sounding like Pastor Burke, he, Julian, agreed his grandma must be right. Where, Grace wondered today for the thousandth time, had that come from.

Of course one thought often leads down a path to other thoughts hidden in the rubble of an older mind, and now Grace's mind was encountering a large patchwork of memories. She remembered the day she overheard Julian asking Tom, one of his backyard football buddies, what Tom thought about some remark that Pastor Jim had made the night before at confirmation class. When had it become "Pastor Jim," Grace wondered at the time, and was such familiarity appropriate? She certainly had never referred to her childhood pastor by his first name. She doubted now that she had even known what the man's first name was. She feared Julian and Tom's familiarity was not appropriate, but something about it hinted at a seed of respect growing in her grandson for his minister. And not a month later, Grace, who listened to backyard talk more closely now, overheard her Julian describe one of Reverend Burke's sermons as "okay." That wasn't the exact word Julian had used, but even though Grace had never actually heard the word her grandson did use, she knew what it meant. Julian had listened to and approved of a sermon. Hmmm. Steps were being taken; distance was being traveled. This was enough to give Grace several nights of excellent sleep.

Then later there was the argument. Oh, Grace remembered that argument now with a nod and a shake of her head. The voices from behind her grandson's bedroom door were so loud she couldn't help but hear what was obviously a serious disagreement among four twelve-year olds. Julian and Tom had taken a position against the other two boys by defending Rev. Burke. Tom had said that if Pastor Jim said something was true, then it had to be true. Julian announced his support of the same conclusion with a single loud, "Yeah." Obviously the seed of respect was growing.

But the day that mustard seed turned into a small tree was the day Julian came home from eighth grade confirmation class with wide surprise still in his eyes. "Grandma," he said in ninety-mile-a-minute speech, "Did you know Burke was a soldier, a chaplain in Iraq?" Well, yes, Grace had know that for quite some time, but she wasn't about to sprinkle any water on her grandson's fire of excitement. "Iraq, Grandma,

Burke was in the Army in Iraq! Pretty cool, huh?” And without waiting for a reply from his grandmother, Julian bounded the stairs two at a time for his bedroom. The last sound Grace remembered hearing that night was the umph of Julian’s bed as her grandson landed on it in full and obvious joy.

The conversation at confirmation class must have held to the topic of the war because the following week Julian proudly announced that Burke has been awarded a Purple Heart after being wounded with shrapnel. How funny, Grace recalled thinking, my grandson now refers to his pastor with only his last name of Burke, but quite obviously the shorter the name the greater the respect. It was an equation she pondered for quite some time during Julian’s first year as a teenager. But she knew she had the equation correct when her grandson pronounced a world of admiration in just two words, “Burke’s cool.” “Nuff said,” Grace announced to herself an hour later in the quiet of her heart that night.

The coffee was gone now and Grace momentarily considered getting up from the park bench and heading home, but then Tom’s story popped up like a jack-in-the-box and she absent mindedly set the empty coffee cup aside and settled back down to enjoy one of the sweetest memories of Julian’s teen years. It was the last year of confirmation and had it not been for Tom’s nonchalantly telling the story while waiting for Julian to change clothes after school a week after the episode, Grace would never have known what her grandson had done. Tom said everyone was waiting for Burke to arrive when Julian had suddenly decided out loud that everyone should stand and salute when Rev. Burke came into the room, and that’s what the kids did. Later when Grace asked Julian about the incident, Julian said that they got the salute wrong, but Burke liked it anyway.

As she sat there on that park bench on this chilly October day in Navarre, New York, Grace Jackson spoke to a good sized maple tree off to her left. “Yes,” she said, “Julian’s respect for Pastor Burke had grown to just about your size.”

During his ninth grade English class, Julian, Tom and the other students were assigned to write a research paper on a career of each student’s choice. Some of the other boys chose to write about a career in professional football or baseball or basketball or even soccer, while a number of the girls chose to research careers in law and medicine. Grace was obviously pleased but not all that surprised when Julian announced he was going to write about being a pastor. Julian let his grandmother read the paper before he submitted it to Mrs. Taylor, his English teacher. The paper brought tears to Grace’s eyes then and again now as this beautiful memory warmed both her mind and her heart. Grace knew even then that this was no throw-away English assignment. No, this was a decision; this was the commitment of a young boy’s heart.

And so it had been. Julian’s high school years were filled with swollen knees from football, broken hearts from each prom’s disappointments, and grades of every shade from A’s to C’s, but the long-range target remained as sure and true as Grace had anticipated even though she never attempted to steer her grandson one way or the other. She and Julian both knew he was bound for college and that college would be but a stepping stone into seminary. And so it was.

The last memory to cross Grace’s mind as she softly rose to take herself home was Tom’s remark following Julian’s guest appearance in the pulpit of the home congregation there in Navarre. “Sure reminds me of Burke.”

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR THE FOURTH COMMANDMENT

Focus: Admiration in the Story

1. Why were the opening slides different colors? What might the colors represent?
2. Have you ever dreamed of becoming an actor or an athlete like someone you admire? Do you think your admiration has had a positive impact on your life?
3. *To emulate means to strive to equal, match or exceed. To emulate is different than merely to imitate, which suggests a more casual approach which can be far less than perfect. How successful is Julian in emulating Pastor Burke? Has Julian kept the Fourth Commandment with regard to his pastor? Has Julian kept the Fourth Commandment with regard to his grandmother?
4. The story does not tell anything about Julian's father. What do you think might have happened to him?

Focus: Admiration to Emulation

5. Break up into small groups of two or three and share with each other the name of a person you did not initially like, but whom you have grown to respect over time. Share what changed your mind. Did you change or did the person you now admire change?
6. Would you be able to identify a boy or girl you know who tries to act just like someone else you know? How would you feel about someone who tries to emulate you? How would you feel about another teen who tries to emulate your favorite coach or teacher?
7. A significant percent of young boys and girls grow up to do the same work in life as their mother or father did, even though initially the younger man or woman dreamed of doing something entirely different. What do you think accounts for the outcome? Is honoring involved? Might other factors also be involved?
8. *What would lead to someone your age saying that his or her parents are old fashioned and do not understand? What effect does such an attitude have on the Fourth Commandment?

Instructor, share with your students the story of your developing honor toward the most significant people in your life. Did one or two role models shape the person you have become?

Focus: Honoring Those in Authority

9. Working with your friends, try to identify the degree to which David honored Saul as king.
10. Did Jacob honor his father Isaac when he deceived him to gain his blessing? Explain your answer.
11. *Create a list of things you sometimes do which do not show honor to your parents and another list of things you sometimes do which do show honor.
12. Draw a storyboard of Julian's stages of honoring Pastor Burke. What key events show his attitude toward his pastor changing? How did Julian feel about Pastor Burke in the end?
13. Brainstorm a list of people whom God calls you to honor.
14. Are you supposed to honor those who do not honor God? How could you still show honor to these people?

It is better to deserve to be honored and not have it than it is to be honored and not deserve it.
-Adapted from Mark Twain

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

15. *Have students work in small groups of 3 or 4 students. Give each group a piece of chart paper and a box of markers. Have each group design a poster on the 4th Commandment. To get groups started, read them Luther's explanation of this commandment. Ask the groups to discuss the key ideas that should be remembered from this commandment.

CULMINATING ACTIVITY

“Honor” is a word you know, but may not often consider. What follows is an activity intended to help you better understand the concept of honor. You can choose to work in small groups or work as a whole. If you work in small groups, give each group a pad of sticky notes; if you keep the class together, cut pieces of paper into 4 1/4” x 11” strips and provide tape to post these on a white board or wall. You will complete the following five steps.

List: Think of the word HONOR. Brainstorm all the words or phrases you think of when you hear the word. Write these on strips of paper with one word or phrase on each piece of paper and put them randomly on the wall. Try to have at least 20 words or phrases.

Group: Rearrange the strips of paper into groups. You can choose however many groups you determine; your goal to arrange word groups that seem to go together.

Label: Give each group a label or name that seems to apply to all the words in that group.

Regroup: Now that each group has a name, you may want to rearrange some words that would better seem to belong to another group. Be sure to explain why you want to move the words to another group.

Synthesize: Read over your arrangement of words. Now write 3-5 sentences about honor.

Share your ideas either in their small groups or with the whole group. Ask if anyone sees honor a little differently than they did at the beginning of class.

SERVANT EVENT

Identify an “authority” in your community whom you vote to honor. It may be parents, grandparents, teachers, fire-fighters, government workers, etc. Discuss ways your class could honor this group such as coupons in which age-appropriate behaviors are promised and delivered, personal thank-you notes are written, or homemade cookies are baked for those in service jobs, etc.

MEMORY WORK FOR THE FOURTH COMMANDMENT

Deuteronomy 5:16 Honor your father and your mother, as the Lord your God has commanded you.

Martin Luther Please memorize the Fourth Commandment and Explanation from *Luther's Small Catechism*.

The Introduction is to be presented by the Instructor or distributed to the students.

The Instructor will want to weigh the value of teaching the students that there may be a proper time not to trust a government that is leading people away from God.



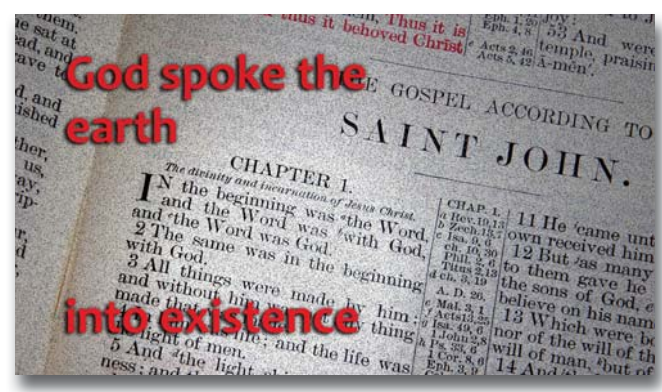
THE FIFTH COMMANDMENT

You shall not murder.

Is it not true that even though some people are saddened by a story of murder in cold blood on the front page of a newspaper, they will nevertheless turn right around to mistreat someone they envy or otherwise dislike? God has given you the Fifth Commandment because He knows how evil the world truly is. And so it is that without your even being aware, you acquire bitter enemies, people who want to harm you day after day at the prompting of Satan. Your life can be filled with misery because of sin. Even when you do not deserve to suffer, your life can be nothing but pain, both physical and emotional.

When was the last time you were bullied? Was the bully someone your age or was it an adult who spoke condescendingly to you? Have you ever been made to feel foolish by someone who knew more about technology than you do? Has a teacher ever embarrassed you because of an answer you did not know or because you were asking an innocent question of a classmate? As you may already have guessed, there are many ways to “kill” someone. The pictures in the video presentation only begin to scratch the surface of the Fifth Commandment. No doubt you can think of other instruments of torment that could have been included in the visual presentation.

Your heavenly Father knows how vicious people can be to one another and for that reason has established the Fifth through Tenth Commandments as a firewall, a protection against the slings and arrows that would otherwise be hurled against you or that you might hurl against someone else. What the Fifth Commandment teaches you is that you should not harm any neighbor, no matter how much he might deserve your anger. God has established government in the land and government in the institutions, including schools, to deal with injustice. Trusting such government even when you feel you have not received the justice you deserve is God’s requirement of you. Are you strong enough to turn the other cheek? Are you man or woman enough to suffer without striking back? The spirit of revenge is strong and it must be held in check by your faith. You do well to take your suffering to Christ Jesus in prayer, for no one will better understand suffering than Jesus. And He promises to hear your prayers. In Paul’s first letter to the congregation in Corinth, he writes in chapter 10, verse 13 that God will not allow you to suffer beyond your ability to withstand the hardship, and God will provide you the very strength you need to endure.



The first image recalls the most astonishing power of God’s voice. When He speaks, new realities form at His command. Not only does Genesis describe this power of God’s voice, but the Gospel of St. John does, too. Furthermore, the first verses of John chapter 1 make it abundantly clear that God created the world through Jesus, the Son of the Father. And Genesis tells you that the Holy Spirit was a part of creation, too. What a spectacular event creation must have been as the voice of the Triune God spoke! Astronomers estimate that God created a billion trillion stars, many of

them thousands of times larger than the planet earth. No wonder the Psalmist says, “By the word of the LORD the heavens were made...[and] ...For he spoke, and it came to be; he commanded, and it stood firm.” (Psalm 33:6 and 9)

God created the stars in the heavens and He created a wide variety of life on earth, including the Agama. Did you know there are more than thirty species of Agama in Africa, where they are the common lizard. They



can be found in many sizes, ranging from five inches to a foot in length, and in a wide variety of colors. Sometimes the Agama’s colors will change with the temperature. One of the best known species is the red-headed rock Agama pictured here. What a creative imagination God possesses!



As the crown of His creation, God made people. God made Adam and Eve in His image. Do you recall the picture of this young Asian couple from the First Commandment? And do you remember what it means for man and woman to have been created in the image of God? Adam and Eve were completely righteous; they were not only holy in God’s sight, but they were holy in and of themselves. Up until the time they succumbed to Satan’s temptation, Adam and Eve had not sinned. Up until that dreadful moment, they enjoyed a most wonderful relationship with God, walking with Him in the Garden and talking with Him as the Father He is. Adam and Eve had a perfect sense of God’s will, and they had the ability to comply with God’s will. Christians frequently refer to the Garden of Eden as paradise, and that is exactly what it was. How very blessed Adam and Eve were, and how very blessed you are that God has placed the sins of the world on the shoulders of His Son, Jesus, so that you may one day be fully and completely reunited with the creating God. Just imagine how wonderful heaven will be! Your God is so great that He has taken even human evil to create something better than what would have been! What a gift!!

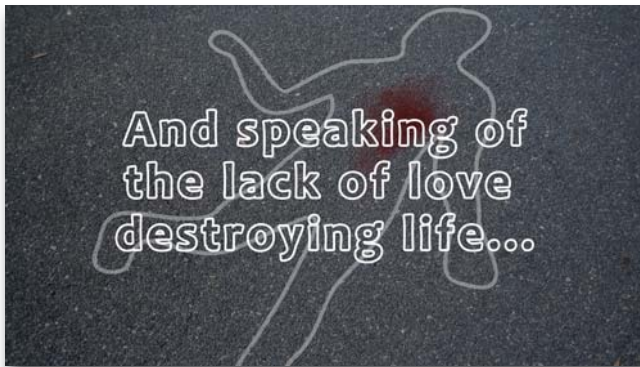


These two images are sharply contrasting, one suggesting warmth, cleanliness and love; the other suggesting



INTERSECTION: Nothing creates greater insecurity in early adolescents than perceived lack of love. As a leader for early adolescents, what could you do to promote greater love, and what could you do to assure that love is correctly perceived?

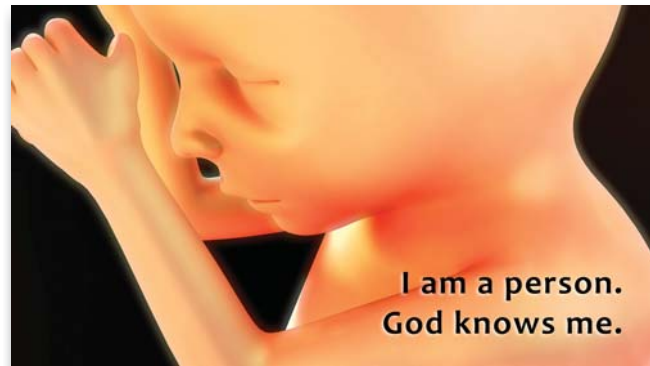
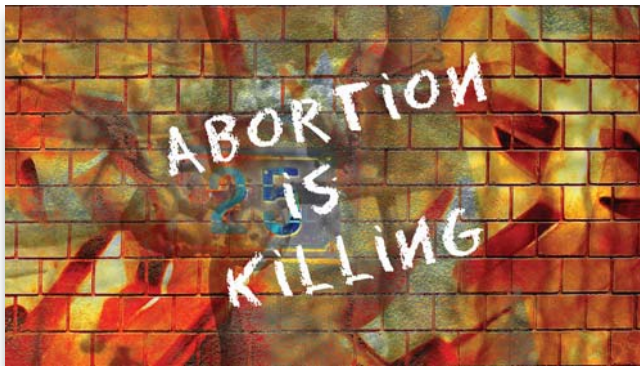
total darkness, a bad odor and even death. Over and over again the Bible declares that God loves all the people He created and all of the animal and plant life He designed and called into being by the power of His voice. Yours is a God of extraordinary might and amazing love. You have been made in such a way as to resemble God in that it is through love that husbands and wives bear children. This is how God designed humans in that very first week of creation. You were conceived in love, and you flourish whenever love is present, but everyone withers when love is missing. You dry up and shrivel. You become like a match that has gone out. The absence of love leads to all kinds of fear and sin. The absence of love can even lead to murder under extreme circumstances. The summary of the Commandments tells you that you are always to love God and your neighbor.



Most of you know about killing only from the newspapers or from television or from the movies. Then again, maybe that is not true. It would depend greatly on how you define murder and where you live. As you see all too frequently, some people are forced to grow up in very difficult circumstances and in extremely rough places. Killing may be all around them. On the other hand, different kinds of murder are all around each of you when you stop to think about it. The remainder of the pictures depicts forms of “murder” that you know all too well, and the learning

activities below offer you the opportunity to add to the interpretations of the word “murder.”

In 1973 the Supreme Court considered an issue which remains highly controversial all across America, the right of a woman to seek an abortion. This most famous case is known as Roe versus Wade and is commonly written “Roe v. Wade.” The majority of the nine judges on the Supreme Court decided in Roe’s favor, determining that



the Constitution of the United States affords a woman the right to privacy, including the right to terminate a pregnancy through the first 26 weeks or second trimester following conception. After that time, the court said, the fetus is considered viable; that is, the fetus is considered developed to the point that it could live outside the womb. Abortion after this point is not protected under the law as interpreted in Roe v. Wade. Following is a portion of the majority opinion from the Supreme Court:

“We ... acknowledge ... the sensitive and emotional nature of the abortion controversy, of the vigorous opposing views, even among physicians, and of the deep and seemingly absolute convictions that the subject inspires. One’s philosophy, one’s experiences, one’s exposure to the raw edges of human existence, one’s religious training, one’s attitudes toward life and family and their

INTERSECTION: Nothing means more to a young adolescent than family. When a family is not healthy physically, emotionally and spiritually, the young adolescent suffers intensely.

values, and the moral standards one establishes and seeks to observe, are all likely to influence and to color one's thinking and conclusions about abortion. ... [The Constitution] is made for people of fundamentally differing views, and the accident of our finding certain opinions natural and familiar or novel and even shocking ought not to conclude our judgment upon the question whether statutes embodying them conflict with the Constitution of the United States."

This is heavy language, but the judges were right to point out that divergent views are expressed on this topic among Americans. Most Christians base their view upon the Bible, which argues for the extraordinary value of that which is formed in the womb at conception. Moreover, Ephesians 1:4 states that God knew you and acted on your behalf prior to the creation of the universe. Thus, you had identity in the mind of God even before the Garden of Eden was created (read Jeremiah 1:5). No wonder the Psalmist writes, "You knitted me together in my mother's womb." (Psalm 139:13b)

The Church rightly teaches that the taking of life at any stage in the womb or outside the womb is murder. From the onset of this debate, the Church has spoken against abortion. At the same time, the Church teaches you to respect the laws of your nation. So until such time as the Supreme Court chooses to reverse the decision it reached in *Roe v. Wade*, abortion is legal in the United States, at least through the first two trimesters of a pregnancy.



Nevertheless, within a framework of respect for the law of the land, Christians throughout the nation continue to call for an end to the killing of the unborn.

Some graffiti can be pretty artistic. The more artistic it is, the more challenging it is to read. Were you able to read the writing on the wall when it appeared in the video presentation? Are you able to read it now? The person who wrote these words is crying out for protection for unborn human beings who are too small to protect themselves. Surely the most heinous crime in the world is the murder of defenseless children. If your group had 60 seconds of television time, what message would you create to call for the end of murder of the unborn?



This picture is very sad. It appears that the young woman has had an abortion and now misses her child. No wonder she feels despair. Unless someone has been through this experience, it may not be possible to comprehend the feelings involved.



The joy in this image stands in bold contrast to the pictures above. This mother is savoring the love of her daughter, and the child is relishing the safety and play of her mother. God designed life to be like this. In some ways this picture is a symbol of your relationship with your Father in heaven. Even in this life, riddled with sin as it is, the Lord carries

INTERSECTION: As you listen to what your early adolescents have to say, bear in mind that they may be trying ideas out just to see how they fit or to see how their classmates will react or to see how you will react. They may not believe what they are saying. Trying ideas on for fit is basic to working out their own identity. Adults need to exercise patience and yet never stop being the mature adult. Dr. Mendez discusses this phenomenon in some detail.

INTERSECTION: Because bullying is so common and so destructive, teacher conferences frequently engage experts to address the matter. As an instructor of young people, you may want to avail yourself of such opportunities to learn in depth from others who have become well educated in the phenomenon of bullying.

you! When the Fifth and other Commandments are obeyed, life is better all around.

You have just considered two of the most obvious forms of murder, outright killing and abortion. Now it is time to reflect on other forms of harming life. Not caring for your brothers and sisters stands high on such a list. One picture in the video portrays a man who shows no sign of having work or ample food or even a warm place to sleep and live out his days. On the contrary, the man appears without hope. He is not begging, perhaps because that too has failed. Did he once have children who loved him? Was he married and lost his wife to an early death? Does he suffer from an illness? If he is sick, how will he get medical assistance? So many things could have gone wrong for this man -- too many to guess. And how many of the possibilities can be traced back to a lack of love, to indifference? In the 25th chapter of the Gospel of St. Matthew, Jesus offers a description of the Last Judgment when he says,

“Then the King will say to those on his right, ‘Come, you who are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world. For I was hungry and you gave me food, I was thirsty and you gave me drink, I was naked and you clothed me, I was sick and you visited me, I was in prison and you came to me.’ Then the righteous will answer him saying, ‘LORD, when did we see you hungry and feed you, or thirsty and give you drink? And when did we see you a stranger and welcome you, or naked and clothe you? And when did we see you sick or in prison and visit you?’ And the King will answer them, ‘Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.’”



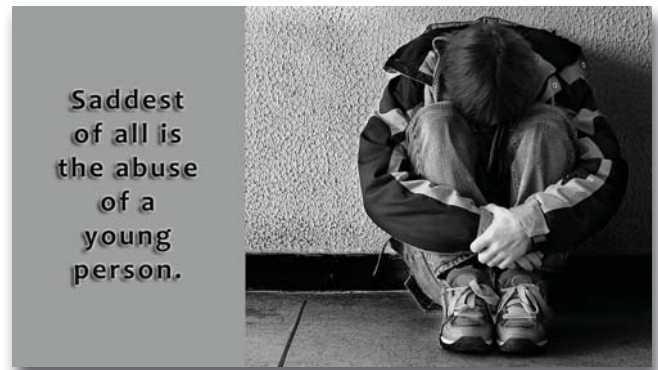
How blessed this woman is to have a husband who loves her and cares for her. In situations like this, relationships grow even closer than they were before tragedy struck. Once again you see the pattern God would have you follow.

Bullying is a particularly common yet cruel phenomenon among humans. Psychologists say that bullying grows out of fear or insecurity. But do you know what? Bullying does not just occur among your age group; it occurs at every age. Adults bully each other and they bully children, often their own children. A husband can bully his wife by threatening her with muscle, and a wife can bully her husband with her voice (or giving him the silent treatment) or by withdrawing her love. Can you remember a time when you were bullied? If you can, are you able to remember also how much it hurt to be mistreated by someone you wanted as a friend? Bullying crushes the life right out of a person, like stomping on a pumpkin.

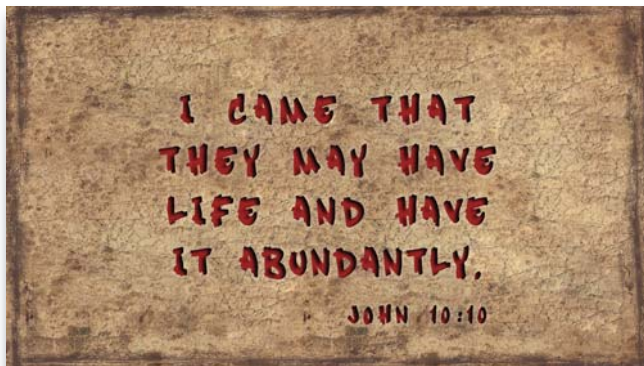


INTERSECTION: If appropriate, take a little time to discuss the topics of euthanasia and suicide with your students. Be sure to include a description of suicide in the circumstance where an individual is no longer in complete control of his/her own thinking. How does your congregation handle suicide cases? How do your students feel the Church should respond to instances of suicide?

The Fifth Commandment also speaks to ways in which people sometimes destroy their own lives unintentionally. Such people do not mean to commit suicide, but far too often early death is the result. And for those who do not die, the quality of their life is forever diminished. Alcohol and other drugs can be extremely habit forming. Before long the thrill which was meant to relieve the stress or burden of the moment has taken hold in such a way that it is no longer possible to avoid use of the alcohol or drug. At first the drug was meant to control the situation, but now the user is controlled by the drug or the alcohol. The alcoholic pictured in the video did not mean to have life turn out as it has. The teens in the lethal auto accident thought they could handle the liquor. Nor did the person in handcuffs intend to wind up in jail. Everything about drugs and alcohol is deceiving. What looks so innocent too often becomes tragic. Does your school offer education about drugs, alcohol and even tobacco?



In answer to the question, "Are there still more ways to break the Fifth Commandment?" the last picture may be the most troubling of all. This picture raises the topic of human abuse. Whether one is considering the story of slavery in America or the horrific actions of armies out of control, as was witnessed in the Bataan Death March or in the needless slayings of innocent villagers in Vietnam, human abuse is a terrible testimony to the sinfulness of humankind. As the picture says, the abuse of a child is the most terrible of all.



As you have come to expect from the first four Commandments, God is once again clear in stating His expectation in the Fifth Commandment: you are to respect life; you are not to destroy life. The dictionary defines murder as "the crime of killing a person, especially with malice aforethought." When carried out to the end, this sin is final and cannot be reversed. Nor is it possible for the sinner to ask forgiveness from the one whose life has been destroyed. On the other hand, the sinner can and should turn to Jesus in repentance, seeking forgiveness of the sin.

Everything about Jesus speaks of life; everything about the Fifth Commandment speaks of death. Consider again that your God is so great that He knew each one of you long before He created the universe. Before your world existed, God's plan called for each individual one of you to be born. When someone breaks the Fifth Commandment either by taking the life of another person or destroying one's own life, that person interferes with the plan of God. This is the very opposite of trust in God and trust in His Word. God is the source of life. He is never the source of death – with one great exception: God demanded the death of His own Son in order that sinners might have the life He promised. As you know so well, it is Satan who leads the sinner to murder. It is God who leads the killer to forgiveness and salvation. The Christ who lives in you guides you to honor and protect life.

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR THE FIFTH COMMANDMENT

Focus: God's Creation

1. *If you tried to write out the number one billion trillion, what would the number look like? How many zeros does the number contain? (1 + 21 zeros). Look at Psalm 147, verse 4. God actually named each one of the billion trillion stars! How great is that! No wonder David was amazed that a God who could create such a vast universe would take an interest in human beings (see Psalm 8, verses 3-4). It is because humans have been created in the image of God. Working in small groups of no more than two or three, try making a list of the characteristics of men and women that set them apart in all creation. What makes human beings different from everything else? The pictures in the media presentation suggest thinking, laughing and loving. Are there more traits unique to human beings?
2. How do you think heaven will compare to the Garden of Eden?

Focus: Defining Murder

3. *Is war the same as murder? Take some time to discuss this with your teacher. You may also wish to think about the possibility of murder in war.
4. Create a list of factors which might lead a woman to be tempted to have an abortion? Hold an open discussion with your pastor or teacher about the list of factors you and your classmates have put together. Be sure to listen very carefully to each other's thoughts before speaking.
5. When you see a person begging for money, what thoughts cross your mind? Do you sometimes think that person should find a job and earn the money needed? Do you think begging can become habitual? Is begging an acceptable way to make a living? How much money do you think a beggar collects in a day? Jesus said you would always have poor people around you (Matthew 26:11 and John 12:8).
6. Are you willing to share a description of a time when you were bullied?
7. Is there such a thing as electronic bullying? What would it be?
8. *Discuss the dangers of bullying. What might the effects be for a person who is constantly bullied?
9. An American author by the name of Jodi Picoult wrote a book entitled Nineteen Minutes. In the book she describes a young boy who began to be bullied in first grade. In fact, the boy was tormented on the bus the very first day of school when some older boys threw his lunchbox out of the school bus window. Throughout the boy's elementary and junior high school days, the harassment continued. Then one day in high school the boy's emotions got the best of him. The result was tragic. Take a few minutes to talk about students you have seen being constantly bullied.
10. How does the bullying of girls differ from the bullying of boys?
11. Can bullying be stopped? Talk about steps your school could take to reduce bullying. Talk about steps someone your age could take to reduce bullying.
12. *Take a few minutes just to share your thoughts about drugs, alcohol and tobacco with each other. If you are willing, talk about the conversations you have had at home regarding the dangers of drugs, alcohol and tobacco.

13. The Bible does not condemn a sanctified use of wine (alcohol). Discuss how both alcohol and drugs are used in a God-pleasing manner.
14. The last of these pictures illustrates personal abuse. How does your community protect people, especially children, against abuse? What more could be done? Try creating a long list of the ways in which people of all ages are abused. Is inattention a form of abuse?
15. *The Fifth Commandment also warns the Christian against harboring hatred in the heart. When this biblical warning is dismissed and the heart becomes hardened with bitter anger, what is the result? Does this attitude lead to social and/or personal prejudice at times? How can a believer guard him/herself against such sin? Divide up into small groups to discuss Ephesians 4:26.

Focus: The 5th Commandment and Me

16. *This is a private assignment, one that you are to do alone. Write down on a piece of paper the names of the people in your life who you wish loved you more. Fold the piece of paper and keep the list to yourself. Now create another list, this time naming the people who you think might wish that you loved them more. With your lists out of sight in your pocket, talk with each other about ways in which you could show greater love to others, as well as ways in which you might be able to attract more love from others toward yourself.
17. Now create a third list. This time write down the names of the ten most important people in your life. What correlation do you find between your third list and the names on your first two lists? Is there anyone you know who you trust enough to look at your lists with you?
18. Make a list of those factors which go into building an excellent family.
- How much money is needed?
 - What kind of trust is required between parents and among all members of a family?
 - Do parents sometimes fail to trust their children enough?
 - How much time should parents spend with each other and with their children?
 - What number of children would you one day like to have in your family?
 - Does it matter where a family lives? Where would you like to live when you have a family?
19. Do you think Jesus wants you to take care of people in need? How do you know your answer is right?
20. What steps has your community or your congregation taken to show love for those who are homeless in your midst?
21. *Divide up into groups of two or three. Working together, create a description of new steps your congregation could take to assist those most in need around you. When you have finished, please share your list with the other groups and pay attention to their ideas. Perhaps a master list could be placed on a whiteboard or blackboard.
22. What types of servant events have you held in your congregation? What kind would you like to hold?

CULMINATING ACTIVITY

23. Write a one-page short story in which someone who has been regularly bullied is suddenly befriended instead. Perhaps you can share your stories with one another.
24. Divide up into two groups. Using old magazine pictures and any other source of pictures, a first group

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

is to create a collage depicting advertising for drugs and alcohol. A second group is to create a collage depicting what students should know regarding the dangers of drugs, alcohol and tobacco. Take some time to discuss how persuasive the ads for drugs, alcohol and tobacco are.

25. *Divide your class into two teams (or an even number of teams if the group is large). Using newspapers and magazine to make a collage, one team is to find evidence of the 5th Commandment being broken. The other team is to find evidence of the 5th Commandment being kept. When the collages are done, discuss how easy or difficult it was to find evidence for each collage. Consider reasons why one collage may have been easier than the other. What does this say about society?

SERVANT EVENT

Volunteer to work at a community or church outreach program. Options may include working at a food distribution site or homeless shelter, collecting good quality shoes and clothing for relief efforts, or holding a bake sale to benefit a drug rehab agency. Goal: to internalize God's intention in the Fifth Commandment.

Reverence for Life affords me my fundamental principle of morality, namely, that good consists in maintaining, assisting, and enhancing life and that to destroy, harm, or to hinder life is evil.

- Albert Schweitzer

MEMORY WORK FOR THE FIFTH COMMANDMENT

Exodus 20:13

You shall not murder.

John 10:10

The thief comes only to steal and kill and destroy. I came that they may have life and have it abundantly.

Martin Luther

Please memorize the Fifth Commandment and Explanation from *Luther's Small Catechism*.

The Introduction is to be presented by the Instructor or distributed to the students.



THE SIXTH COMMANDMENT

You shall not commit adultery.

As you learned in the First Commandment, sacred scripture describes a God who gives. The number of His gifts is far too great to list. For instance, you already know that astronomers place the number of stars God created at one billion trillion. Such a number looks like this: 1,000,000,000,000,000,000,000. It defies imagination to conceive of such creative power in the voice of God. But God not only created each star, He named each one (Psalm 147:4). And not only did God create each star and name it, God also set the course of travel for all of the heavenly bodies. Your God is an awesome God!



Among the countless gifts God has given are the particularly beautiful gifts of human sexuality and marriage. The Sixth Commandment directs our attention to these two splendid gifts. The second chapter of the book of Genesis says,

“Then the LORD God said, ‘It is not good that the man should be alone’... So the LORD God caused a deep sleep to fall upon the man, and while he slept took one of his ribs and closed up its place with flesh. And the rib that the LORD God had taken from the man he made into a woman and brought her to the man.”

And so God created the estate of marriage, wherein human sexuality is properly expressed. Centuries later, when God creates the Church, He speaks of the congregation as being the bride of Christ. So holy and beautiful is marriage in the eyes of God that He uses the image of marriage to portray the relationship of His Son to believers on earth.

In the Sixth Commandment, God demands that people everywhere recognize and protect the godly nature of sex and marriage. The sacred character of both is not to be violated. God forbids homosexual relationships which attempt to imitate marriage (Lev. 18:22-23; 1 Cor. 6:9-10; Rom. 1:26-27). God places such high honor on the marriage and the sexual relations of one man to one woman that He says, “Therefore a man shall leave his father and his mother and hold fast to his wife, and they shall become one flesh.” (Gen. 2:24)

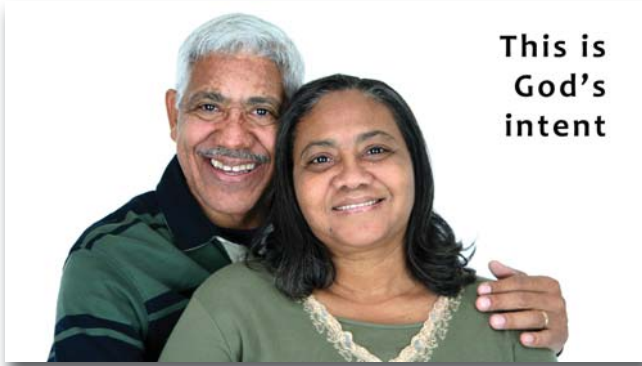


The Sixth Commandment forbids inappropriate indulgence in sex and the destruction of marriage. Adultery breaks the bonds of marriage and makes God very angry. Adultery is a sin. The dictionary describes adultery

INTERSECTION: The most important relationship in the life of the young adolescent is the family. Use this as your point of departure for twelve- and thirteen-year olds. For the middle adolescent the point of focus needs to shift to the attraction of the opposite sex with whom the adolescent will one day form his/her own family. Sexual issues among middle adolescents deserve to be treated straightforwardly and with dignity. Remember, the adolescent wants (needs) the adult to be an adult with grown up thoughts and insights to life. The Sixth Commandment often tests the mettle and the maturity of the instructor.

as voluntary sexual intercourse between a married man and a woman who is not his wife or between a married woman and a man who is not her husband (read Hebrews 13:4 and the story of David in 2 Samuel 11). The Commandment also addresses sexual relations between unmarried men and women. The Commandment makes it clear to the world that God intends sexual relations to be limited to married couples. Moreover, just as the Fifth Commandment warns against harboring anger in the heart, so the Sixth Commandment warns against

harboring impure thoughts and desires in the heart (read Matthew 5:28 and 15:19). Finally, the Sixth Commandment forbids divorce except in cases of adultery and/or desertion by an unfaithful marriage partner.



God must have had a very important reason for issuing a Commandment in defense of marriage and the proper expression of human sexuality. Are you able to understand what God intends? Please watch the media presentation.

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR THE SIXTH COMMANDMENT

Focus: Intimacy and God

1. *At first glance the Commandments appear focused on life in this world, but upon further reflection one sees that the true focus of the Commandments is your eternal relationship with God. Knowing that the Sixth Commandment addresses sexual purity, were you surprised to discover the media presentation concentrating on the idea of God's triune nature?

2. Divide up into groups of three or four. Try to identify other possible illustrations of God's triune nature. (Example: God is like an apple with seed, meat and skin – or – God is like three candles with one light.) What ideas are you able to suggest? See if you can explain why every illustration is helpful yet inadequate.



3. The three red “berries” are actually rosehips, an accessory growth on a rose bush and are often utilized for herbal tea. The idea that rosehips are poisonous is a myth. Talk about how the rosehips serve as an illustration of the Trinity. In what ways does the rosehips illustration fall short?

4. No other teaching was as troubling to the early Christian Church as was the relationship among the Father, the Son and the Spirit. On four separate occasions, the pastors of the Fourth- and Fifth-Century congregations

met to discuss this topic and all the related questions. Just below are four ideas that different people suggested but were found to be incorrect. Are you able to spot the problem with each one?

- A. Jesus was created by the Father at some point in time prior to the world being created.
- B. Jesus didn't have a human soul.
- C. Jesus' divine nature and His human nature were like two boards glued together.
- D. Jesus' divine nature was so great that His human nature was swallowed up like a drop of wine in an ocean of water.

5. The doctrine of the Trinity is one of the most important teachings of the Church. Take a few moments to read Genesis 1:26 in the Old Testament and Matthew 3:16-17 in the New Testament. Do you see the Trinity in these two passages?



6. Each of the illustrations of the Trinity falls short because there is nothing in this world exactly like the Trinity. God is three and three are God. God is three and three are One. The three are not merely manifestations of the One, but three persons each of whom is God, yet there is but one God.

7. Take a few minutes to look over the Athanasian Creed. Do you feel it be correct to think of the Trinity as the strongest, most intimate relationship that exists?

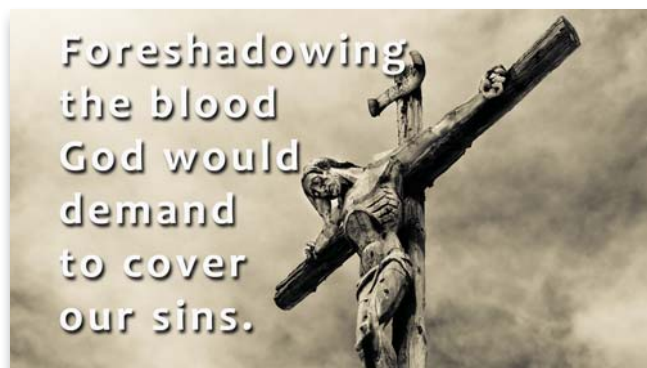
8. *The media show uses the word “intimacy” to describe the relationship of Father, Son and Spirit. How do you use the term “intimate” in common speech and writing?
9. Artists throughout the centuries have been challenged trying to depict the intimacy of the Trinity. Do you think this artist has done well? What do you like or not like about the image?

Focus: Intimacy and You

10. *Are you and your best friend close? Do you share secrets with each other? Do you hope you will always be best friends? Are you able to understand that God created human beings to enjoy intimacy?
11. Working as a whole group, write some synonyms for intimacy in one column on the white (black) board and some antonyms in a second column. Which synonym and which antonym do you like best?
12. Earlier you learned that because man was created in the image of God, man possessed perfect understanding of God’s will and perfect trust in Him. Now you have learned something new about Adam and Eve. Are you able to summarize what you know about Adam and Eve at this point?
13. *Discuss the goals you think God had for His original creation. How does intimacy fit into God’s original plan? Do you think God abandoned all of His original goals for creation after sin occurred?
14. *Working in groups of two or three, try your hand at creating an abstract image which you believe conveys the nature of man’s original (first) sin. Is this sin still committed today? Please share your drawings with the other groups and explain the ideas you have about the first sin. (Hint: think about trust.)
15. *How did Adam and Eve break their trust with God when they sinned in the Garden of Eden? Please remember that trust is what God wanted most from Adam and Eve. Does God still want this same thing from you today?
16. How important is trust between you and your best friend? How much trust do you have in him or her? Have you ever had a friend break trust with you? How did that make you feel? Are you still friends today? What had to be done to restore your friendship or was it impossible to restore?

Focus: Intimacy with God

17. Who shed the first blood in the Bible? For what reason was the first blood shed? (See Gen. 3:21)
18. What does the word “foreshadow” mean to you?



19. Do you think God knew all along that His Son would have to shed His blood to restore the intimacy between God and man? Does that make God responsible for the first sin? (You are capable of discerning the answers to these challenging questions. Don’t hesitate to work together to dig for the truth.)

20. *Why did God give the Ten Commandments to His people? In addition to man’s intimacy with God, what else was lost when Adam and Eve first sinned?

21. Are you able to keep the Commandments? Is anybody? Why not? If you are not able to keep the Commandments, what purpose do the Commandments

serve? Why did God give the Ten Commandments to His people? This is a good place to discuss the three uses of God's law.

- A. God's law curbs gross outbreaks of sin in society.
- B. God's law reveals a person's sin (mirror).
- C. God's law teaches the believer how to serve and praise the Lord.



22. What would life together be like if everyone were able to keep the Commandments? What would life be like if you did not have any Commandments from God at all?

23. The picture is not merely a pretty sunset over just any mountain range; this is the actual mountain range that includes Mt. Sinai. Are you able to locate the general area of this mountain range on a world map?

Focus: Intimacy and the Sixth Commandment

24. *While the Sixth Commandment speaks to human sexual life, its true focus is the intimacy God originally created, still desires and will one day fully restore. Discuss with your instructor the specific dangers God warns against in the Sixth Commandment:

- A. Does a sexually pure life suggest that there is to be no sexual activity at all? (Read Genesis 1:27-28.)
- B. Is sexuality a gift from God?
- C. Are sexual urges natural to the human being? Did God create humans that way?
- D. The media presentation says that God's act of creation was born out of the intimacy among the Father, Son and Spirit. Are babies also born out of intimacy between a husband and a wife?
- E. Do you want to have a family one day? Why would you hope that your children will have the same mother and father throughout their lives? Will that be a blessing to your grandchildren, too?
- F. What do you think is required to keep a husband and a wife married to each other? Make a list of the most critical elements of a good marriage? How important is respect in your list? What is there about a husband or a wife that merits respect from the marriage partner? Try to prioritize your list.
- G. How does society view divorce in today's world?
- H. Why does God warn against divorce? On what grounds does God permit divorce? (Read Matthew 19:6 and 9, as well as 1 Corinthians 7:15.) Fifty percent of marriages in the U.S. end in divorce. That means that many of you have been affected in some way. What would be some God-pleasing ways to respond to those who are divorced or come from divorced families?

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

- I. How does God feel about homosexuality? (Read Romans 1:26-32). Does society attempt to make the gay lifestyle appear appealing? Is Satan's goal always to make sin appealing?
- J. Is pornography treated similarly or differently than homosexuality in modern society? If you sense a difference, why do you think the difference exists?
- K. How does society feel about adultery?
- L. Do any societies in the world approve rape, incest, and sexual child abuse? Why are these especially heinous crimes and sins?
- M. Does God forgive sexual sins?



25. *Take some time together to summarize what it is that God seeks for His created men and women. What kind of a relationship does God want with you? How is this relationship between God and you similar to the relationship among the Father, Son and Spirit? How is the relationship between a loving, faithful husband and wife similar to the relationship God wants with you? So, what will heaven be like? Who will be your most intimate friend in heaven?

CULMINATING ACTIVITIES

1. Divide the class into groups to brainstorm excuses people today might give for breaking the Sixth Commandment. Write these on a piece of chart paper.
2. In teams of three to five, design a skit showing Christians keeping the Sixth Commandment. Perform these skits for the other groups.
3. Invite a college student or young adult to talk to your group about temptations young people face with the Sixth Commandment. Invite them to share how God enabled them to cope with such temptations.

SERVANT EVENT

Host a Parents' Date night in which the confirmation class (along with a few parent volunteers) provide free child care. Or consider honoring couples in the congregation who are celebrating milestone anniversaries. Make cards thanking these couples for their example in modeling a Christian marriage. Goal: to honor intimacy and marriage.

Love at first sight is easy to understand; it's when two people have been looking at each other for a lifetime that it becomes a miracle.

Amy Bloom

No man or woman really knows what perfect love is until they have been married a quarter of a century.

Mark Twain

MEMORY WORK FOR THE SIXTH COMMANDMENT

Exodus 20:14 You shall not commit adultery.

Martin Luther Please memorize the Sixth Commandment and Explanation from *Luther's Small Catechism*.

The Introduction is to be presented by the Instructor or distributed to the students.

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

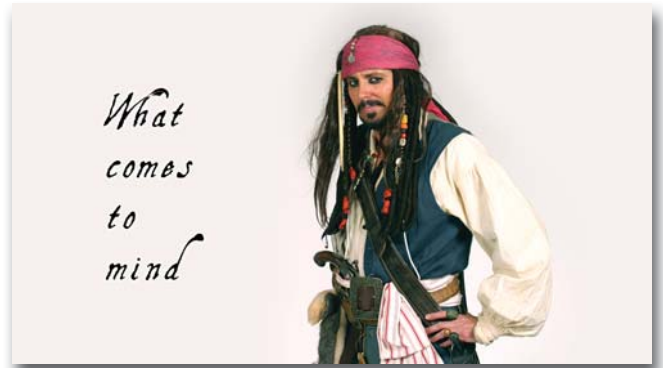


THE SEVENTH COMMANDMENT

You shall not steal.

In the Seventh Commandment the Lord once again addresses the issue of honesty – this time as regards property. Everyone from infancy through old age has been the victim of theft. Even tiny children cry when toys are taken from them, and maybe when you were very young, you got even by taking someone else’s toys.

How does God instruct human beings to behave toward the property of others? The Seventh Commandment – like all the Commandments – minces no words: You shall not steal. Period. The media presentation explores some of the pathways leading out of this Commandment.



LEARNING ACTIVITIES FOR THE SEVENTH COMMANDMENT

Focus: The Sin of Stealing

1. Create a list of items you have seen kids your age steal. Share the list with one another, creating a master list as you go.
2. Read this passage from John chapter 12:

Mary therefore took a pound of expensive ointment made from pure nard, and anointed the feet of Jesus and wiped his feet with her hair. The house was filled with the fragrance of the perfume. But Judas Iscariot, one of his disciples (he who was about to betray him), said, “Why was this ointment not sold for three hundred denarii and given to the poor?” He said this, not because he cared about the poor, but because he was a thief, and having charge of the moneybag he used to help himself to what was put into it.

Now try answering these two questions:

- A. Had you remembered that Judas was not only a traitor, but also a thief?
 - B. Why do you think Jesus chose a thief to be one of His disciples?
3. In December 2008 a man was arrested for what may be the largest fraud ever carried out by a single individual (\$50 billion). Because of the amount of money involved, is his sin greater than that of a man who steals a loaf of bread to feed his hungry family? Is sin a sin no matter the size?
 4. Why is the Seventh Commandment broken so frequently?

5. Please write a paragraph in which you define what a sin is and describe what God has done about sin.

Focus: Repentance

6. *Why is it important for sinners to confess to God what they have done? Is it possible for a person who does not confess his/her sin to God to receive forgiveness?
- A. Read together the story of David's sin in chapter 11 of 2 Samuel. Which Commandments did David break? Now read chapter 12, verses 1-9. Was David a thief? Now read all of Psalm 51. Try defining what the word "confession" means.
- B. What role did the prophet Nathan serve in the story of David and Bathsheba? Who serves in this role in your congregation? Who serves in this role in your personal life?
7. *Divide up into groups of three or four. Within your group, try to identify at least three ways in which God pours out His forgiveness upon repentant sinners in your worship at Church.

Focus: Making Things Right



8. In the media presentation, the Third Step calls for the thief to make things right. What would a thief have to do to make things right if what he stole was money? What if the thief stole food and had already eaten it? What if the thief was a drunk driver and stole someone's life? How could such a thief make things right?
9. When a jury finds a defendant guilty of a serious crime against another person, the judge will frequently provide an opportunity for the guilty person to confess his crime to the victims and ask for forgiveness from the person who was harmed. Why do you think judges do this? Could confession be an important element of the rehabilitation of the criminal?
10. In the media presentation, Johie was worried that confessing her sin to the person from whom she stole would be embarrassing. Is she right? Would such an act of confession be embarrassing? If you say, yes, should it be done anyway?
11. Dr. Halm tells Johie that if she stole from someone who knows the Lord, that person will forgive her. But what if the person Johie confesses to does not know the Lord? Is it possible that the person could become very angry and unforgiving toward Johie? Should Johie confess to the person anyway?
12. *Talk this through as a group: "I know what I did was wrong and I am sorry I did it. I have confessed my sin to God and I believe He has forgiven me, but I do not want to confess my sin to the person I hurt because I am afraid."

Focus: Keeping Things Right

13. Have you ever heard of Neighborhood Watch? What kind of a program is it?
- A. How could you and your friends help to protect the property of students in your school?
- B. What could you and your family do to protect the possessions of others in your neighborhood?

Before you begin this part of the activity tell students that what they write will remain confidential; no one else will read what they have written. On half sheets of paper, have students write a confession of a time they stole something from another person and ask God for forgiveness. Fold these a few times and have students nail their confession onto a simple home-made cross. Read Psalm 51:1-2, 10-12 together.

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

C. What could your congregation do in your community?

14. In many cities in America and in other countries, too, congregations have joined together to provide services to the homeless, particularly during the coldest times of the year.

A. Do you think this is a good idea?

B. Why do you think there are so many homeless people in your community?

C. Have you ever personally given money or food or shelter to a homeless person? How did it make you feel?

15. Are you able to recite the “Golden Rule”? Compare the Golden Rule with Jesus’ words in Matthew 7:12.

CULMINATING ACTIVITIES

1. *Have you ever heard the saying, “Finders keepers, losers weepers?” What does the Seventh Commandment tell you about this attitude? What are some things that middle school students might steal from another person?

2. Have each student read one of the following verses and draw a picture of its message. Have students share their pictures and explain how the verse connects to the Seventh Commandment.

Lev. 19:35

Ps. 37:21

Eph. 4:28

Matt. 7:12

Phil. 2:4

Matt. 5:42

Heb. 13:16

1 John 3:1

SERVANT EVENT

Locate a person or family in need in your community. Have students design a day’s activities to help alleviate this person’s or family’s needs. Remind the students to consider physical, emotional, and spiritual needs as they seek to find ways to help. Goal: to internalize the kind of lifestyle God seeks for his people in contrast to a life of thievery.

MEMORY WORK FOR THE SEVENTH COMMANDMENT

Exodus 20:15

You shall not steal.

Matthew 7:12

So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets.

Martin Luther

Please memorize the Seventh Commandment and Explanation from *Luther’s Small Catechism*.

The Introduction is to be presented by the Instructor or distributed to the students.



THE EIGHTH COMMANDMENT

You shall not give false testimony against your neighbor.



Have you ever thought what it would be like if you were the only person living on the planet? Do you think you would like that? Would you miss your friends? Would you miss conversation with the everyday people who surround you now? In the Sixth Commandment, God taught us about the blessings of marriage, which is the closest friendship you will ever have. In the Eighth Commandment the Lord speaks about how you are to live with your friends and with all people, including those within your immediate families. It is no easy task to get along with everyone!

Many years ago, a British author named William Golding was awarded the Nobel Prize for a fictional story he wrote about a group of twenty or so boys who survived a plane crash but were stranded together on an island. One of the boys was named Jack, and he wanted to be in charge of everything on the island. Another boy, Ralph, was concerned about having a fire constantly burning so that if a ship passed, the crew would see the smoke in the daytime or the flames at night and would rescue the boys. Another boy nicknamed “Piggy” wanted to be helpful to Ralph because he agreed that the fire was a good idea. Piggy wore thick glasses that could be used to start the fire. Piggy was also overweight and he had asthma, so he could not run or do much work without losing his breath.

Jack was not interested in the fire and became jealous of the smaller boys looking up to Ralph, but Jack didn’t dare challenge Ralph to his face because Ralph was as large a boy as Jack. Instead, Jack picked on Piggy. He broke Piggy’s glasses and made fun of Piggy’s asthma and weight. Jack also coaxed the smaller boys away from the work of keeping the fire by suggesting hunting and games. Eventually Jack and his hunters attacked Ralph and Piggy, causing the fire to spread across the island.

Golding ends his story with navy crewmen rescuing the boys after seeing the island ablaze. The naval officers cannot believe how savage the boys have become. Of course, the point of Golding’s story is that the British navy is just a grown-up version of the same war games Jack played.

Throughout Golding’s novel the reader witnesses the pain and suffering that comes from young boys not being able to live together in harmony. Lying and angry words destroy friendship among the boys and even lead to the death of one of the boys. Had the remaining boys not been rescued, everyone would have died in the fire. William Golding describes humankind as mean-spirited, jealous and savagely ruthless. Ralph is the exception; he is good natured and seeks the welfare of everyone. Unfortunately, however, Ralph’s goodness is not enough to overcome the evil that is aroused in the other boys by Jack.

Author Dennis Jackson has written a story about a thirty-something-year-old woman named Jennifer, who on a leisurely Saturday morning reminisces about a particularly poignant moment from her early adolescence. Thumbing through old photographs over a cup of coffee, Jen recalls her seventh grade year at St. John Junior High School following her family's relocation from St. Paul, Minnesota, to Lincoln, Nebraska.

As you listen to this brief account from Jen's life, we want to challenge you not merely to sympathize with Jen's story, but to empathize with her. Sympathy would demand that you have a tender heart toward Jen's plight, and that is good, but empathy demands that you actually step into Jen's shoes to feel what she felt. See if you are able to empathize with Jen.

Is William Golding's portrayal of humankind valid? Beginning with the account of Cain killing Abel, story after story in the Bible depicts the brutality of men and women toward people around them. Think about David's treatment of Uriah. With the words of the Eighth Commandment, God provides yet one more lesson on how men and women are to live with one another in order to hold sin in check. While the Fifth Commandment demands that people protect each other physically, the Eighth Commandment demands that people protect each other's reputation.

Jen's Story

A Short Story by Dennis Jackson

Jen breathed deeply but nervously as she closed the door of her mom's Corolla, spoke a quick "See ya," and began the short walk to the front door of St. John's Junior High School in Portland, Oregon. Jen's mind was full of just one thing: today was Monday, September 6, and this was the first day of the seventh grade at a brand new school.

Jen's dad is a minister and had recently accepted a Call to a congregation in Lincoln over the protests of Jen, her three-year older sister and Jen's mother. Even Jen's Schnauzer was eating poorly ever since the family arrived in Lincoln a month ago. In those four weeks since the family finished unpacking in near-complete silence whenever her dad was around, Jen had met no one. Jen didn't think there was anyone her age in her neighborhood, not a single person younger than one hundred. "Old people," Jen moaned to Barron Black Bart, the Schnauzer, "the world is full of old people. How about you and me catching a fast freight back to St. Paul?" Bart was unresponsive.

Remembering perfectly the route through the school building the principal had described during an interview last week on Wednesday, Jen walked straight to her classroom and was warmly greeted by Mrs. Henderson, the homeroom teacher and absolutely no one else, although the eyes of what seemed like five thousand boys and girls her age watched her every step. Jen felt flush and knew her face was full of too much color. She sat down and studied the top of her desk as though it were of great interest. "Oh, look, someone made a scratch here!" Jen said in dead silence.

Jennifer Gooding was the picture of a good looking twelve-year old. She was five foot six, one hundred nine pounds and naturally blond. She had a warm, gentle smile, though of course no one in the room had yet seen the smile. On the other hand, every boy in the room had stopped talking when Jen entered, and every girl in the room had noticed the sudden silence of every boy. Mrs. Henderson must have noticed the change in the weather in the room, too, for she took the occasion to introduce herself to the students, although everyone seemed to know Mrs. Henderson except Jen. Later that Monday evening, Jen's sister would ask how Jen liked her homeroom teacher and Jen would respond with a "She's okay," and mean it.

The morning went smoothly enough. The history lesson transitioned into reading and from there into geography, a subject Jen had not studied in a prior grade and felt certain would be even more boring than history. Jen had a love-hate relationship with almost all classes except PE. Every subject in school moved her a step closer to death, but she got straight A's despite herself. Jen's parents and her sister knew about her excellent grades, but no one else did. If someone her own age asked about her report cards, Jen always summarized everything with a simple "Average."

The highlight of the first day had been the announcement concerning cheerleader tryouts. The students that were interested were to report to the gymnasium the next afternoon at 3:10 in gym clothes. No other details

had been shared. Jen was excited but told only Bart, and this time Bart seemed excited, too. In addition to the announcement about cheerleading, the first day had produced two interesting conversations, one with Steve Something-or-other, who asked if Jen had just moved to Lincoln. The two exchanged no more than twenty or so words, but Jen was grateful for the momentary friendship. She knew they would talk again the next day. Girls just know that sort of thing. The other conversation had been with a short brunette nicknamed “Billie” immediately following the announcement about cheerleading tryouts. Billie asked Jen if she would be trying out. Jen had nodded yes and said, “Maybe.” Billie seemed pleased and said, “Me, too.” Jen knew they would talk again tomorrow, too.

The clock above the whiteboard moved even slower on Tuesday than it had on Monday, although Jen had been convinced on Monday that someone had stuffed the clock with chewing gum causing it to move at less than half speed. Just before Jen died in her seat that Tuesday afternoon the closing bell rang, and Jen began breathing for the first time since lunch.

After supper her older sister asked Jen to tell her about the cheerleading tryouts. “Describe every minute,” Alicia had prodded. They were in their shared bedroom and the door was closed. Jen did just that, describing everything that had happened at the gym. In fact, the description was so graphic and so detailed that Alicia knew Jen had made the team, but she asked Jen that question anyway. Jen said she wasn’t at all certain, but her unbidden smile gave her confidence away.

Sure enough, the list of those who had made the cheerleading team was posted on the gym door the following afternoon and Jen’s name was on it. Billie’s name was on the list, too. Some of the other girls who had tried out were standing close by as Jen read the list. Jen knew that a couple of them were from her seventh grade homeroom. The others looked a little older. Jen could hear them talking about someone named Patti who must have been a cheerleader the previous year but had not made the new squad. The girls were obviously upset and didn’t hesitate to let Jen know that with their stares.

Patti became one of the cheerleaders again exactly one month later, just after Jen’s cheerleading career at St. John’s came to an end. The lies being circulated about her at school were simply more than Jen could endure, even though her mom, dad and sister had urged her to hang tough. She had tried, but it was all too much. By the time Jen left the cheerleading squad, she was falling asleep with tears almost every night. As far as she could tell, she had only one friend at school, Billie. The other kids, Steve included, had either joined in with the rumors or ignored Jen altogether. Mrs. Henderson, the home room teacher, had caught on to what was happening, but she had not been able to stop it. The final blow had been the theft of Jen’s cheerleading outfit. When Jen quit the team, the other girls pleaded successfully with the coach to let Patti take Jen’s place. Immediately after that the girls became nice to Jen in the hallways and classrooms. No one at St. John’s knew better than Jen the meaning of the Eighth Commandment. Some twenty years later, long after many successful and enjoyable experiences in high school and college, the memory of those thirty days in seventh grade could still bring a tear to Jen’s eye.

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

INTERSECTION: For the youngest of early adolescents, the family is still the most important “group” in life, but as early adolescents grow a little older, their priority begins to shift to their friends at school and church -- their peer group. As this transition occurs, the early adolescent will benefit from coaching on how to behave not only well but also successfully within the peer group. Even though adolescents may express boredom with such coaching, they will appreciate it. Remember, too, all adolescents want adults to remain authentic.

LEARNING ACTIVITIES FOR THE EIGHTH COMMANDMENT

Focus: The Sin of Gossip

1. Do you recall the definition of empathy? Were you able to empathize with Jen?
2. *What is the difference between talk and gossip? Gossip has been compared to releasing feathers from a pillow in the wind. What point does this illustration make? Does gossip occur in your school?
3. *Why did the other girls on the cheerleading squad create rumors and lies about Jennifer? Why do you think they were successful in driving Jen off the team? Are you able to describe events you have witnessed where gossip has been used as a weapon?
4. *What chance did Billie take by being a friend to Jen? Do you admire Billie for what she did? How do you feel about the other girls?
5. What could Jen have done differently in the story? Should she have done these other things? Why or why not?
6. Steve seemed interested in Jen as a friend the first day. Later he backed away. What are some possible reasons for Steve's change of attitude? Do junior high school students pay more attention than elementary students to what other kids think of them?
7. In small groups, see if you can think of some things that could Jen have done differently. What difference do you think your ideas would have made for Jen? Share with the others.
8. *The Eighth Commandment demands that you not lie about your neighbor. Although you have been asked this question before, consider it again: who is your neighbor?
9. See if you can find a story in the newspaper or a weekly news magazine such as Time or Newsweek that describes false testimony by a man or woman against someone else. What was the outcome of the false testimony?

Focus: Digging Deeper

10. Pretend you are a reporter for your school newspaper and that you have the assignment to write a story about one of the players on the basketball team. You decide to interview the coach, who tells you only complimentary things about each player but nothing negative. Would the coach have broken the Eighth Commandment? Why or why not?
11. *What is your answer to this dilemma: John, a high school sophomore, knows that Zach has drugs in his locker. John decides not to tell any of the teachers because he worries that in doing so he would be revealing the secrets of a neighbor and breaking the Eighth Commandment. Is John right? This is not an easy question.
12. *The Eighth Commandment means that you should fear and love God so that you do not tell lies about your neighbor, betray him, slander him, or hurt his reputation, but defend him, speak well of him, and explain everything in the kindest way. Which of these did the girls at Jen's school break? If the girls on the cheerleading team had obeyed the Eighth Commandment, what would have happened?

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

13. St. Paul defended the Eighth Commandment when he wrote to the Corinthians, saying,

Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things (1 Corinthians 13:4-7).

How many friends do you have who treat you this way? Do you treat them the same way in return?

CULMINATING ACTIVITIES

- The Eighth Commandment teaches you that you are not only to speak the truth about your neighbor, but you are also to speak the truth to your neighbor. Divide up into small groups and devise a story outline for a movie about not speaking the truth to one's neighbor. See which group comes up with the best outline for a movie script.
- Look through a local newspaper to find either a person who has done a commendable job of serving others in the community or perhaps one person who has received no recognition for his/her service. Write letters to the newspaper commending this person for his/her servanthood or helpful attitude. Write some personal thank you notes as well.

SERVANT EVENT

Identify someone in the church or community appears to be an outcast or someone who stands on the edge of things for fear of becoming involved and being accepted. Identify someone who is simply uncomfortable in his/her skin. Be careful not to gossip. Discuss ways your group can show God's love to this person. Choose at least one way you can carry out this act of love for them. Goal: to internalize the neighborly relationship God wants people to exhibit.

MEMORY WORK FOR THE EIGHTH COMMANDMENT

Exodus 20:16	You shall not bear false witness against your neighbor.
Ephesians 4:25	Therefore, having put away falsehood, let each one of you speak the truth with his neighbor, for we are members one of another.
1 Corinthians 13:4-7	Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things
Martin Luther	Please memorize the Eighth Commandment and Explanation from <i>Luther's Small Catechism</i> .

The Introduction is to be presented by the Instructor or distributed to the students.



THE NINTH AND TENTH COMMANDMENTS

You shall not covet.

The Commandments begin with the charge that God's people depend solely upon Him. The media show declared, "Don't be so foolish as to trust anything other than Him." Because God loves you and because God cares for you, He provides everything you need, even though at times you may wonder if He has lost track of you. One of the most important lessons for you to learn is that God knows far better than you do what you really need in this life. If your relationship with God is on track, the rest of life follows behind like railroad cars on a train.

The Ninth and Tenth Commandments are designed for the individual who has lost track of God! When a person becomes caught up in wanting something s/he does not have, the true problem is lack of trust in the Lord and what God has provided. This condition is referred to as greed or envy or jealousy – all of which lead to serious trouble. Since a person cannot fully trust God at the same time as being envious, the Ninth and Tenth Commandments link directly back to the First Commandment. God has once again brought you full circle.

The Fool

by Dennis Jackson and Robert Storm

Early one morning a long time ago and far away in an ancient village of Argentina south of the equator, an old man began his trek to the mountain where each day he chipped away at rocks with his hammer and chisel, creating thin, shale-like fragments which he carried home in buckets with a rope over his shoulder so his wife could sell them in the marketplace. The old man's toil produced a meager income, but it was all the work the old man had. He hated his life, feeling himself absolutely powerless to attain the good life that haunted his dreams. He cursed God for neglecting him. What's more, his back was racked with pain from his constant bending and from the heavy buckets he carried home from the mountain each night. Later on this particular morning as he stood to stretch his aching muscles, he caught sight of a wealthy foreign traveler with a dozen servants in tow. "Now that's power," said the envious old Argentinian. "How I wish I were such a man!"

No sooner had the old man uttered the words than he found himself dressed in colorful clothes and walking amidst the most beautiful trees surrounding the loveliest home he had ever seen. The old man was instantly filled with joy, and he could not believe his good fortune. His dream of a lifetime had come true. There could not possibly be anything else he would ever want.

One day not long thereafter, as the old Argentinean man walked the pathways of his gardens, he came out from under the shade of a large tree into full sunlight. He was immediately too warm and at once removed his silk coat. But the sun's heat was such that the man soon was removing also his shirt and as he did so he remarked to himself, "Now that's power!"

No sooner had the old man spoken the words than he found that he had become the sun. Day after day he strode across the sky causing men and women to shed their coats and children to seek shade for their

play. How proud the old Argentinean was until one day when a huge black cloud slid between him and the earth, making a mockery of his attempts to express his strength. Looking at the cloud in disbelief, the old man could not hide his jealousy as he exclaimed, "Now that's power!"

And just like that the old man became a huge black cloud. Moving about at will, he spewed lightning and barked thunder, frightening people of all ages in the villages and cities along the mountain range. He felt so powerful he laughed with delight ... until he decided to spit out his brute force upon the mountain itself. He first surrounded the peaks like a shroud and then let go with all his might, but the mountain did not so much as flinch. The little old man looked at the mountain in amazement, thinking to himself, "That's real power!"

Before the thought was out of his mind, he became the mountain, the largest in the entire range. He stood tall, proud and content ... until one day when an young man trudged from his village at the base of the mountain and began to chip away with his hammer and chisel.

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR THE NINTH AND TENTH COMMANDMENTS

Focus: The Old Man and Me

1. If you were to give a different title to the story of the old man, what title would you choose?
2. *Why do you think the authors of the story did not give a name to the old man? Who does the old man represent?
3. Although the old man lived a long time ago, his job was quite menial even for that time. Make a list of menial jobs in your community.
4. Do you think it is common for people in menial jobs to dream of a better life? Do you think people in high paying and prestigious jobs also dream of a better life? Why would this be true?
5. What things in your life would you change if you could?
6. Why did the old man curse God?
7. Did the changes in the old man's life make him happier? What problem did the old man face soon after each wish came true?
8. *Do you think the old man learned any lesson in the story or will he continue as he seems always to have been? What lesson do you think the author of the story wants his listeners to learn?

Focus: An Examination of the Ninth and Tenth Commandments

9. *Please divide up into small groups to answer this question: has God given you the Ninth and the Tenth Commandments to protect only other people, or was God also protecting you? Explain what you mean and be ready to share with the other groups.
10. How would you define the word "covet"? Is covet synonymous with envy or jealousy? How is each word a little unique?
11. *What was the story about coveting that the Prophet Nathan told King David? (See 2 Samuel 12.) Are you surprised how angry David became at the man in Nathan's story? Why do you think Nathan approached the King with a story instead of immediately addressing the matter of David's relationship with Bathsheba?
12. Do you think the Lord would smile upon someone who took another person's property through a loophole in the civil law? What is the difference between obeying "the spirit of the law" vs "the letter of the law"?
13. Read together Philippians 4:11-13

"Not that I am speaking of being in need, for I have learned in whatever situation I am to be content. I know how to be brought low, and I know how to abound. In any and every circumstance, I have learned the secret of facing plenty and hunger, abundance and need. I can do all things through him who strengthens me."

Who is speaking here? How did the writer learn such valuable lessons? Do you think a person must experience severe hardship in order to truly learn how to be content?

14. Make of list of the gifts God has given to you which make your life good.

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

15. The Ninth and Tenth Commandments not only instruct you to be content with what the Lord gives you and to avoid coveting or envy, these Commandments also teach you that it is your responsibility to assist your neighbor to keep what God has given him. ... If a person accidentally left a package sit on a public bench in the city of Tokyo, one of the largest cities in the world, that package would still be there hours later when the owner discovered the item was missing and went back to retrieve it. Would the same thing be true where you live? Would it be true in your school? Why or why not?

16. Now read Acts 20:33-34. How did the Apostle Paul avoid having someone accuse him of taking too much money or too many gifts for the preaching he was doing? Is work important in life? What are the purposes of hard work?

CULMINATING ACTIVITIES

1. *Make of list of the gifts God has given to you which make your life good. Try to include everything including physical, social, emotional, and spiritual gifts. Now cross off which ones you could do without and still feel God has blessed you. What can you learn about yourself from this activity?

2. Work with a small group of people. Tear out pictures and articles from magazines and newspapers which reflect people breaking the Ninth and Tenth Commandments. Glue these onto a large sheet of paper. With markers or paint, write a message over the pictures about how Christians keep these two commandments.

3. Discuss the meaning of the two saying directly below. Do you agree with the two comments? Why or why not? Try to draw a picture that conveys that same message.

SERVANT EVENT

Sometimes people who seem to have so much actually have little when they are missing Jesus in their lives. Think of ways your group can share Jesus in meaningfully with those who lack the one necessary thing—faith in Christ. Stage a witness workshop for the congregation mixing together the testimonies of adults and youth. Consider inviting a special guest. Goal: to sense at a deeper level in the affective domain the wonder and value of knowing Christ.

Memory Work for the Ninth and Tenth Commandments

Exodus 21:17	You shall not covet your neighbor's house; you shall not covet your neighbor's wife, or his male servant, or his female servant, or his ox, or his donkey, or anything that is your neighbor's.
Hebrews 13:5	Keep your life free from love of money, and be content with what you have, for He has said, "I will never leave you nor forsake you."
Martin Luther	Please memorize the Ninth and Tenth Commandment and Explanations from <i>Luther's Small Catechism</i> .

The Closing Thoughts are be presented by the Instructor or distributed to the students.

CLOSING THOUGHTS ABOUT THE TEN COMMANDMENTS

From the lessons on the Ten Commandments, you have learned that when Adam and Eve fell into sin, they lost their perfect knowledge of God's will and they lost their ability to please the Lord. In short, they become sinful. As Paul says in Romans, chapter 7, "I do not do the good I want, but the evil I do not want is what I keep on doing." Knowing that Adam and Eve's descendants would lead lives ruined by sin, God gave the Ten Commandments to His people. The Commandments help to control society's violent outbursts of lawlessness, acting as a curb. Moreover and most important, the Commandments show each individual's personal sin and need for Jesus as Savior, acting like a mirror. Finally, the Commandments guide Christian living after a person has been baptized and given the gift of faith by the Holy Spirit. Christ's resurrection raises the believer up to walk in Christ's footsteps. When the believer seeks to understand the will of God for his/her new walk, the Commandments provide the answers. This is the third use of the law. By following the Commandments, people enjoy a more abundant life. And remember, because sin killed the spirit of mankind, resulting in spiritual death, believers must be carried by the Spirit of God if they are to fulfill God's will. The Ten Commandments are descriptors of what the believer can expect the Spirit of God to do using them as God's instruments.

You also learned that God promises earthly punishment, physical death and eternal damnation to those who fail to keep His Commandments. That is, God declares that He will punish those who break the Ten Commandments unless they repent of their sins, commit themselves not to repeat the evil they have done and turn to Jesus for mercy. Does this mean that God expects you to keep His Commandments perfectly? The answer is yes! That is precisely what God expects. In Matthew 5:48 Jesus says, "You therefore must be perfect, as your heavenly Father is perfect." While Adam and Eve could have done just that, you can no longer do so because of sin.

God's perfect justice demanded that all who sinned should not only die in this life but die eternally. It is for this reason that God sent His Son to accept the punishment that rightfully belonged to you. Jesus suffered and died in your place. Now the Father has declared you to be His adopted sons and daughters and has promised you eternal life with Him. You will die an earthly death, but you will live eternally in a most precious, intimate relationship with God. You will stand before the judgment throne of God as a fully righteous person, but your righteousness will have been a gift to you from the crucified and resurrected Christ.

The Introduction is to be presented by the Instructor or distributed to the students.



THE CREEDS

Introduction to the Creeds of the Christian Church

While it is true that there are differences among the Christian denominations—such as Lutheran, Presbyterian, Methodist, Roman Catholic, Greek Orthodox and the like—there are also similarities. Many Christian denominations, for instance, recite the Apostles’ Creed. Many Christian denominations accept the Nicene Creed, although the Orthodox Church does so with a three-word variation. The Athanasian Creed is also viewed by many denominations as a correct explanation of some of the Bible’s most important teachings regarding the Trinity. While some churches do not use formal creeds, none of them would deny all that the creeds have to say.

A creed is a statement of faith. The Letter to the Romans says in chapter 10, verse 10: “For with the heart one believes and is justified, and with the mouth one confesses and is saved.” This is where creeds come into play. A creed permits you to confess your faith because it forms an outline of what you believe; that is, what you confess to be true.

The Apostles’ Creed was not written by Matthew or John or Paul or the other apostles of the New Testament, but is instead a summary of their teaching. The Apostles’ Creed dates back to the eighth century and began as the Old Roman Creed, which was probably developed during the second half of the second century. The Apostles’ Creed is the most widely spoken Creed of faith in the world and is easily learned. Please memorize the Apostles’ Creed from *Luther’s Small Catechism* or from your congregation’s hymnal.

In those worship services where the Lord’s Supper is celebrated, many Christians recite together the Nicene Creed rather than the Apostles’ Creed. The Nicene Creed is a little longer than the Apostles’ Creed and uses some pretty unique phrasing. The reason this is true is that the Nicene Creed was written by the early Christian Church to ward off ideas about Jesus that were untrue. These false ideas were being taught in some of the congregations and people were being led astray. To stop such horrible teaching from spreading, the Church fathers wrote a statement of faith. In fact, the first draft of the Nicene Creed was known as The Faith of Nicaea and was adopted in 325 A.D. Over the next one hundred years or so, very small changes were made to the creed and finally in the sixth century (589 A.D.) the last draft was finished. As you read through the Nicene Creed, notice how the paragraph about Christ is longer than the other paragraphs. This was true in the Apostles’ Creed, too. It is good Christian practice to memorize the Nicene Creed from your congregation’s hymnal.

If there had not been any false teachings about Jesus in the early Church, perhaps there would not be a Nicene Creed today. But there was false teaching, some of it so bad as to deny that Christ was true God in the same sense that the Father is true God. So the Church sought to clarify for all believers precisely what the Bible has to say about your Lord and Savior. In a very real way, the Church was responding to what St. Peter writes in chapter 3, verse 15 of his first letter, “...in your hearts honor Christ the Lord as holy, always being prepared to make a defense to anyone who asks you for a reason for the hope that is in you...” The Nicene Creed is a little more challenging to memorize, but please include it in your memory work.

The churchman who helped the most with the wording for the first draft of the Nicene Creed, The Faith of Nicaea, was a man named Athanasius. This man did so much to assist the Church to define and defend the doctrine of the Trinity that a later creed which goes into more detail about the Trinity was named after him. It is called the Athanasian Creed. Please look at your congregation's hymnal to see if the Athanasian Creed is included. (You do not have to memorize this one. Whew!)

The Introduction is to be presented by the Instructor or distributed to the students.



THE APOSTLES' CREED

THE FIRST ARTICLE

I believe in God, the Father Almighty, Maker of heaven and earth.

What does it mean to believe something? Is it the same as knowing something to be a fact? Obviously, it is not. To believe something is to personally accept it as being true even though it cannot be proved as a fact. But believing is far more than merely being personally convinced that something is true despite the absence of proof; it is a willingness to trust completely the thing believed. Close your eyes and remember once again the images from the First Commandment. Trust is God's first and highest demand of His people, and it is one of His greatest gifts. Think of the individuals in your life – aside from the Father, Son and Holy Spirit – that you fully trust. You could say that you believe in these people. This is similar to how you believe in God. You completely trust Him. You trust that He will care for you. You trust that His love for you is so real and so great that He died on the cross for you. What's more, your belief and trust in God have led you to have a genuine hope for eternal life with Him. Thus, you can say that believing involves knowing, trust and hope. But don't forget, trust in God is only possible because the One who is trustworthy has given the gift of trust to believers. It is part of faith.

Usually the people in your life you trust the most are those who have shown concern for you in the past. You are able to point to evidence. Your trust or belief in these people is built upon that evidence. Generally speaking, the greater the evidence, the greater the trust. In the Learning Activities, you will take a look at evidence God has provided about Himself. First, however, please watch the media presentation.

COMMENTS ON THE IMAGES

Almost everyone has experienced a moment in life when it would have been so helpful to be able to point to absolute proof confirming the existence of God. But God does not often work that way. He prefers to provide a hint here and there, soft evidence, if you will, demanding belief despite the absence of absolute proof. This brings



you back to trust once again, the kind of relationship God wants with His children. One person can look at the hints of God and see God's hand, while another person can look at the very same evidence and see nothing. So, for instance, Einstein saw the hand of a Creator, while some other scientists have not.

St. Paul understood man's desire to see evidence of God, but Paul also understood the natural resistance sinners have against God, resistance that so frequently blurs the eyesight of humankind. When writing in the first chapter of the book of Romans (v.19-22) about the failure of some people to see and understand the evidence God does provides, Paul says,

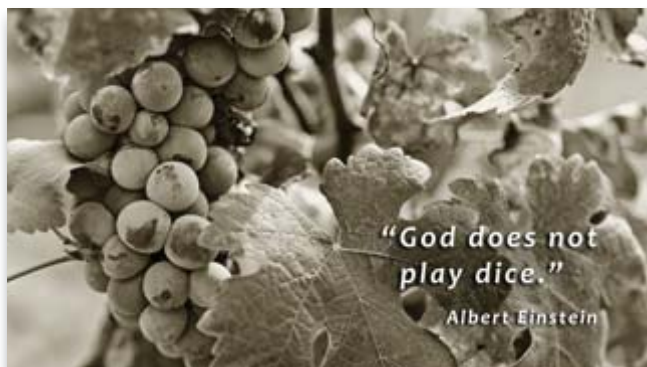
Instructors: Please take the time to watch the “Time Out for Instructors” with master science teacher Thomas Stueve addressing the salient issues within the creation–evolution battle for the minds of young students. You may even elect to show the Stueve interview to your students.

“For what can be known about God is plain to them, because God has shown it to them. For his invisible attributes, namely, his eternal power and divine nature, have been clearly perceived, ever since the creation of the world, in the things that have been made. So they are without excuse. For although they knew God, they did not honor him as God or give thanks to him, but they became futile in their thinking, and their foolish hearts were darkened. Claiming to be wise, they became fools...” Consider some of the evidence God has provided about Himself.



The seasons of the year speak to an orderly creation, one which invites the planting of seeds and witnesses watering from rain, growth beneath the rays of the sun and harvest each fall. Year in and year out the seasons pass before man's eyes, making it possible for crops to grow and food to come to the table. And where does such order originate? Is it by sheer chance that the earth enjoys the successive run of seasons? On the contrary, there appears to be a design to the seasons, a pattern to the weather. How beautiful, how organized, how coordinated, how consistent is the world

you live in. St. Paul points to this as one “proof” of God's existence. Einstein called this phenomenon “harmony,” and in the harmony, Einstein came to see the hand of God.



Have you heard of Albert Einstein? No doubt every one of you has heard of him, for he is perhaps the greatest scientist the world has ever known. Albert Einstein came to believe that the universe was created by God.

The website Evidence for God offers the following description of Einstein's thinking:

“In developing the theory of relativity, Einstein realized that the equations led to the conclusion that the universe

had a beginning. He didn't like the idea of a beginning, because he thought one would have to conclude that the universe was created by God. So, he added a cosmological constant to the equation to attempt to get rid of the beginning. He [later] said this was one of the worst mistakes of his life. [And] the results of Edwin Hubble [think: telescope] confirmed that the universe was expanding and had a beginning at some point in the past. So, Einstein became a deist.” A deist is a person who believes that God created the world and then left the world to run on its own.

The following quotation from Einstein offers further proof that Einstein was not an atheist: “In view of such harmony in the cosmos which I, with my limited human mind, am able to recognize, there are yet people who say there is no God. But what really makes me angry is that they quote me for the support of such views.”

This quotation helps explain Einstein's perspective: “I'm not an atheist.... We are in the position of a little child entering a huge library filled with books in many languages. The child knows someone must have written those books. It does not know how. It does not understand the languages in which they are written. The child dimly

NOTES REGARDING WHO'S WHO

Sir Isaac Newton

Born in the seventeenth century, Newton was a professor of mathematics at Cambridge University in England and is the father of the modern physical sciences.

Galileo

Born in the sixteenth century, Galileo is known as the father of modern physics. He added to man's knowledge of telescopic observation and championed the case for a heliocentric universe.

Copernicus

Born in the fifteenth century, Copernicus was the first person to advocate for a heliocentric universe.

Johannes Kepler

Born in the sixteenth century, Kepler added significantly to the world's understanding of the far-flung universe with his laws of planetary motion.

Sir Francis Bacon

Born in the sixteenth century, Bacon was the pioneer of the scientific method and the champion of empiricism (knowledge comes through objective sensory measurement).

Marconi

Born in the nineteenth century, Marconi co-invented wireless telegraphy and the radio.

Pascal

Born in the seventeenth century in France, Pascal invented the calculator while still in his teens. He became a renowned mathematician and physicist. Pascal wrote, "For after all what is man in nature? A nothing in relation to infinity, all in relation to nothing.... He is equally incapable of seeing the nothingness out of which he was drawn and the infinite in which he is engulfed."

Louis Pasteur

Born in the nineteenth century in France, Pasteur is best known for pasteurization, a process for preventing milk to cause disease. Pasteur made other important contributions to medicine.

Francis Collins

Born in the twentieth century in America, Collins headed the Human Genome Project, the goals for which included the identification of all the genes in human DNA. Collins was regarded as one of the great living scientists as the world moved into the twenty-first century.

Freeman Dyson

Born in the twentieth century in Great Britain, Dyson became a naturalized American citizen who garnered fame as a mathematician, physicist and astronomer.

Michael Faraday

Born at the end of the eighteenth century in England, Faraday made significant contribution in the fields of electrochemistry and electromagnetism. Faraday invented the electric motor.

Robert Boyle

Born in the seventeenth century in Ireland, Robert Boyle was an inventor, chemist, physicist and philosopher. He is best known for Boyle's Law, which states that the volume of a gas is inversely proportionate to the pressure of the gas.

Handel

Born near the end of the seventeenth century, George Frederic Handel composed the Messiah in 1741.

Isabella Thoburn

Living in the nineteenth and twentieth centuries, Thoburn was a famous American missionary for the Methodist Episcopal Church who established numerous schools in India, including a women's university. Thoburn made unprecedented

suspects a mysterious order in the arrangements of the books, but doesn't know what it is. That, it seems to me, is the attitude of even the most intelligent human being toward God."

Did Albert Einstein ever come to the point of believing in a personal God, or better yet, in Jesus as a personal savior? The historic record is incomplete on that question, but this is a fact: Albert Einstein did not accept sheer chance as a plausible explanation for the existence of the universe. On the other hand, Francis Collins, who is one of today's prominent scientists, has come to believe not only in God as Creator, but in Jesus as Savior. Albert Einstein and Francis Collins agree with St. Paul's statement in the first chapter of Romans: "[God's] invisible attributes, namely, his eternal power and divine nature, have been clearly perceived, ever since the creation of the world, in the things that have been made."

Nor are Einstein and Collins the only famous scientists to become aware of God as a result of exploring the physical world. Do you recognize the name Isaac Newton? Sir Isaac Newton was a seventeenth century British physicist and mathematician who wrote what many consider to be the most influential book in the history of science. In his book, Newton described the law of gravity and the three laws of motion. Sir Isaac Newton believed in God.

Did you also recognize the name Copernicus? And how about Galileo? These two names are frequently linked together. Living one hundred years before Sir Isaac Newton, Nicolaus Copernicus was a Polish astronomer and mathematician who held the view that the Earth is in daily motion around its axis and in yearly motion around a stationary sun. This theory profoundly altered later scientists' view of the universe.

Born some twenty years after Copernicus' death and building upon Copernicus' discoveries, Galileo was an Italian scientist who formulated the basic law of falling bodies, which he verified by careful measurements. He constructed a telescope with which he studied lunar craters and discovered four moons revolving around Jupiter. Galileo voiced agreement with the heliocentric [the sun is the center of the universe, not the earth] views of Copernicus. People of Galileo's day, including leaders in the Church, had great difficulty accepting the idea that the earth revolved around the sun and not the other way around. Galileo also believed in God.



Perhaps the clearest insight to God coming recently from the field of science has been the discovery of the human genome. The sheer volume of information encoded on a single strand of DNA is amazing! Have you studied DNA in school?

Did you recognize any of the other names on the slides? While some were great scientists, others were great musicians or social leaders. Some were wonderful authors. Of course many more famous individuals, including actors

and sports figures, could have their names added to the list of those who believe in Jesus as their Savior and Lord. Your name could be added, too!

As Jesus was being nailed to the cross by the Roman soldiers acting on orders from Pontius Pilate, Jesus prayed to His Father to forgive the sins of those who were ignorant of what horrible thing they were doing in crucifying

contributions to women's education.

Jane Austen

Born in the last quarter of the eighteenth century, Austen was an English novelist who wrote such works as *Pride and Prejudice*, *Sense and Sensibility*, and *Emma*.

Joan of Arc

Born in the fifteenth century, the French teenager, Jeanne d'Arc (pronounced zhan dark) led her nation's army to important victories during the Hundred Years' War. She was burned at the stake at the age of 19 and later beatified and canonized in the Roman Catholic Church. She is one of the patron saints of France.

Johann Sebastian Bach

Born near the close of the seventeenth century, Bach is one of the world's most famous composers of music. He produced works far too numerous to mention for orchestras, choirs and even solo instruments.

Ludwig van Beethoven

Born during the last quarter of the eighteenth century, like Bach from a century earlier, is one of the world's most famous and influential composers of music. He produced the musical setting for *Ode to Joy* from his Ninth Symphony even after suffering complete loss of hearing.

Winston Churchill

The only British prime minister to receive the Nobel Prize in Literature and become an honorary citizen of the United States, Sir Winston Churchill led the United Kingdom during World War II. He died in 1965.

C. S. Lewis

The author of *The Chronicles of Narnia*, *The Screwtape Letters*, and *The Space Trilogy*, Lewis was born in Ireland at the close of the nineteenth century and lived until 1963. In addition to being a novelist, Lewis was a professor, a literary critic, and a Christian apologist.

Denzel Washington

Born in 1954, Denzel Washington is an actor, producer and movie director. He has received two Oscars and many other awards for his work in front of the camera and on stage.

Johnny Cash

Cash was born in 1932 and died in 2003. Wikipedia says Johnny Cash "was an American singer-songwriter, actor, and author, who has been called one of the most influential musicians of the 20th century.

Descartes

Born in France at the close of the sixteenth century, René Decartes is known as the father of modern philosophy.

Eleanor Roosevelt

A life-long advocate for civil rights and a strong supporter of the formation of the United Nations, Eleanor Roosevelt was First Lady of the United States from 1933 until 1945.

Mozart

Wolfgang Amadeus Mozart was born in Salzburg in present-day Austria in 1756 and remains the world's best known composer of symphonies, choral pieces, operas and piano music.

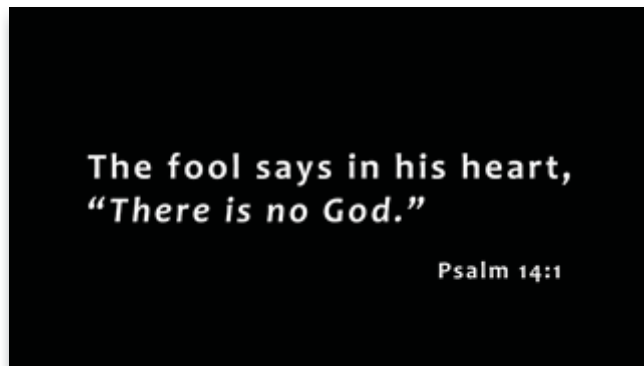
Michelangelo

Together with his contemporary, Leonardo da Vinci, Michelangelo is one of the world's foremost sculptors, painters and engineers. He died in 1564.

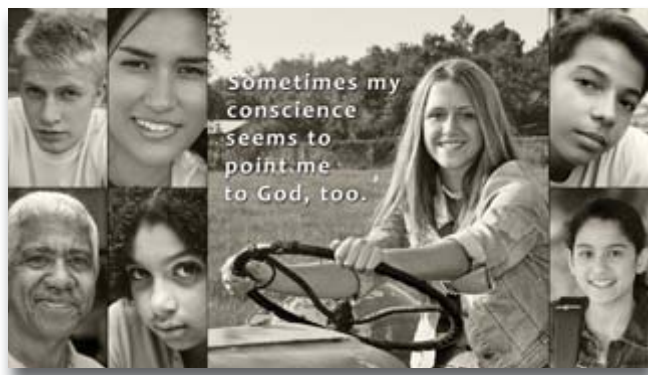
Rembrandt

One of the world's greatest painters, Dutchman Rembrandt van Rijn was born in 1606. Some of his finest paintings illustrate scenes from the Bible.

the Son of God, the One the book of Acts calls “the Prince of Life and the LORD of Glory.” The Father answered the Son’s prayer by sending the Holy Spirit through the Word that Peter and Paul preached to open the minds of the listeners to recognize their sin and God’s forgiveness. Yet, not all believed. Do you know some “fools” who have yet to understand their sin?



As noted above, St. Paul argued that “...what can be known about God is plain ... because God has shown it For his invisible attributes, namely, his eternal power and divine nature have been clearly perceived, ever since the creation of the world, in the things that have been made.” The Christian Church refers to this as general revelation. God reveals Himself in what you see in human beings (most especially the structure and role of DNA) and what you see in the rest of the physical world. The media presentation noted the passing of the seasons and the positioning of the earth in perfect relation to the sun to sustain life. The earth is indeed a privileged planet, but not by accident. Rather the position of the earth – like the structure of DNA – reveals the miraculous planning of God.



Another form of revelation which lies between general revelation and the special revelation of God in the Bible is the human conscience.

God wrote His expectations into the human “heart”; that is, into each human’s natural awareness. So even a person who has never heard of the Bible or Jesus or has never set foot in a church nevertheless has a sense of what God wants human beings to do and not to do. Are you able to recall (perhaps with some embarrassment) times when

your conscience signaled that you had crossed over God’s boundaries?

The conscience bears witness to the fact that there is a God who established right and wrong in the first place and then wrote that information into human consciousness. The human conscience alerts everyone to God’s existence. The famous British author C.S. Lewis became convinced that because all human beings have a moral compass – a natural awareness of what’s right and what’s wrong – all human beings know by nature that there is a God. They may not know that Jesus Christ died on a cross to endure the punishment for human sin, but they sense God’s existence.

Up to this point you have explored two sources of revelation about God, the natural world and the human conscience. But God has not left human beings with only a vague understanding of Himself; God offers a full picture of Himself in the Bible.

The Bible is not merely a human guess as to what God must be like on the part of people who lived a long time ago, rather the thoughts in the Bible come from God Himself and are as fresh for people today as they were when first written. The Bible is God’s story and God is the central figure in His story. While the natural world and the

T. S. Eliot

Perhaps the finest poet of the twentieth century, T. S. Eliot was born in America in 1888, but became a citizen of Great Britain at the age of 39. Eliot died in 1965.

Rudyard Kipling

Winner of the Nobel Prize for Literature, Kipling was born in British-held India in 1865. He is perhaps best known for *The Jungle Book* and his poem *Gunga Din*.

J. R. R. Tolkien

Tolkien died in 1973. An Oxford University professor and a devout Catholic, he is best known as the English novelist who wrote *The Hobbit* and *Lord of the Rings*.

Madeleine L'Engle

American author Madeleine L'Engle died in 2007. She wrote *A Wrinkle in Time*, *An acceptable Time*, *Many Waters*, and *A Swiftly Tilting Planet*. L'Engle won the Newberry medal for her work.

Abraham Lincoln

Widely regarded as one of America's finest presidents, Lincoln lived from 1809 until April 15, 1865, when he was assassinated. He guided America through the Civil War and preserved the Union while abolishing slavery.

Theodore Roosevelt

"Teddy" Roosevelt served as the United States' 26th president. He remains the youngest president in U. S. history. He was awarded the Nobel Peace Prize.

Nelson Mandela

Mandela was the first person to be elected president in South Africa in a fully democratic election. He served from 1994-1999 after spending 27 years of his life in prison. He was awarded the Nobel Peace Prize.

Martin Luther King, Jr.

King was born in 1929 and assassinated in 1968. He was the magnetic spokesman for the African-American Civil Rights Movement. He received the Nobel Peace Prize, and a national holiday was established in his honor in the United States.

Andre Solzhenitsyn

Russian author and philosopher, Andre Solzhenitsyn was born in 1918. His most famous works include *One Day in the Life of Ivan Denisovich* and *Gulag Archipelago*. Solzhenitsyn sought refuge in the woods of Vermont.

Sandra Day O'Connor

Born on March 26, 1930, O'Connor was the first woman to serve on America's Supreme Court.

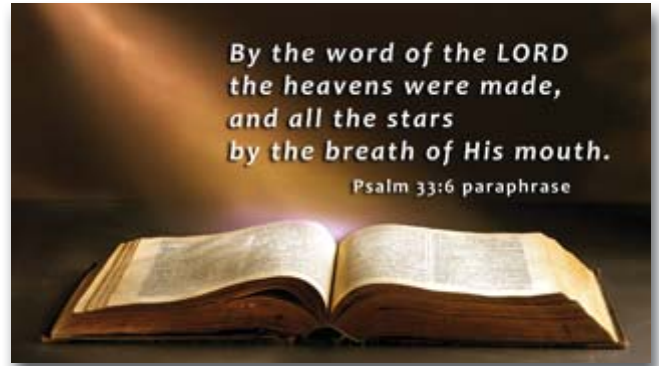
Mother Teresa

Roman Catholic nun Agnes Gonxha Bojaxhiu lived from 1910 until 1997. She formed the Missionaries of Charity in Calcutta, India, and was beatified by Pope John Paul II following her death.

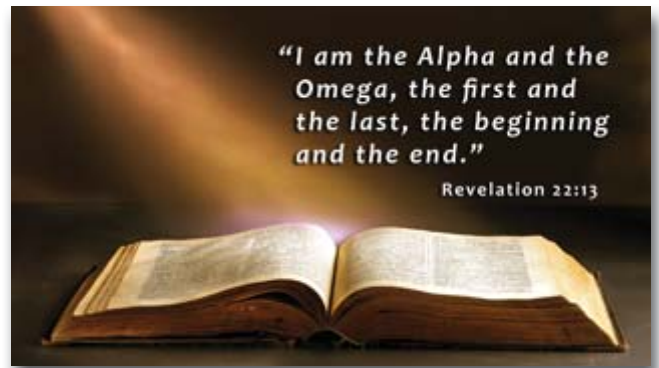
Malcom X

Born in 1925 and died in 1965, Malcom X is considered to be among the most important advocates of civil rights for African Americans. He was a speaker and an author.

human conscience form a more general revelation about God, the Bible is a very special revelation. In the Bible, God tells human beings what He wants them to know about their Creator and their Redeemer. But didn't Moses and other Old Testament prophets, as well as Matthew, Mark, Luke, John, Peter and Paul in the New Testament, write the books of the Bible? If this is true, why does the Church teach that God is the author of the Bible? The answer to the question lies in a phenomenon known as inspiration.



No doubt you have heard the word inspiration used on many occasions. Maybe you have used the word about yourself, expressing how inspired you felt to do something. You may speak of artists as being inspired to paint a picture or compose a piece of music. When the Bible speaks of inspiration, it has a very special kind of inspiration in mind. God carefully chose each prophet and apostle to speak to the people of their day and to write for people of all time. God the Holy Spirit then moved each prophet and apostle



to express what God wanted people to know. The Spirit did not dictate the words to each author, but the Spirit did move each writer to convey God's message using each writer's unique vocabulary and writing style. So the writing of Luke, who was a doctor, is different from the writing of Peter, who was a fisherman. Yet, what Luke and Peter wrote was what God wanted written. The Holy Spirit guided each author's pen. Luke writes in his unique style and Peter and Moses write in their unique styles, but each man conveys God's thoughts.

God exists and He speaks to you!

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

Illustra Media has produced an excellent DVD entitled “The Privileged Planet,” which explores in detail the positioning of the earth in relation to the sun. While the objective of the DVD is that of defending intelligent design, without specific reference to the creating God of the Scriptures, the material specifically addressing the positioning of the planets will be valuable for your consideration of general revelation. The disk can be ordered from www.illustramedia.com and is 60 minutes in length. “The Privileged Planet” may be welcomed by adults even more than adolescents.

INTERSECTION: Early adolescents are wary of expressing matters of faith for fear their ideas may be deemed foolish. Rather than asking what your students believe, it may prove more successful to state your beliefs and ask students to comment on your statements.

Dr. Stephen M. Barr, a member of the editorial advisory council of FIRST THINGS journal, is professor of physics at the University of Delaware. His essay is available at www.firstthings.com. Used by permission.

LEARNING ACTIVITIES FOR THE FIRST ARTICLE

Focus: Evidence of God

1. Working with a partner, find pictures or create images which identify things in the physical world beyond the passing of the seasons and the language of DNA which point to God? See how interesting and how creative a collage you and your partner are able to devise.
2. Working in small groups, suggest an explanation for Albert Einstein's comment, "God doesn't play dice." This is not an easy assignment, so give it your best effort. As you listen to the ideas from the other teams, see if your entire group is able to reach consensus regarding Einstein's statement.
3. *Does it surprise you to learn that the earth is very precisely situated within the solar system so as not to be too cold or too hot to sustain life? What do you think the chances are that this positioning happened by accident? Here is a similar question: if the language encoded in a single strand of DNA is enough data to fill 2,400,000 pages of print, what do you think the chances are that such encoding happened purely by chance?
4. What is the task of a true scientist?
5. *According to master science teacher Thomas Stueve, do most public high school biology teachers believe that God had some kind of hand in the formation of the universe? Discuss some of the ideas about the formation of the universe that biology teachers might hold.
6. *Working as a full group, try to imagine a world in which there is no Bible. If humans had only nature and their conscience to look to for information about God, what do you think your description of God might be like? Write your ideas on the board.
7. In the box below you will find an article written by a physicist named Stephen Barr. Please read the article and then respond to the questions that follow.

HOW GOD AND SCIENCE MIX

by Stephen M. Barr

Two weeks ago, the Wall Street Journal published an article entitled "God and Science Don't Mix" written by a physicist named Lawrence M. Krauss. I wrote a reply, which the Journal decided not to run. The text of my reply is given below.

My fellow particle physicist Lawrence Krauss has argued that "God and science don't mix." He began with an interesting statement of J.B.S. Haldane, an eminent biologist of the last century:

"My practice as a scientist is atheistic. That is to say, when I set up an experiment I assume that no god, angel or devil is going to interfere with its course."

Scientists are atheists in the lab, said Krauss, and so it is only logical that they should be atheists everywhere. This is a logical argument, yes, and also quite popular, but it is based on a conception of God that is alien to Jewish and Christian tradition. For Haldane and Krauss, religion is about miracles, and miracles are about magic and the irrational, and therefore belief in God stands in opposition to the world revealed by science, a world intelligible by reason and governed by law.

For Jews and Christians, however, pitting God and the laws of nature against each other in this way is an absurd mistake; for it is the very lawfulness of nature that points to a divine Lawgiver. In the Bible, God gives laws not only to the people of Israel, but to the cosmos itself, as in Jeremiah 33:25, where he declares his fidelity to Israel in these terms: "When I have no covenant with day and night, and have given no laws to heaven and earth, then too will I reject the descendants of Jacob and of my servant David."

In arguing against pagans for the existence of a creator God, ancient Christian writers pointed to the order and lawfulness of nature, not to the miraculous. The following passage from the second-century writer Minucius Felix is typical:

If upon entering some home you saw that everything there was well-tended, neat, and decorative, you would believe that some master was in charge of it, and that he was himself much superior to those good things. So too in the home of this world, when you see providence, order, and law in the heavens and on earth, believe that there is a Lord and Author of the universe, more beautiful than the stars themselves and the various parts of the whole world.

The fourth pope, Clement, writing to the Church in Corinth in A.D.97, used the lawfulness of the cosmos to illustrate his point that peace and harmony come from obedience to God's laws: "Sun, moon, and the starry choirs roll on in harmony at His command, none swerving from his appointed orbit. . . . Laws of the same kind sustain the fathomless deeps. . . . The impassable Ocean and all the worlds that lie beyond it are themselves ruled by the like ordinances of the Lord." For Christians, this cosmic order is the work of the divine Logos or Reason: "In the beginning was the Logos, and the Logos was with God, and the Logos was God. Through him all things were made." (John 1:1-3)

Modern science was founded by men, such as Kepler, Galileo, Boyle, and Newton, who were devoutly religious and saw themselves as uncovering these ordinances of divine reason. Indeed, in his book *The Harmony of the World*, Kepler announced one of his laws of planetary motion with this prayer: "I thank thee, Lord God our Creator, that thou allowest me to see the beauty in thy work of creation." This remained the typical attitude of scientists for centuries to come. The two greatest physicists of the nineteenth century, Faraday and Maxwell (whose portraits hung in Einstein's study, alongside Newton's), were deeply devout even by the standards of their day. Science and God have continued to mix down through the twentieth century to our own time. The great mathematician and physicist Hermann Weyl, a contemporary of Haldane, said in a 1931 lecture, "Many people think that modern science is far removed from God. I find, on the contrary, that . . . in our knowledge of physical nature we have penetrated so far that we can obtain a vision of the flawless harmony which is in conformity with sublime reason."

What then of miracles? Doesn't belief in them make nonsense of everything I have just said? On the contrary; there is no logical contradiction in believing in both natural laws and miracles; for if the laws of nature are God's ordinances to begin with, then what he has ordained he may also suspend. Indeed, to speak of a miracle in the absence of law would be meaningless. Nor is there a historical contradiction between the two ideas, as is shown by the fact that many of the fundamental laws of physics were discovered by and named after men who believed in miracles. It would doubtless surprise Krauss to learn that quite a number of highly respected physicists in his (and my) own field of particle physics and cosmology are devout Christians who believe in miracles.

In the Christian view, miracles are not mere outbreaks of lawlessness in nature that happen in an utterly capricious way. Since only God can suspend his own laws, miracles are always divine acts, and serve a

divine purpose. In the Bible and Christian tradition, that purpose is always to manifest God's love and mercy, and to attest to the authority of singular figures who teach or act in his name. Miracles are thus exceedingly rare events, fraught with deeply symbolic religious significance.

The idea that God would interfere in the scientific experiments of Haldane or anyone else, as if he were a mischievous imp or poltergeist, is utterly silly from a Christian point of view. And to consider the fact that he doesn't do so an argument for atheism is on a par with Khrushchev's triumphant announcement that the cosmonauts had not seen God in outer space.

God can indeed be found in the laboratory, if one looks where Hermann Weyl looked—to "the flawless harmony which is in conformity with sublime reason."

8. Barr's article mentioned Hermann Weyl. Did you catch who he was? In what way was Hermann Weyl's point of view similar to that of Albert Einstein? When these men speak of "harmony" in the universe, are you now able to understand what these great scientists had in mind?

9. Here is a task for small groups: Imagine yourselves to be detectives assigned to track down a missing person. You have just located the person's apartment. As you enter, your first impression is that the place is very orderly. Everything appears to have a place and everything seems to be in its place. What clue does the apartment provide to you in your search for the individual? What kind of person are you looking for? (Now take a second look at the quotation from the second century author Minucius Felix in Barr's article.) The universe is God's "apartment." What clue to understanding God can be discovered by examining God's "apartment"? This is a challenging task, for you are now being asked to go beyond merely identifying those things in nature which point to a divine Creator; you are being asked to draw conclusions about that Creator from the evidence you find on the earth and in the heavens. This requires careful detective work and even some patience.

10. *An argument can be made that Colonial Americans constructed law based upon the laws of the European nations from which the pioneers emigrated. And many of the laws of the European nations can be traced back to the Roman Empire. Try writing a short paragraph in response to the following question: from where did the earliest civilizations acquire an understanding of which human behaviors are right and which human behaviors are wrong? Do not place your name on your paragraph. Place the pieces of paper in a shuffled stack and take turns reading what has been written. Which arguments do you like best? (Hint: see the quote from C. S. Lewis at the close of this section.)

11. While the earth and the entire universe provide clues to the nature of God, the Bible is very specific. Psalm 12 says, "The Word of the Lord is flawless...." This statement points to verbal inspiration. Why is verbal inspiration so critical?

Focus: Expressing Faith

12. *Stephen M. Barr tells you that the Wall Street Journal printed Lawrence M. Krauss' article arguing against God, but refused to publish the response that Barr wrote in defense of God. During the second half of the Twentieth Century and now in the Twenty-First Century, many Christians have had an increasingly difficult time gaining support for religious expression in the main stream media. What is it like for you at school? Do you feel free to speak of your faith in the school you attend? Is your faith encouraged? How comfortable or uncomfortable do you find it to speak of your faith among your closest friends?

13. *Inasmuch as God created the world, does that suggest a responsibility for believers regarding the care of the earth? Make a list of ways Christians can care for God's creation?

14. *Do believers also express faith in God when they care for the poor and needy in the world? Do you do that? How can believers respond to needs half a world away?
15. Listen to your instructor read a true story about an everyday kind of believer:

Interstate 80

A True Story

My name is Carol. I've been married to Al since the two of us were nineteen years old, and that was 43 years ago. I guess we're committed to each other. We've been committed to the Lord all that time, too.

Al earned his college degree in science from Rice University after we were married. Following graduation, he went to work for Dow Chemical. Al retired from Dow back in 2001. Within a couple of months Al had accepted a different engineering-type position with another company. He stayed with that position for an additional five years before retiring a second time in 2006. That was the year Al and I decided we wanted to see every corner of America and have someone pay us to do it. Al figured the most obvious way to accomplish our goal was to become over-the-road truckers. I know it's hard to believe that I could drive a big-rig truck, since the largest vehicle I had driven before 2006 was a Chevrolet Suburban. But we decided to do it.

Al had driven some pretty large trucks during his high school days outside Ft. Worth, Texas, so Al felt he could pass the driver's test for the eighteen wheelers. I, on the other hand, attended truck driving school in Oklahoma City. The instruction was not all that difficult, and even though I stand only five-foot-four, I quickly became confident I could drive a big rig on the open road if Al would handle the city stuff. As it turned out, we both passed the driving test and got our licenses.

While I was taking driving lessons and becoming certified, Al was researching the best way to make a good living driving truck. First he decided we needed our own tractor – you know, the front part of a big rig. After reading in depth about over-the-road tractors, Al settled on a beauty built by Freightliner in Portland, Oregon. We invested our life savings and a healthy sized loan in the purchase of a \$115,000, cobalt blue, 500-horse-power diesel tractor with bunk beds and every other convenience built in behind the driving seats.

Our first year on the road we drove seven days a week including Thanksgiving, but still the year was not much of a financial success. We saw a lot of pretty country, but the people we drove for made the good money and we did not. Al and I were determined to change that the next year. A number of good drivers we had met on the road had recommended to us that since we owned our own tractor, we could sign on with a national transfer company and earn a far better living.

One night at a truck stop in Boise, Idaho, we saw a business card tacked to the wall next to our booth where we were eating dinner. The card was from Werner Transfer out of Chicago, and it offered drivers with their own tractors a chance to sign on with a national carrier. We phoned Werner that evening and within a week we were sitting in the Werner offices in Chicago, not too far from O'Hare International Airport. Two days later we began pulling blue trailers with the Werner logo splashed on the sides and rear doors. Werner keeps their trailers in top-notch condition, so we always drove a good looking blue rig down the road. Al and I felt like our original plan was finally working.

Because there is less traffic on the roads after dark, I preferred to drive at night. That means Al drove

during the day. I slept while he drove and he slept while I drove. The other eight hours we shared together up front in the cab of the tractor or in a diner at a truck stop where we refueled the truck and ourselves. The Freightliner held 280 gallons of diesel fuel and we averaged seven miles per gallon. So we could drive more than half way across the country before we needed to refuel. Lots of times we did that and more in a single day.

Summers made for easy driving, but winters could be challenging to say the least. On one particular night, I took the wheel around six o'clock in the evening at a rest stop just inside the Wyoming state line, near Evanston. I drove for some six hours at 75 miles per hour, the legal limit. As the night wore on, I passed through Laramie and Cheyenne without a hitch and forty-five minutes later through Pine Bluff, Wyoming, which sits on the Wyoming-Nebraska state line. My trouble started about thirty miles east of Pine Bluff in an area the locals call the Sand Hills.

The heavy snow had begun to fall early in the evening and had steadily become heavier as I drove east. A snow-packed road is one thing, but when the traffic turns the packed snow to sheer ice, it is quite another. I had slowed the truck to fifty miles per hour, but still I was scared silly. The big trucks are heavy, the legal limit being 80,000 pounds, and that helps to keep the tires firmly on the road, but when something that heavy does begin to slide, stopping can be next to impossible. In our two years of driving, Al and I had not had a single mishap, but that was then and this was now, and I was worried sick. Al, of course, was sound asleep in the tractor's "living quarters."

I was praying hard and long and out loud. I asked the Lord over and over again to keep the truck on the road. "Guard this truck with your angels," I prayed. Sure enough, just east of Kimball, Nebraska, I felt both the tractor and the trailer begin to slide. I cannot begin to describe how frightened I was. And I had no idea what to do. I didn't dare touch the brakes. I yelled for Al as loud as I could. He was in the passenger seat in less than ten seconds, but by that time the tractor and trailer were ninety degrees to the Interstate and sliding at what seemed like terrifying speed down the freeway sideways.

Al told me to just hold the steering wheel steady. Then he reached for the handle of the trailer brake. Almost immediately I could feel the trailer and tractor beginning to slow. I was hoping the whole rig would straighten out with the trailer brakes acting a little like an anchor, but that didn't happen. Instead we continued to slide sideways down the road across the full width of both lanes in our direction. After what seemed like forever, we finally we came to a stop.

I was shaking badly, and Al was as white as the snow around us. We climbed out of the truck and then I began to cry, not because I was any longer afraid, but because as far as we could see the east-bound lanes of Interstate 80 were completely empty, not a single car or truck. I was crying with thanksgiving and joy to the Lord. We had not slid into the median. We had not slid off to the side. We had not crashed into a car or an RV or another truck. We were all alone on the highway and no one had been hurt in what could so easily have been a fatal accident.

Do Al and I believe in God? Oh, yes we do. On that night in western Nebraska, the Lord revealed Himself to us as clearly as if He had joined us in the rig. I'm a certified truck driver, and I'm a certified believer!

16. Have you ever witnessed God's answer to prayer as Carol did? What difference did your experience make for you? Carol said she and Al have always been committed to the Lord. What difference do you think this Nebraska event had on Carol's and Al's faith?

Focus: All Things Invisible

17. *At the close of the first article of the Nicene Creed, seven clarifying words appear that you do not find in the first article of the Apostles' Creed: "and of all things visible and invisible." When you think of that part of creation you cannot see, do you immediately think of angels? Take a few minutes to share with one another what you know and believe about angels.

18. Do some of the angels have names? What names do you remember?

19. *See how many Bible stories your group can list which have angels in them?

20. Here is a passage from the Old Testament book of Daniel, chapter seven, which describes a vision Daniel was given of God, who is referred to as "the Ancient of Days." Notice the presence of the angels and the great number Daniel sees in his vision...

"thrones were set in place,
and the Ancient of Days took his seat.
His clothing was as white as snow;
the hair of his head was white like wool.
His throne was flaming with fire,
and its wheels were all ablaze.
A river of fire was flowing,
coming out from before him.
Thousands upon thousands attended him;
ten thousand times ten thousand stood before him.
The court was seated,
and the books were opened."

21. The Old Testament prophet Daniel says the angels "attended" God. What do you think that means? What are some of the things God asks His angels to do?

22. If you said that God employs angels as messengers, you are correct. Here are some very familiar words from the second chapter of the Gospel of Luke:

"In the sixth month, God sent the angel Gabriel to Nazareth, a town in Galilee, to a virgin pledged to be married to a man named Joseph, a descendant of David. The virgin's name was Mary. The angel went to her and said, 'Greetings, you who are highly favored! The LORD is with you.'

Mary was greatly troubled at his words and wondered what kind of greeting this might be. But the angel said to her, 'Do not be afraid, Mary, you have found favor with God. You will be with child and give birth to a son, and you are to give him the name Jesus. He will be great and will be called the Son of the Most High. The LORD God will give him the throne of his father David, and he will reign over the house of Jacob forever; his kingdom will never end.'

'How will this be,' Mary asked the angel, 'since I am a virgin?'

The angel answered, 'The Holy Spirit will come upon you, and the power of the Most High will

overshadow you. So the holy one to be born will be called the Son of God. Even Elizabeth your relative is going to have a child in her old age, and she who was said to be barren is in her sixth month. For nothing is impossible with God.'

'I am the LORD's servant,' Mary answered. 'May it be to me as you have said.'

Then the angel left her."

23. Did you notice how faithful the angel Gabriel was in carrying out God's orders? Is Gabriel the only one who exhibits faithfulness in this passage?

24. A little later in this same chapter, which is shared every Christmas Eve, the following words appear:

"And there were shepherds living out in the fields nearby, keeping watch over their flocks at night. An angel of the LORD appeared to them, and the glory of the LORD shone around them, and they were terrified. But the angel said to them, 'Do not be afraid. I bring you good news of great joy that will be for all the people. Today in the town of David a Savior has been born to you; he is Christ the LORD. This will be a sign to you: You will find a baby wrapped in cloths and lying in a manger.'

Suddenly a great company of the heavenly host appeared with the angel, praising God and saying, 'Glory to God in the highest, and on earth peace to men on whom his favor rests.' When the angels had left them and gone into heaven, the shepherds said to one another, 'Let's go to Bethlehem and see this thing that has happened, which the LORD has told us about.'"

25. Once again you see your heavenly Father employing angels as messengers. What else did you list as things God has the angels do? Actually, one answer can already be seen in the account in Luke 2 – the angels praise God. In Psalm 103 the poet writes,

Praise the LORD, you his angels,
you mighty ones who do his bidding,
who obey his word.
Praise the LORD, all his heavenly hosts,
you his servants who do his will.

26. Consider the question once again: what else does God appoint angels to do? Did you suggest that God uses angels to protect His children? If you did, you are correct. What are such angels frequently called? Take a look at these words from Psalm 91... (See also Psalm 33:20-22.)

"For he will command his angels concerning you
to guard you in all your ways;
they will lift you up in their hands,
so that you will not strike your foot against a stone."

27. Read together another account of the work of an angel from Acts, chapter twelve:

"So Peter was kept in prison, but the church was earnestly praying to God for him.

The night before Herod was to bring him to trial, Peter was sleeping between two soldiers, bound with two chains, and sentries stood guard at the entrance. Suddenly an angel of the LORD appeared and a light shone in the cell. He struck Peter on the side and woke him up. 'Quick, get up!' he said, and the chains fell off Peter's wrists.

Then the angel said to him, 'Put on your clothes and sandals.' And Peter did so. 'Wrap your cloak around you and follow me,' the angel told him. Peter followed him out of the prison, but he had no idea that what the angel was doing was really happening; he thought he was seeing a vision. They passed the first and second guards and came to the iron gate leading to the city. It opened for them by itself, and they went through it. When they had walked the length of one street, suddenly the angel left him.

Then Peter came to himself and said, 'Now I know without a doubt that the LORD sent his angel and rescued me from Herod's clutches and from everything the Jewish people were anticipating.'

28. Do you think God uses angels to protect believers today? How could you verify whether this is true or not?

29. *You already know that not all angels are good. The devil himself, whom the Bible knows as Satan (the name occurs 47 times in the Bible), is a fallen angel, and Satan took many other angels with him. Working in small groups of no more than four or five, you are asked to create a listing of the dangers Satan and his evil angels pose to God's children. Please seek clues in the following Bible passages: Jude 6; John 8:44; Ephesians 6:11-12; Acts 26:17-18; and Luke 8:12.

Focus: Growing in Faith

30. *From time to time God permits Satan to harass believers. God allows such attacks in order that the believer's faith may grow and/or mature. When children are very young, they might pray for a baseball glove or for a bicycle or a particular dress seen in a store. With maturity, prayers change. Take a moment to read the selection from 2 Corinthians 12 below:

"To keep me from becoming conceited because of these surpassingly great revelations, there was given me a thorn in my flesh, a messenger of Satan, to torment me. Three times I pleaded with the LORD to take it away from me. But he said to me, 'My grace is sufficient for you, for my power is made perfect in weakness.' Therefore I will boast all the more gladly about my weaknesses, so that Christ's power may rest on me. That is why, for Christ's sake, I delight in weaknesses, in insults, in hardships, in persecutions, in difficulties. For when I am weak, then I am strong."

Who wrote these words? What understanding did the writer achieve? Could you imagine something like this happening to you? Do you know someone to whom something like this has happened? How has the person responded? How does the individual feel about God?

31. In the memory work assigned below, Dr. Martin Luther provides a brief explanation of the First Article of the Apostles' Creed. Luther says that man has no merit or worthiness. Why is this true?

32. Does Luther view God as benevolent? What does this big word mean?

33. Why do you think he concludes by saying, "This is most certainly true"? Might it be because everything you have studied comes from the Bible?

CULMINATING ACTIVITIES

1. Here is a game. Please divide up into groups of three. When you are given the signal to start, please identify as many of the following people as you can within 12 minutes. Score one point for identity of the person and one additional point for one other fact about the person (e.g., name of a composition or painting or discovery). It doesn't hurt to guess, so enjoy yourselves!

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

Isaac Newton	Galileo Galilei	Eleanor Roosevelt
Sandra Day O'Connor	Francis Bacon	Freeman Dyson
Blaise Pascal	Louis Pasteur	Francis Collins
Nelson Mandela	C. S. Lewis	Johann Sebastian Bach
Wolfgang Amadeus Mozart	Ludwig van Beethoven	Michelangelo
Joan of Arc	Rembrandt van Rijn	T. S. Eliot
Rudyard Kipling	J. R. R. Tolkien	Mother Theresa
Madeleine L'Engle	Abraham Lincoln	Theodore Roosevelt
Winston Churchill	Isabella Thoburn	Nicolaus Copernicus
Guglielmo Marconi	Martin Luther King, Jr.	Andre Solzhenitsyn
Johannes Kepler	George Frideric Handel	

All of the individuals listed above expressed belief in God.

2. *When you confess that you believe in God, what is this God like? Please recall what you learned about the Trinity from the study of the Sixth Commandment. Now, working in small groups of no more than three, create a list of God's other characteristics. You may use the following Bible passages for some of your ideas: John 4:24; Psalm 90:1-2; 1, 102:27 and 139:1-4; 1 Timothy 1:17; Malachi 3:6; James 1:17; Genesis 17:1; Matthew 19:26; Jeremiah 3:12 and 23:24; Leviticus 19:2; 2 Timothy 2:13; Exodus 34:6-7; 1 John 4:8. Perhaps you will find other passages, too. Be sure to create a composite list from all of the groups.

SERVANT EVENT

For this project you will need a large piece of butcher paper or other material you can write on and display as a huge banner in your church. On the banner each student is to write this sentence: I believe [and here fill in some piece of information about God. For example, I believe that God forgives sin. Or, I believe that God created the universe.] Be sure you sign your name beside each of your statements of belief. Try to leave significant blank space for the members of your congregation to write and sign statements, too.

My argument against God was that the universe seemed so cruel and unjust. But how had I got this idea of just and unjust? A man does not call a line crooked unless he has some idea of a straight line. What was I comparing this universe with when I called it unjust? If the whole show was bad and senseless from A to Z, so to speak, why did I, who was supposed to be part of the show, find myself in such a violent reaction against it?... Of course I could have given up my idea of justice by saying it was nothing but a private idea of my own. But if I did that, then my argument against God collapsed too – for the argument depended on saying the world was really unjust, not simply that it did not happen to please my fancies. Thus, in the very act of trying to prove that God did not exist – in other words, that the whole of reality was senseless – I found I was forced to assume that one part of reality – namely my idea of justice – was full of sense. If the whole universe has no meaning, we should never have found out that it has no meaning: just as, if there were no light in the universe and therefore no creatures with eyes, we should never have known it was dark. Dark would be without meaning.¹

C.S. Lewis

I can see how it might be possible for someone to look around on earth and not believe in God, but I cannot conceive how anyone could look up into the heavens and say there is no God.

Abraham Lincoln

How wonderful it must be to speak the language of the angels, with no words for hate and a million words for love!²

Eileen Elias Freeman

MEMORY WORK

Please memorize the Apostles' Creed. Are you up to the challenge of also memorizing the Nicene Creed?

Martin Luther

Please memorize the Explanation of the First Article of the Creed from *Luther's Small Catechism*.

¹ *Mere Christianity*, page 41. C.S.Lewis. (1980, ©1952 C.S. Lewis Pte.Ltd.) Harper Collins.

² *The Angel's Little Instruction Book: Learning from God's Heavenly Messengers*. Eileen Elias Freeman. (1994) Grand Central Publishing.

The Introduction is to be presented by the Instructor or distributed to the students.



THE APOSTLES' CREED

THE SECOND ARTICLE

And in Jesus Christ, His only Son, our Lord...

Please read the words of the Second Article of the Apostles' Creed in your catechism.

With these words comes the central focus of the Creed. Several important teachings of the Christian Church are incorporated into its phrases. In preparation for study of the Second Article of the Creed, please listen to a beautiful story...

The Sailboat

A Short Story by Dennis Jackson

Eleven minutes past four in the morning. Jan set his tiny clock back on the nightstand and peered out into the dark. Everything was pitch black. He padded to the window, pressing his nose against the cool glass, but the cloud cover hanging over Gotland Island, sixty miles off the east coast of Sweden in the Baltic Sea, was blocking all possible light so that not a single cottage in the village of Burgsvik could be seen, where normally a dozen or more cottages would have been visible under the light of the stars and the moon. Jan fell to wondering what the weather would be like during the day ahead, for today would be his eleventh birthday.

Jan could hear the night wind rushing through the trees. No surprise: he could not ever remember waking to a day without wind. On the southern tip of Gotland Island the question was never "is the wind blowing?" but "how hard is the wind blowing?" On some splendid days the wind could be gentle during the morning hours and then later again after the sun went down. Jan knew that because this was the second of July, there was a better than average chance that today would be one of those "soft" days, as the villagers called them. At the moment, however, the leaves were battering each other about outside Jan's bedroom window.

As he stood there, Jan thought about his village, the village he could not see. Burgsvik was both large and small in Jan's mind. He had read about cities like London and New York and Tokyo, so he knew how huge a city could become. When he thought about those places, Burgsvik seemed smaller than a mite on the underbelly of a sheep. On the other hand, when compared with Ljugarn where his uncles lived and which was even smaller than Burgsvik, or Hemse where his mother sometimes went shopping and which was probably only about three times the population of his own village, Burgsvik seemed a very nice size indeed. Jan crept back to his bed and slipped beneath the covers. Although he thought he was too excited to sleep, he slept hard and was startled when his mother called him to breakfast.

She had prepared Jan's favorite – French toast with crisp side pork, which was thicker and meatier than plain bacon. As they ate, Jan's father stretched and began to recite aloud—without even a hint of a smile in his voice—the chores that had to be done before sunset in order to prepare the family carpentry shop for the building of the furniture old Mrs. Swenson was wanting finished a month before she placed the order. Jan panicked for a moment, worrying that his father had forgotten his birthday altogether. But fear quickly gave way to smiles as Jan's father tipped back in his chair and roared with laughter. Spreading his arms,

“The Sailboat” is a story which possesses meaning on a number of different levels. As the teacher, you may need to keep in mind that literary concepts such as symbol and allusion are just beginning to make sense to early adolescents. Most students listening to this story will be able readily to catch the gist of the story and its parallels with God’s plan of salvation, but some of the small details found in the allusions and symbols may elude them. After you’ve watched the video with your students, we encourage you to go back over the story with them to help them notice some of these elements.

One of the symbols may be less evident than the rest, even to adults: The name of the sailboat is identified as “Människa” which is a Swedish word for “man.” This fact should help all the rest of the symbols fall into place!

Jan's dad beckoned Jan into a manly hug and then grew serious as he asked his son what Jan would like to do on this most special of days.

"Could we build a sailboat?" Jan asked a little tentatively.

"Just what kind of a sailboat are we talking about, lad?" Jan's father asked with one eyebrow arched.

"I'm dreaming about a sailboat that's about two feet long," Jan said tentatively. "And I suppose that means the sail is two feet high, too."

"No, son," his father said. "If the hull is two feet long, then the sail will have to be a little over three feet high. And the boom will have to be roughly one and one-half feet long, don't you know?"

Jan's eyes were huge and all he could answer his father was "Uh huh." Jan had no idea his dad knew so much about sailboats. Where, Jan wondered, had his father learned about them.

Now his father went on to say, "And we'll need a small jib sail and a keel. Do you know what the keel is, Jan?"

The boy could think of only one other part to a sailboat, so he said softly with his face scrunched up, "Is that the part that sticks out from the bottom of the boat?"

"That right, lad," his father said. "That's the keel. The keel is what keeps a sailboat from tipping over in the wind." Then Jan's father paused and seemed to grow suddenly serious just long enough for Jan to begin worrying that maybe his father and he would not be able to build a sailboat, that it would be too troublesome. "So," his father went on at last, "what shall we name this sailboat of yours?"

"Really, Father? Can we really build a sailboat?" Jan was now looking also at his mother as he asked the question to make sure she wasn't going to pose any obstacle to the day.

"Not unless we get started right away," was the answer his father gave and the answer Jan wanted to hear. The lad knew this would be an extraordinary day and the sailboat would be a cool possession, for there was not another carpenter on Gotland Island nor in all of Sweden with his father's reputation for excellence in working with wood. What a grand day this would be!

Fortunately all of the fine wood and the dowels and the tools that would be needed to build a sailboat were right there in his father carpentry shop on the property behind the cottage. His mother sent the two men off with a smile, and together they walked to the shop to create Jan's dream.

When he and his father broke for lunch, Jan couldn't wait to describe for his mother what had happened so far in the shop. "Oh, Mamma," Jan said, talking both too loud and too fast, "you can't believe what Father has done so far. This will be the finest small sailboat anyone has ever seen. It's not just a plain old hull, but a hull with places for people to sit and storage for life vests and a cabin where people could sleep overnight on the sea and the keel is weighted as it should be, and this afternoon we're going to build the mast and the jib sail, and..."

"Slow down, Son," his mother said. "You're talking a mile a minute, or should I say a nautical mile a

minute,” and she chuckled at her own little joke.

Lunch finished, father and son worked through the afternoon to complete the construction and then painted the parts of the sailboat that called for paint, such as the mast, the roof of the cabin and a narrow stripe just below the gunwale. The majority of the boat was simply sealed with lacquer so that the beauty of the woods his father had selected could be accentuated. As Father and son were inspecting their work near the close of the day, Jan's mamma tapped on the shop door and waltzed in holding an absolutely stunning sail for the mast and a smaller sail for the jib. Jan laughed with joy, and his father and mother laughed, too. The sail was made of sturdy purple cloth with ever-so-straight double stitching, and on the cloth his mother has sown the image of a white dove.

Jan's father quickly rigged the two sails and the family of three stepped back to admire the craft. There were smiles and hugs all around.

“Now before we finish for the evening,” Jan's father said, “perhaps we should paint a name on the back of the boat. What name would you like, Jan?”

Jan looked pensive and then said, “‘Människa’. We studied the old Swedish language in school last term and my friends began to call each other ‘Människa’.”

That night Jan dreamed of his sailboat. And what a beautiful thing it was. Jan had never seen anything nearly so detailed or so lovely. Of all the things Jan owned, this was the best.

Over the course of several sun-filled weeks, Jan diligently did his chores as early in the day as possible so that he could sail his boat on the quieter water of the cove to the west of Burgsvik once his work was finished. His father had attached one end of a sturdy but slimly woven string to the ship with the remainder of the string wound around a spindle with handles on both sides so that Jan could let the sailboat coast freely with the wind and yet bring it back to himself whenever he wished.

So the days of warm July passed.

Then came July 29, a day not soon to be forgotten by any of the villagers of Burgsvik. The day having begun like all others turned into a disaster when a brief but extraordinarily fierce storm struck Burgsvik and the surrounding countryside, paralyzing the small community. Electricity was lost and roads were swamped. Bus service was lost for nearly six hours, stranding commuters throughout the Island. Winds reached 130 miles an hour. Debris lay everywhere when finally the torrential storm relented.

Jan had been at the cove when the storm struck, and while he had found safety lying amidst several huge boulders, his sailboat was nowhere to be seen. The strong wind had filled the sail and the boat seemed to have a will of its own as it pulled against Jan's hands and broke free. Jan walked as far as he could in both directions around the cove carrying the broken string in his hand, but he caught no sight of his prized possession. He knew he was too old to cry, but the tears came uninvited anyway, coursing down both cheeks.

When Jan got home his mother helped him out of his wet boots, and then she and Jan's father stressed that the important thing was that Jan was safe. They pointed out to the boy the great losses that some of the villagers were bound to have suffered, and while Jan knew they were right and wanted to be brave and

mature about the loss of a toy boat, he found it a struggle. There was little sleep that night nor the next several nights. Gradually, however, life had its way with Jan, and soon school began for the fall term.

And so it was that on the sixth of September Jan entered the fifth level of classes and later tried out for the football team. He was a little disappointed to receive homework assignments on the very first day, but he counseled himself that the easy days of schooling were behind him. He was a man now and men are supposed to work hard. And so Jan plunged into the school year with determination. Days turned into weeks and soon September was gone.

Then on the third day of October Jan's world turned upside down.

He had left school football practice on his bike at 4:30 as was his routine. The surprise occurred as he was riding past the stores in the heart of the village heading toward his own cottage. When Jan saw it, he lost control of his bicycle and tumbled into the street. Picking himself and his bicycle up, he walked the few steps back to Mr. Olson's General Store. Could it possibly be? Yes, there it was, Jan's sailboat standing pretty as you please in the store window with a price tag of 500 SEK placed neatly beside the boat. Jan braced the bike against the side of the store and ran inside to retrieve his sailboat.

"Whoa, young man," Mr. Olson said. "I bought that sailboat fair and square from a man on Karlsö Island. If you want the boat you will have to pay me the 500 Krona."

That evening at the supper table Jan's father pointed out that Mr. Olson had every right to set a fair price on something he himself had purchased for the purpose of reselling. Jan understood and yet didn't quite understand; it seemed fair and yet not very fair.

"I'll tell you what, lad," Jan's father said after a piece. "How about hiring yourself out to as many neighbors and store owners as will pay you a wage until you have earned the 500 Krona? How does that strike you? Life may seem unfair, but you would get the sailboat back."

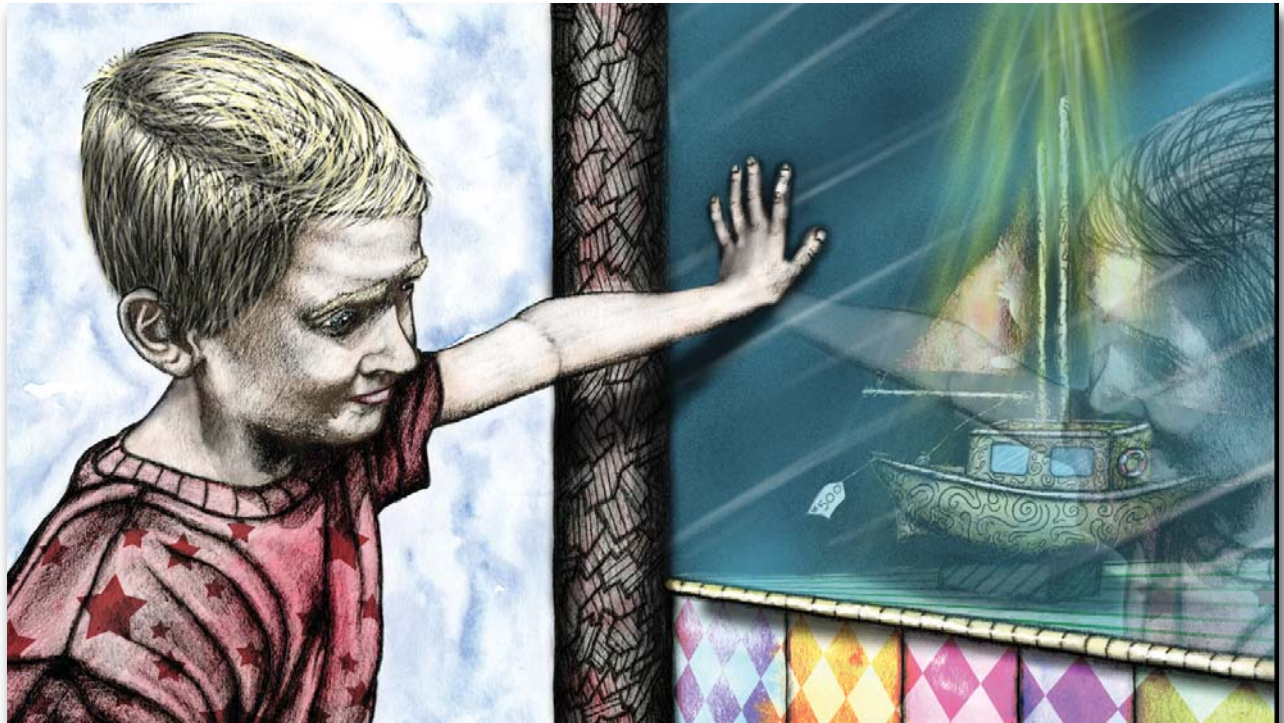
And so began several months of work beyond the chores at the cottage and homework from school. Jan cut wood and raked leaves, regularly groomed Ms. Courson's horse and swept sidewalks and, when the wind brought snow, Jan shoveled driveways and rooftops. On some nights Jan was far too tired to eat. His mother worried, but his father assured his wife that all would turn out well.

On the evening of February 17, Jan arrived home at 6:15, having finished shoveling at several neighboring cottages after the large snowfall of the previous night. As his mother looked at her son, she thought he looked thirteen or fourteen years old, not eleven. He was leaner, taller and obviously much more muscled than he had been just four and one-half months earlier. Yet tonight, she noticed, Jan did not seem so completely exhausted. He even has a bit of a smile on his face, she thought to herself, but did not say a thing. Best to let news come naturally.

During the supper of hot ham stew, one of his father's favorite meals, Jan quietly said, "I have earned and saved 600 Krona as of today."

His father and mother both set their forks aside and clapped their hands in approval for Jan. They were so very proud of their son. All three at the table knew that tomorrow would be a crucial day.

After school, Jan once again leaned his bike against the side of Mr. Olson's General Store and walked slowly past the front window. The sailboat was sitting where it had sat since the third of October. The price tag still read 500 SEK. Jan took a deep breath as he entered the store and approached Mr. Olson. At the counter, Jan did not say a word, but only lay the money in front of the store owner. The elderly man, likewise silent, walked to the window to retrieve the sailboat. Returning to the front of the counter to stand alongside Jan, Mr. Olson held the boat out to the boy. Jan had planned to remain very serious during his minutes in the store, but as he accepted the boat into his hands, a truly fine smile broke across his face, and Jan, looking at his sailboat, said aloud, "Now you are twice mine, once because Father and I made you and once because I've paid so great a price for you."



Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR THE SECOND ARTICLE

Focus: Secrets of the Story

1. *Working as a full group, try answering the following questions:
 - A. The story operates on different levels at the same time. For instance, what is suggested by Jan's last statement, "Now you are twice mine, once because Father and I made you and once because I've paid so great a price for you"? Of course, Jan is speaking of his own father, but what other father is suggested? What other father participated with his son in a work of creation? And again interpreting the story at a deeper level, what "great price" might the author of the short story have had in mind?
 - B. The boy in the story is named Jan, which is Swedish for John. In the Hebrew language, the name John means "the Lord is gracious." Why do you think the author chose the name "Jan" for the boy?
 - C. Here is one more question about the boy's name: even though you know the last names of old Mrs. Swenson, who has ordered furniture, and Mr. Olson, who owns the hardware store; and even Ms. Courson, whose horse Jan grooms to make money, you do not know Jan's last name. Why do you think the author chose not to give Jan a family name? Whom might Jan represent?
 - D. Jan's father is a carpenter. Do carpenters fix broken things and make new things from scratch? What is the significance of this?
 - E. The story describes Jan and his father walking to the carpentry shop to "create" the sailboat. Was Christ present when the world was created? Open your Bibles and take a look at John 1:3 and 1:10, and also Hebrews 1:1-2.
 - F. Jan named his sailboat "Manniska" (the k is silent) and Jan lets you know that the word comes from the old Swedish language. 'Manniska' means homo-sapiens or human. Is the name well chosen by the author?
 - G. The family in the story consists of the father, the mother and Jan. What do you think the author intended by creating a family of three?
 - H. Jan's mother made the sail of purple cloth and the dove of white cloth. What does the color purple suggest, and what does the color white suggest? What do you think the dove represents?
 - I. Jan describes the sailboat he and his father made as exquisitely beautiful. Was the original creation of the world exquisitely beautiful? Do you think man and woman were exquisitely beautiful as originally created?
 - J. Which event in the story seems to parallel the arrival of sin in the world?
 - K. What is the significance of the author describing the sailboat in the storm as appearing to have a will of its own? How did the wills of Adam and Eve express themselves in the Garden of Eden? The great Reformer Martin Luther taught the Christian Church that once sin entered the world, humans could no longer exercise their will to love the Lord. Luther said sinners could not choose even to believe in God; instead God must choose them. Which of the following Bible passages best coincides with Luther's teaching: Matthew 22:14; John 6:44 and 15:16; Acts 13:48; or Ephesians 1:4-5?

Focus: Jesus Revealed

2. *The Apostles' Creed describes the highlights of the life, death and resurrection of Jesus. Please work in a small group with one of the statements below. An interpretation of each statement is provided to help you. Design a symbol for your assigned statement and explain it to your classmates.

- A. Jesus is the Christ. (Christ is not Jesus' last name, but his office. He is the One the Father anointed to serve a very special role, that of the Messiah, the One who comes to save.)
- B. Jesus is the only Son of the Father. (Christians speak of the Son being "begotten" of the Father. The term "begotten" means "generated from." The Father did not create Christ; rather Christ was generated from the Father from eternity. There never was a time when Christ did not exist.)
- C. Jesus is our Lord. (You are your Lord's servants; you follow his commands, and you turn to Him in time of need, for the Lord takes care of His servants.)
- D. Jesus was conceived by the Holy Spirit. (You were conceived by a human father, but in the process of Jesus taking on human flesh, He was conceived by God the Holy Spirit. St. Luke says the Holy Spirit overshadowed Mary. Thus Jesus had both a human nature and a divine nature. In baptism you were overshadowed by the same Spirit, and you were born again as a believer.)
- E. Jesus was born of the Virgin Mary. (Mary is the mother of the God-man, Jesus. The fifty-dollar word to express this idea is *Theotokos*. It is a Greek noun meaning "mother of God.")
- F. Jesus suffered under Pontius Pilate. (Jesus could have called down thousands of angels to help him, but He does not. Christians call this Christ's humiliation. Jesus willingly died on the cross, accepting the penalty for sin.)
- G. Jesus was crucified. (This horrible punishment caused death by strangulation. The weight of the hanging body stopped the person's ability to breathe.)
- H. Jesus died. (It is correct to say that the whole Jesus died, both in his human nature and his divine nature. In order to pay the just penalty for human sin, God had to participate in death. The death of a human being was not sufficient.
- I. Jesus was buried. (For the followers of Jesus, all hope now appears lost. The disciples and the women are sad. Death is always a sad affair.)
- J. Jesus descended into hell. (Jesus went to hell not as part of his punishment, but to declare victory over death and the devil. Christians refer to this and everything hereafter as part of Christ's exaltation. To be exalted means to be raised in power and majesty. Jesus is exalted by the Father following His death on the cross.)
- K. Jesus rose from the dead. (Jesus shows that he is the God of life. He defeats death. This is the Good News of the written and sacramental Word.)

- L. Jesus ascended into heaven. (Jesus ascended as God and resurrected man. His resurrected body responds differently to the laws of nature, as can be seen in John 20:19 and in Luke 24:31. These verses provide some insight to what your resurrected bodies will be like.)
- M. Jesus sits at the right hand of the Father. (The Church teaches that Christ has three offices, that of teacher, priest and king. As a teacher, Christ informs you about the Kingdom of God; as a priest Christ sacrificed himself and now intercedes for his children; as king, Christ rules the heavens and the earth at the right hand of the Father. To intercede means to speak up for someone. Even when believers are so desperately in need that they no longer know how to form a prayer, Jesus prays for them. This is comforting to know.)
- N. Jesus will come again. (You await his coming with anticipation! Read about it in 1 Thessalonians 4:16-17.)
- O. Jesus will judge the living and the dead. (Fortunately for each one of you, Jesus will judge you on the basis of your faith in what he did on Calvary rather than what you did in this life. Were you to be judged on your own merits, you would have had to live up to the standard Jesus sets in Matthew 5:48!)

3. The second article of the Apostles' Creed (and the Nicene Creed, too) is far longer than either the First Article or the Third Article. Work with a partner to write reasons why the two of you think the Second Article is so much longer.

4. Have you ever Googled your first and last name to see what your names mean? Try it and then share the results with each other. Do you know what the name Jesus means? It means "the Lord is salvation." It's a good name, isn't it? What other names for Christ can you find in the Bible? Try using Google to answer this question. One website lists 100 different names!

Focus: Heresies

5. During the first five centuries of the Christian Church, four heresies (really bad teachings) arose and had to be suppressed because these ideas were leading people astray. Which of the four false ideas below do you think was the most dangerous?

- A. A man named Arius taught that the Son of God was not eternal in the same way that the Father was eternal. Instead, Arius taught that the Son was created by the Father sometime before the creation of the universe. How would this teaching change your thinking about Christ? Did you know that the Mormon Church still teaches this heresy?
- B. A man named Apollinaris taught that Christ did not have a human soul. If Christ had not been human as you are, how would this change your thinking about Christ? Would it have been easier for Jesus to live without sin if He were not human?
- C. A man named Nestorius taught that while Christ had a human and a divine nature, the two natures did not share characteristics. Nestorius' heresy is sometimes compared to two boards glued together. Do you think Christ switched back and forth between being divine and being human? Do you think Christ was more human than divine or more divine than human? The truth is that Christ was one hundred percent human

and one hundred percent divine simultaneously. Pretty cool, huh?

- D. Finally, a man named Eutyches taught that while Jesus had a human nature, his human nature was absorbed into his divine nature so that only his divine nature really mattered. What do you think of this idea?

The early Christian Church declared each of these ideas unacceptable and the four men were excommunicated for teaching false doctrine.

6. *You already know that Jesus is both God and man. And you also may know that in the early Church there were false ideas (heresies) being taught about Christ Jesus. Now it's time to learn the truth about the natures of Jesus of Nazareth. So here goes:

Christ's divine and human natures interact, but His two natures are not melted into a brand new kind of nature. Nor are the two natures separate. Instead Christ is fully human and fully divine at the same time. If Jesus does something which is characteristic of a human, such as being hungry or needing sleep, it comes from the whole Christ; or if something is characteristic of God, such as walking on water or healing the sick, it comes from the whole Christ. When Christ does something human or divine, both His human nature and His divine nature completely join in what He does. So, Christ's human nature takes part in His divine power, but the divinity of Jesus is not lessened by the human nature. And one more thing: the ultimate result of Christ's work—the salvation of humankind--was accomplished through both natures of Christ, the human and the divine.

7. *Divide into two groups, with each group selecting a speaker to represent that group. The two groups should huddle where you cannot hear each other. Take fifteen minutes to put together your arguments in answer to these two questions: Why was it important for Christ to be true God, and why was it important for Christ to be true man? Come back together to present your arguments. Discuss the results.

8. *Please review and memorize these five facts about the Son of God:

- A. Christ proclaims the truth about God and the kingdom of God.
- B. The teachings of Jesus remain the absolute authority regarding God.
- C. Christ offered Himself as the ultimate sacrifice to atone for the sins of humankind.
- D. Jesus continues to intercede for believers before the throne of His Father.
- E. The risen Christ rules the universe as King today and until the end of time.

CULMINATING ACTIVITIES

9. *You believe in Jesus, but what do you mean when you say you believe? How does belief differ from knowledge? The Church teaches that belief contains trust, hope and knowledge. Now see if you are able to differentiate all three terms by working together in groups of two or three and choosing pictures from old magazines or other sources which depict each of the three words.

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

SERVANT EVENT

Working in teams design posters to illustrate each of these truths. Display the posters for the entire congregation to see.

A. The Father's justice demanded the penalty of eternal death for sin.

B. Only the sacrifice and death of God Himself could substitute for the eternal death of all humankind. Christ's death on the cross in your place is known as vicarious atonement.

C. When the Holy Spirit brings a person to faith, that person receives the benefits of what Christ did on the cross. This is known in the Church as justification and it includes new life (Romans 4:25).

D. Because the Father has accepted the sacrifice Christ made on the cross, the Father declares the man and woman of faith to be righteous; that is, free from the punishment required for sin. In the Church this declaration is known as forensic justification. And remember, God's voice creates new reality!

E. Therefore, even though all human beings remain sinners, those to whom faith has been given are declared free from the punishment their ongoing sin would otherwise demand. Believers are justified on the basis of Christ's righteousness.

F. So, you are one-hundred percent sinner because you are still on this side of heaven, but at the same time you are one-hundred percent forgiven. You are a saint and a sinner at the same time!

MEMORY WORK

Please memorize the Apostles' Creed and the Nicene Creed.

Martin Luther

Please memorize the Explanation of the Second Article of the Creed from *Luther's Small Catechism*.

The Introduction is to be presented by the Instructor or distributed to the students.

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

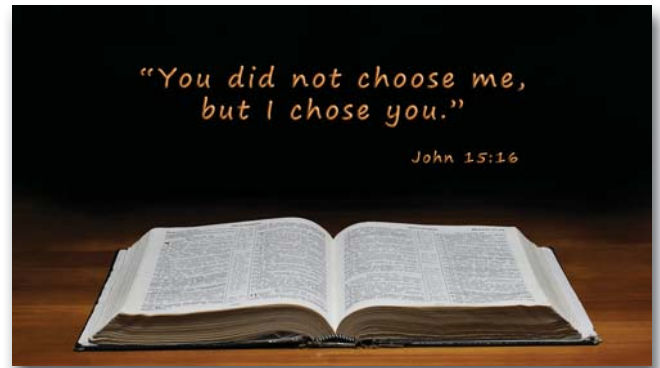


THE APOSTLES' CREED

THE THIRD ARTICLE

I believe in the Holy Spirit...

The focus of the Apostles' Creed now turns to the person and work of the Holy Spirit. He is the member of the Trinity about whom most folks know the least. The Holy Spirit is the one who calls people to faith and forms them into the Church. He sanctifies all believers, including you. Sanctify is a "churchy" kind of word that means "to set aside for holy use." The Holy Spirit sets people aside for holy use by the Father. This is what is meant when it is said that God carries His children; He uses believers as His instruments for holy purposes (Acts 9:15). The Third Article of the Apostles' Creed also points to the holy Christian church, the communion of saints, the forgiveness of sins, the resurrection of the body on the Last Day, and eternal life! Please watch the media presentation. (Before the students watch the media presentation, the instructor may wish to say something about the doctrine of election.)



LEARNING ACTIVITIES FOR THE THIRD ARTICLE

Focus: Who Chooses?

1. One of the most popular notions in American Christianity is that of the individual being able "to make a decision for Christ," most often referred to as an altar call. Pretend that all of you form a committee whose task it is to determine whether this popular American notion is correct or incorrect. Several people are being called upon to offer ideas. Take time to discuss each speaker's argument. When you are finished, make a ruling. Is the altar call biblically supported or not? This may be your most challenging exercise to date.
 - A. The first speaker is B.G., one of America's best known evangelists. He testifies that he used altar calls throughout his many years of ministry—especially in his huge, nationally televised crusades—because he saw so many people come to Jesus that way.
 - B. The second speaker is W.P. The committee asks him to describe the history of the altar call. W.P. testifies, "The altar call system, deemed by many today to be so essential to evangelism, was introduced in Christian Churches in the 19th century."
 - C. F.C. is the third speaker. His testimony is given with great confidence. He says, "Look at Joshua 24, verse 15. Right there it says, 'Choose this day whom you will serve.' This verse proves that altar calls are biblical and therefore correct." Later the committee is provided with the full quotation, which reads, "And if it is evil in your eyes to serve the LORD, choose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell. But as for me and my house, we will serve the LORD." Does this passage prove altar calls?
 - D. The fourth speaker is L.J., a practicing minister in a Baptist congregation. The rest of what follows here is his testimony: "So firmly entrenched has the altar call become in our modern churches that I have had people ask me on several occasions, 'How can people be saved if you don't give an invitation?'"

TIME OUT FOR INSTRUCTORS

CUEnet began teaching theology to church workers seeking LCMS roster status through the colloquy program in February, 2001. The single most challenging doctrine these folks struggle to absorb is the doctrine of election. Inasmuch as one cannot truly comprehend the Third Articles of the Apostles' or Nicene Creeds apart from understanding the doctrine of election, time is taken here to review this critical teaching from the Scriptures.

God always has a purpose for the teachings He communicates to us through the pens of those the Holy Spirit moved to write the Word of Scripture. The purpose of God's teaching about election (predestination) is to provide assurance to the believer. It works like this: the Spirit brings a person to faith and once in faith, the believer can look back to God's election in Christ (Ephesians 1:4-5) before the foundation of the universe and be comforted by the fact that faith is not a matter of chance, nor is it dependent upon any merit in the believer; rather faith is the result of God's choice, God's election. Because a person believes, he has proof positive of his election; faith comes about in no other manner.

In his first words of explanation for the Third Article of the Apostles' Creed, Luther writes, **"I believe that by my own understanding or strength I cannot believe in Jesus Christ my Lord or come to him, but instead the Holy Spirit has called me through the gospel..."** In pragmatic terms, how does this work itself out? Some Christians believe the idea that God determined before the creation of the universe the eternal destination of each person to the end that the actions of people in time follow according to God's choices before time began. A contrasting Christian view maintains that God chose to give each individual free will, wherein each person can decide to accept or reject the Holy Spirit's offer of salvation and hence God's actions and determinations follow according to man's choice. As strange as it may seem to read these next words, the fact of the matter is that the Bible does not teach either one of these two ideas as they are here expressed. What the Bible does teach with surprising clarity is humankind's responsibility for sin. Having God's command to obey, humankind chose once in time to rebel against God. The death and eternal damnation which followed can only be traced back to this human act of rebellion. The biblical doctrine of election teaches that out of all who have inherited Adam's guilt and corruption, God has elected some to be rescued for eternal life. These the Spirit calls by the gospel during their lives when they hear the Word of God and receive the sacrament of baptism for the forgiveness of sins. God made His choice not on the basis of any merit foreseen within an individual; rather, God acted before the creation of the universe purely out of His grace for Christ's sake alone. St. Paul most clearly addresses God's electing act in the first verses of his letter to the congregation in Ephesus, which read as follows from the ESV:

Blessed be the God and Father of our LORD Jesus Christ, who has blessed us in Christ with every spiritual blessing in the heavenly places, even as he chose us in him before the foundation of the world, that we should be holy and blameless before him. In love He predestined us for adoption as sons through Jesus Christ, according to the purpose of his will, to the praise of his glorious grace, with which he has blessed us in the Beloved.

Consider other critical passages:

In Matthew 22:14 Jesus says, **"For many are called, but few are chosen."**

If we had only this passage to consider, we might worry that our election is dependent upon our

Preachers who do not give altar calls are often criticized as not being evangelistic. ... I used the altar call myself before finally seeing its inconsistency with God's grace. Just consider these few words from John 15:16 **'You did not choose me, but I chose you'**"

- E. R.T. is the fifth speaker. He quotes 1 Timothy 2:4, which states that God wants all people to be saved. "Therefore," R.T. argues, "the altar call is essential."
- F. The next speaker is V.S. She suggests that the jury closely examine Acts 13:48. The committee will want to study this passage, which says, **"And when the Gentiles heard this, they began rejoicing and glorifying the word of the LORD, and as many as were appointed to eternal life believed."**
- G. D.W. is the last speaker. He says he is not sure whether altar calls are correct or incorrect, but he does ask the committee to consider these words from Jesus recorded in Matthew, chapter 22, verse 14: **"Many are called, but few are chosen."**

2. *In the media presentation, Dani, a student from the state of Hawaii, seems surprised to learn that she cannot make a decision on her own to become a disciple of Jesus without the work of the Holy Spirit. Are you surprised to learn this, too? (Look at John 15:16.)

3. In the sixteenth chapter of Matthew you will find a story about Jesus and His disciples (verses 13-20). Jesus asks a critical question. When Peter finally answers the question correctly, Jesus tells all of the disciples where Peter got the right answer. Where was that? Is God always the initiator of relationship between Himself and humankind?

4. Near the end of the media presentation, Toshio asks a question, "Did God choose everyone, but some of the people turn their backs on Him and say, 'No thanks'?" Toshio's question is not an easy one to answer, and quite a few folks get the answer wrong. Please talk this matter though with your instructor and while doing so, consider these facts:

- A. From the beginning until the end, the Bible makes it clear that God is a chooser; He makes choices.
- B. In the Old Testament, God did not choose every nation to be His special people. Instead, God chose just one nation, Israel. Later the gospel is preached to everyone, but in the beginning, God chose Israel to be His people. God makes choices.
- C. In the New Testament, God chose just twelve disciples even though far more people followed Him regularly and believed in Him. God makes choices.
- D. Here are five important lessons for you to memorize:
 - 1) To the people God has chosen for salvation the Holy Spirit gives faith.
 - 2) The Bible uses the term "elect" as a synonym for "choose".
 - 3) Your faith in Jesus is proof to you that you have been elected by God.
 - 4) God never "unchooses" someone; that is, God never changes His mind about a choice He has made.
 - 5) Before a person comes to faith, no one can know if this person has been chosen by God or not. Remember how the thief on the cross surprisingly came to faith in the last hours of his life!
 - 6) Because the Holy Spirit works faith through the hearing of God's Word and because no one can know in advance who has been chosen, the story of Jesus must be proclaimed to everyone. This is God's will (1 Tim. 2:4; Ezekiel 18:23).

Focus: Sanctification

5. *In small groups of no more than three, see if you can come up with good answers to these questions. Be ready to share your answers with the whole group.

- A. To grow plants, God gives rain, snow and sunshine. What does God give to grow your faith in Him? Try to think of more than one thing.

Christian performance!

Paul writes to the Church in Rome, 8:38-39 “For those whom he foreknew he also predestined to be conformed to the image of his Son, in order that he might be the firstborn among many brothers. And those whom he predestined he also called, and those whom he called he also justified, and those whom he justified he also glorified.”

Once again we could fall into the trap of believing that God, who can see throughout time and evaluate our performance as Christians even before we are born, bases His election on His foreknowledge of how well we would do. But the Ephesians passage above tells us that God elected not on the basis of human performance, but on the basis of His grace in Christ Jesus and according to His sovereign will. Nor did God elect everyone, for that would not be an election. He elected some, the ones He wanted to elect. He did this for Christ’s sake. The following unambiguous passages prove this point.

In John 15:16 Jesus says, “You did not choose me, but I chose you....”

In John 6:44 Jesus says, “No one can come to me unless the Father who sent me draws him.”

Luke writes in Acts 13:48 “And when the Gentiles heard this, they began rejoicing and glorifying the word of the LORD, and as many as were appointed to eternal life believed.”

As if concluding the point, Paul writes to the Romans in 9:10-18 “...when Rebekah had conceived children by one man, our forefather Isaac, though they were not yet born and had done nothing either good or bad—in order that God’s purpose of election might continue, not because of works but because of him who calls— she was told, ‘The older will serve the younger.’ As it is written, ‘Jacob I loved, but Esau I hated.’ What shall we say then? Is there injustice on God’s part? By no means! For he says to Moses, ‘I will have mercy on whom I have mercy, and I will have compassion on whom I have compassion.’ So then it depends not on human will or exertion, but on God.... So then he has mercy on whomever he wills, and he hardens whomever he wills.”

Now the words of Jesus in Matthew 22:14 appear straightforward: “For many are called, but few are chosen.”

With such clear testimony from the Bible, one must wonder where the Christian Church ever got the idea that human beings had the capacity to choose on their own to believe in God! The problem is humankind’s lingering desire to usurp God’s place.

Take a moment to view briefly the four most popular interpretations of divine election being taught today. Briefly described, the most common views espoused by Christian denominations today fall into four categories:

1. The Reformed Churches initially taught double predestination; that is, that God before time determined on the basis of His sovereignty alone which individuals would be saved and which individuals would be damned. The first part of this teaching is drawn from the Bible; the second part is drawn from reason. Many members of a Reformed congregation no longer hold to God’s election to damnation.

- B. What does the Holy Spirit do with a person once He brings the person to faith? (Hint: the media presentation had one answer, but there can be more than one correct response.)
6. *How does God use words? Take yourself back to the creation of the universe. How did God use words there? Now read together Mark 5:21-42. To what effect does Jesus use words in this account? How is God using words in your congregation today?
7. What point is St. Paul making in 1 Corinthians 12:3? Are you able to explain Paul's words?
8. *You have learned that God carries each believer, working through the believer to produce good works. Talking together as a whole group, try listing good works that God has done through you this past week. Then see if you are able to write a definition of a good work. Test your definition against this one:
A good work is everything that a child of God does, speaks, or thinks for the glory of God and for the benefit of one's neighbor.
Now take a look at the last part of Romans 14:23. Do you see the connection?
9. Sometimes Christians want to know what kind of good works God will use them to do. The Bible provides a list of ten things believers can expect God to do through them. What is the name of this list?
10. *Think about this: the Holy Spirit gives gifts to the Church, including especially faith in Jesus and the promise of heaven. Now think about the fact that you are one of the gifts that the Spirit is giving to His Church today! As His instrument, you will be used by the Holy Spirit to bless believers around you in your world.
11. *Take a look at 1 Peter 1:3-7. Working in small groups, make a list of the points being made by St. Peter in these verses. Why would the Spirit's act of preserving believers in faith be especially meaningful to Peter?
12. Working on your own, see how many answers you are able to write down to this question: what does the Holy Spirit want to do with each true believer in the Church?
13. *Try this little True-False quiz, but be very careful:
___ The Spirit and believer work together as partners to accomplish God's will.
___ The Spirit must provide 100 percent of the power in order for the believer to accomplish God's will because the believer remains 100 percent a sinner.

Focus: Mysteries

14. Discuss this truth among your group: when the Holy Spirit works through means (such as the preaching of the Word), which He always does, He can be resisted. Examples abound in the New Testament. Please work as a group to list instances from the Bible where the Spirit is being resisted.
15. Working in groups of two or three, identify mysteries about God that cannot be resolved this side of eternity. An example is the concept of the Trinity.

Focus: Law and Gospel

16. *Working in pairs, write an answer to these two questions for sharing with the larger group: What is the law of God? What is the gospel of God? Which of the two describes God's expectations of humankind? Which describes what God has done for humankind? Which puts the burden on man, and which puts the burden on Jesus?

2. The Roman Catholic Church teaches that man has free will not only in matters of common human life, but also as regards matters of the spirit. Man may choose to believe. This being said, the Roman Church also teaches that God dispenses a prevenient grace which serves to quicken within sinful humans a desire to seek justification for themselves and thus leads in time to faith. The human decision to go along with God's aid is viewed as synergism; that is, the interaction of discrete agents (God and man) producing the effect of faith. Finally, the fact of God's initial election and the completion of God's election are perfected in the works of the believer.
3. The Arminian Churches (e.g., Methodist, Free Will Baptist, Pentecostals, Nazarene, Amish, Mennonite) teach that God permits each human being to decide whether to believe or not to believe. From the Arminian point of view, God's election before the creation of the universe was predicated upon His foreknowledge of each person's decision in time. Therefore, election is regarded as conditional, with faith producing or leading to or resulting in election.
4. The Lutheran Church correctly teaches that God elected in eternity those whom He would save based not on anything seen or anticipated in them or accomplished in time by them; rather, God's sovereign election is based solely on grace in response to Christ's death and resurrection and is made known to His elect in the written and sacramental Word. According to this view, election produces faith. Simultaneously, Lutherans teach that it is not God who is accountable for man's rebellion and damnation, but humankind. Responsibility falls nowhere else but squarely on the shoulders of Adam, Eve and their generations of children, including all who live this day. Lutheran arguments are applied not only against Roman Catholic teaching but also against the Arminian and Reformed views.

Final notes

While the doctrine of election is crucial to a correct understanding of the relationship between the Creator and His created human being, study of the doctrine can shake the faith of a young person, leading to questions regarding assurance of salvation. Therefore, it is essential from the beginning to teach clearly the fact that faith is living proof of election. That is to say in other words, election produces faith; faith does not produce election. If faith exists, then election preceded it.

Additionally, learners struggle with the tension between God's election of some and the pronouncement of Paul in his first letter to Timothy that God "...desires all people to be saved and to come to the knowledge of the truth." Both concepts are true and valid because both statements come from the Bible. The fact of the matter is that this mystery is not resolved in Scripture, nor should an attempt be made to resolve the mystery by use of human reason. Rather, one must live with the tension, waiting to know more of God's mind and heart in His presence.

17. Listen with particular care to your pastor's sermon next Sunday. Did your pastor preach both law and gospel? Are you able to cite examples from his sermon?

Focus: Visible and Invisible Church

18. Are you able to see into the heart of other people? Since the answer to this question is obviously no, for how many people on earth can you be absolutely certain that they have faith?

19. *Here are three definitions for you to memorize:

- A. The word "church" refers to all people, regardless of when or where they lived, who actually possess(ed) true faith in Jesus Christ as Savior and Lord. Sometimes this is referred to as the invisible church or the hidden church. Are you able to explain why the terms "invisible" and/or "hidden" are appropriate?
- B. The invisible church is also known as "the holy Christian church" and "the communion of saints."
- C. The word "church" refers to those people who say they have faith in Jesus Christ as Savior and Lord and who gather together in a particular place to worship Him. This use of the word may refer to a single congregation or to an entire denomination, such as all Lutherans or a segment of Lutherans. At times the word "church" is even used to refer to a place where true worship occurs, a building. When used in these ways, the term can be said to refer to the "visible" or "revealed" church. Would it be fair to say that you cannot know with certainty if anyone who attends a visible church has true faith other than yourself? Why or why not?
- D. Working in pairs, write a response to this question: in what respect is the invisible church holy?
- E. Are you and Moses and David and Peter and Paul all members of "the communion of saints"?

20. *As a group, please respond to this question: in addition to true believers, what else must be present in a Christian church? Choose from among these variables:

- A. The Word of God
- B. The Lord's Supper
- C. Baptism
- D. Hymns based on the Word of God
- E. Guitars
- F. Robes for the pastor(s)
- G. Ushers and Greeters
- H. Prayers
- I. Singing
- J. Sacrificial giving

21. Please answer the question in the box:

- 1) Only true believers are members of the invisible church.
- 2) You are a true believer.
- 3) Therefore, you are a member of the invisible church.

Is this line of argument logical and correct?

22. Here is another one:

- 1) The invisible church is the communion of saints.
- 2) You are a member of the invisible church.
- 3) Therefore, you are a member of the communion of saints.

Is this line of argument logical and correct?

23. Here is another one to test your skill:

- 1) The invisible church is hidden within the visible church only if within

the visible church there is at least one true believer in the Christ of the Bible.

- 2) Dani knows she truly believes in Jesus Christ and she is a member of St. Mark's Church.
- 3) Therefore, Dani is sure the invisible church lies within St. Mark's Church.

Is this line of argument logical and correct?

24. And one more:

- 1) The Spirit always uses believers to express God's Word to unbelievers.
- 2) You are a believer.
- 3) Therefore, the Spirit will use you to express God's Word to unbelievers.

Is this line of argument faithful to Matt 28:19-20?

25. Now try this one:

- 1) The invisible church is hidden within the visible church only if within the visible church there is at least one true believer in the Christ of the Bible.
- 2) No true Mormon believes in the Christ of the Bible.
- 3) Therefore, the invisible church does not lie within a Mormon congregation if all members of that Mormon congregation are true Mormons.

Since you know the first and second statements to be true, is the third statement fair?

26. Here is a final line of argument: See if you agree with it.

- 1) A visible church is a true visible church if within it the written Word of God is faithfully preached and the sacramental Words are administered in keeping with Christ's command.
- 2) If St. John's Church administers the Lord's Supper and baptism in keeping with Christ's command and preaches the word faithfully,
- 3) Then St. John's Church would be a true visible church even though it is of a different denomination than yours.

Is this line of argument logical and correct?

27. Sometimes people wonder if only members of their own denomination will be in heaven. The truth is that anyone who clings to the Lord Jesus Christ as his or her personal Savior will be in heaven regardless of the denomination the person belonged to on earth.

Focus: Forgiveness

28. So far you have discussed the fact that within the Apostles' Creed believers declare that they believe in the Holy Spirit, the holy Christian church and the communion of saints. The next thing believers confess in the Creed is belief in the forgiveness of sins. Is it important to you to know that God forgives your sins?

- A. Read Acts 13:38 together.
- B. Who is "this man" in the passage?
- C. Did Jesus die on the cross for everyone? (See 2 Corinthians 5:18-19)
- D. On what basis is Paul able to write what he does in 2 Cor. 5:17?
- E. So just how important is the cross?

29. *Sorrow for sin and the conviction that false gods are not adequate are the first steps toward faith. Divide up into groups of three to write an answer to this question: from where does true sorrow for sin come? Now ask your instructor to differentiate the kind of sorrow which can be generated by the human conscience (Rom. 2:14-15) and the kind of sorrow which is generated when the Holy Spirit becomes involved.

Note to Instructor: You may wish to make the point that the correct and full definition of repentance includes both sincere repentance and trust in the forgiveness offered in Christ Jesus.

Please watch the video “Nothing So Sweet”

The short story “Nothing So Sweet” is about an elderly man’s memory of a time long ago when he and a friend hatchd a plan that landed them in serious trouble.

30. Once the Holy Spirit brings a person to the point of sincere repentance, He creates something. What does He create?
31. Earlier in Images of Faith your pastor's authority to forgive sins (and your authority to forgive sins, too!) was discussed. This is a challenging concept which sometimes confuses people. Some folks feel it is presumptuous or rash of the pastor to say, "I forgive you your sins" during a Sunday morning service. But is it really presumptuous?
- A. Read Matthew 16:19 out loud together.
 - B. Read John 20:23 out loud together.
 - C. If someone were to ask you where your pastor gets the authority to say, "I forgive you your sins," what would you say in response?
32. *Here is a brief little prayer to memorize: Dear God, please have mercy on me and apply what Christ earned on the cross to me, forgiving me my sin. When you pray such a prayer, you are speaking to the Holy Spirit, and you can be certain God does forgive you because of Jesus.
33. Please listen to a story about surprising forgiveness.

NOTHING SO SWEET

A Short Story by Dennis Jackson

Micah's fingers rested on the keyboard of his computer as a memory from his childhood presented itself yet once again on this Friday morning as it had so many other times over the years since the incident occurred.

The whole mess happened on the second day of May, a Saturday, more than fifty years ago. Micah had been confronted outside the town drugstore by the pharmacist while Micah's best friend and accomplice, Andrew, was already half a block down the street on his bike and not about to turn back. The pharmacist stepped directly in front of Micah's bike just as he was about to ride off. Micah knew in an instant that he was in big trouble.

"Stealing a pack of cigarettes should be easy," Micah had said to Andrew the week before, and Andrew had agreed it would be easy. "Look," Micah had said, "you keep the guy behind the counter busy paying for a candy bar while I slip a pack of cigarettes into my pocket. What could be easier?" Andrew had suggested that the two of them use their bikes so they could put distance between themselves and the drugstore as fast as possible. Andrew had also said, "I think we should head out in opposite directions and meet at your house later."

The plan was set.

Andrew was already spending the night at Micah's house, so the two boys figured they would have time to smoke a couple of cigarettes in the abandoned chicken coop in back of Micah's place before washing up for supper. They planned on cleaning their breath by placing a small strip of toothpaste on their tongues and then swishing it around in their mouths. They were confident this part of the plan would work because they had done it before when smoking long cigarette butts and had never been caught.

Fifty-plus years ago smoking was cool. The thought of smoking made Micah cringe now.

The store owner had marched Micah back into the store and up some stairs to his office on the second floor. Micah was told to sit down, and he did so while struggling to hold back tears. The store owner lifted the receiver of his telephone announcing that he was calling the police. Then his hand hesitated midway to the old rotary dial. "Do your parents know you smoke?" he barked. Micah remembered the man looking angry.

"No," Micah said, his voice trembling amidst choked sobs.

"Should I call the police or your parents?" the drugstore owner asked.

"Neither one," Micah begged. "If you let me go, I promise I won't ever do this again." It sounded good to Micah, but it didn't work.

"Just how old are you, young man?" the drug store owner asked.

"Thirteen," Micah said.

"What is your telephone number at home?" the man demanded. "I'll phone your parents first and then we'll see about the police."

It had taken twenty minutes for Micah's mother and step-father to drive the family Chevy downtown and climb the stairs at the rear of the drugstore, enough time for Micah's fear to mushroom. The owner of the drugstore had been silent the entire time following the phone call. When Micah's parents arrived, they spoke with the owner in whispers in the far corner of the drugstore office while Micah prepared for the worst by silently praying one heart-felt prayer after another. He began by asking God for a miracle and ended by telling Him he was sorry.

When the adults were finished with their whispered conversation, Micah was surprised that his step-father merely pointed him toward the door, and the little family descended the stairs and walked out to the curb to get in the Chevy. Micah slid into the back seat. He was silent and his chin rested on his chest.

Micah's mom wiped tears from her own eyes as she softly asked Micah's step-father what they should do. "What punishment do you think Micah deserves?" the boy heard his mother ask. Rather than answer immediately, Micah's step-father looked up into the rearview mirror where his eyes met Micah's.

Micah saw his step-dad's arm reach out toward his mother, and although Micah could not see through the back of the front seat, he imagined his step-dad's hand touching his mother's hand. "Anne," Micah's step-father said in a soft, fully-controlled voice, "I don't think any punishment is necessary. As serious as this is, I think Micah has learned his lesson." He didn't even ask Micah if he was right. He simply started the car and drove his adopted family home. Micah was stunned by the love and the trust. To this day Micah has never experienced a finer illustration of the uncompromised forgiveness offered in Christ than that moment in the Chevy at the curb in front of the drugstore more than fifty years ago.

34. It's always fun to guess what goes into an author's choice of title for a story. Why do you think this author chose the title "Nothing So Sweet"?

35. Read these words together from Ephesians, chapter 1:

Blessed be the God and Father of our LORD Jesus Christ, who has blessed us in Christ with every spiritual blessing in the heavenly places, even as he chose us in him before the foundation of the world, that we should be holy and blameless before him. In love he predestined us for adoption as sons through Jesus Christ, according to the purpose of his will, to the praise of his glorious grace, with which he has blessed us in the Beloved. In him we have redemption through his blood, the forgiveness of our trespasses, according to the riches of his grace, which he lavished upon us, in all wisdom and insight making known to us the mystery of his will, according to his purpose, which he set forth in Christ as a plan for the fullness of time, to unite all things in him, things in heaven and things on earth.

Did you notice the word "adoption"? The Bible declares that you have been adopted as a son or daughter of the Lord. Do you see any connection between God's adoption of you and the story about Micah? In what way was Micah's step-father's forgiveness similar to the forgiveness Christ offers to you? In what way was it not the same?

36. *There is an interesting little story told by Jesus and recorded in Matthew 18, beginning with verse 23. Read it and compare it to the story about Micah. Was Micah's step-father similar to the king in verse 27 or similar to the servant in verse 30? What principles or guidelines do you follow in offering forgiveness to other students at school or to members of your family? Have you ever encountered someone who didn't want forgiveness? What did you do?

Focus: Saint and Sinner

37. *In Romans 7:15 and 19, St. Paul makes a startling confession about himself. Working with a partner, try to figure out why Paul is having so much trouble with his Christian life. Be ready to share your conclusion with the other members in your study group.

38. What happened when Eve gave Adam the piece of fruit and the two of them ate from the forbidden tree?

- Were Adam and Eve permitted to stay in the Garden of Eden? Why or why not?
- Did daily life change for Adam and Eve? In what ways?
- What happened to Adam's nature? Look at Psalm 51:5.

39. Working with a partner, decide if each of these four statements is true or false:

- Most little children do not have any sin until they are around five years of age.
- All children are born with sin.
- Even though all children are born with sin, God is ready to forgive their sin.
- The sinful nature a child is born with is just as bad as the sins s/he later commits.

40. *Please create a list of a friend's characteristics which are similar to the characteristics of one or both of your friend's parents. Does your friend have the same shape of eyes or the same eye color? Is your friend's skin tone similar? Is your friend's laugh the same? Does your friend walk or move the hands similarly? Why are there so many similarities? Height and hair color are not the only characteristics humans inherit from one generation to the next. They also inherit a sinful nature. Look again at Psalm 51:5. This sinful nature causes human beings to commit actual sins. Working in small groups, please make a list of those ways in which you, as a believer, seek assurance of forgiveness for your actual sins. Now try answering this question: where do people receive forgiveness for the sinful nature they inherit from Adam and Eve. (Hint: the answer has 7 letters in the word.) Did you know the correct answer? Okay, now get ready for a truly difficult concept to understand: even though the believer has been baptized and has received forgiveness for his/her inherited sinfulness, the sinful nature

all humans inherited from their parents still remains. So, you are one-hundred percent a sinner because of the sinful nature you inherited from Adam and Eve, and you are one-hundred percent saint because God's Word in its baptismal form has declared you forgiven. Now go back to Romans 7:15 and 19. Then read together Romans 7:24-8:1.

Focus: Resurrection and Eternal Life

41. The Third Article of the Apostles' Creed closes with a declaration of belief in the resurrection of the body. Read together Matthew 28:16-17. "Now the eleven disciples went to Galilee, to the mountain to which Jesus had directed them. And when they saw him they worshiped him, but some doubted." Who was it that doubted Jesus' resurrection? Was it people who did not know Jesus very well, or was it some of His eleven disciples? (By the way, why does the Bible say eleven instead of twelve disciples?)

42. *Please read Luke 24:41-43 together aloud, "And while they still disbelieved for joy and were marveling, he said to them, 'Have you anything here to eat?' They gave him a piece of broiled fish, and he took it and ate before them." What does this passage reveal about the resurrected body? Because Jesus was and is true man, His resurrected body is the same as your resurrected body will be. (By the way, "disbelieved for joy" means the disciples were so happy, they could not believe it. Do you sometimes use a similar expression?)

43. Are you ready to learn more about your future resurrected body? Please read together John 20:19 -- "On the evening of that day, the first day of the week, the doors being locked where the disciples were for fear of the Jews, Jesus came and stood among them and said to them, 'Peace be with you.'" What is Jesus' body able to do that your present body cannot do? Is this cool or what?!

44. *Where will believers be during eternal life? Where will unbelievers be during eternal life? Read together Daniel 21:2 "And many of those who sleep in the dust of the earth shall awake, some to everlasting life, and some to shame and everlasting contempt." Now read these words from Philippians 3:18-21 "For many...walk as enemies of the cross of Christ. Their end is destruction, their god is their belly, and they glory in their shame, with minds set on earthly things. But our citizenship is in heaven, and from it we await a Savior, the LORD Jesus Christ, who will transform our lowly body to be like his glorious body, by the power that enables him even to subject all things to himself." Not everyone will be in heaven with God; some will be in hell. Read together Matthew 25:41 "Then he will say to those on his left, 'Depart from me, you cursed, into the eternal fire prepared for the devil and his angels.'"

CULMINATING ACTIVITIES

45. Please write and be prepared to share a brief paragraph in which you respond to this question: how important is the cross of Christ?

46. Below are descriptions of the activities of the Holy Spirit. Working in groups of three or five, arrange the sentences in the right order. Once again this is a challenge.

- (A) The Spirit performs good works using the believer as His instrument.
- (B) The Spirit preserves the believer in faith unto eternal life.
- (C) The Spirit leads sinners to fear God's wrath toward sin.
- (D) The Spirit gives sinners the gift of faith by which sinners hold on to forgiveness and are now known as true believers.
- (E) The Spirit leads sinners to feel sorry for their sins.
- (F) The Spirit offers to sinners the forgiveness won by Christ on the cross.
- (G) The Spirit confronts sinners with the law of God to identify sin in their lives.

Suggested Key: G, C, E, I, F, D, H, A, J, B

More than one arrangement for some of the letters can be correct, such as placing "I" after "F" rather than before "F."

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

- (H) The Spirit renews the mind of the believer to want to obey God's will instead of Satan's will.
- (I) The Spirit leads sinners to want nothing to do with their sins ever again.
- (J) The Spirit provides God's Word, baptism and the Lord's Supper to nurture the believer's faith to grow strong.

*SERVANT EVENT

Assemble care packages for soldiers and include personal notes about your faith and your favorite Bible verse. Goal: to internalize life in Christ, a life moved by the Holy Spirit. (Some years ago, America's soldiers were sent off to a war just before Christmas. Because of military regulations, the soldiers' names were not cleared by the Pentagon in time for the men and women in uniform to receive Christmas cards from their families and friends. Aware of the dilemma, the commander at Camp Pendleton, a Marine Corps base located in Southern California from which the troops had deployed, approached Concordia University in Irvine, just a few miles north of Camp Pendleton, to ask if the students would create Christmas cards for the soldiers. The commander said that if the students would do that, he would personally fly the cards part way around the world to deliver the cards to the soldiers on Christmas Day. Concordia is a Lutheran university, and its students responded wholeheartedly. More than a thousand cards were created from scratch. True to his word, the commander hand delivered the cards to very grateful soldiers. The story was carried by the major television news programs.)

MEMORY WORK

Please memorize the Apostles' Creed and the Nicene Creed.

Martin Luther Please memorize the Explanation of the Third Article of the Creed from *Luther's Small Catechism*.

John 10:27-28 "My sheep hear My voice, and I know them, and they follow Me. I give them eternal life, and they will never perish, and no one will snatch them out of My hand."

Key:	1-Catholic	11-Baptist
	2-Presbyterian	12-Lutheran
	3-Lutheran	13-Eastern Orthodox
	4-Baptist	14-Presbyterian
	5-Eastern Orthodox	15-Catholic
	6-Eastern Orthodox	16-Baptist
	7-Presbyterian	17-Eastern Orthodox
	8-Catholic	18-Presbyterian
	9-Baptist	19-Lutheran
	10-Lutheran	20-Catholic

After the game, instructors may wish to describe the five denominations and/or their common architecture and/or the geographic locations where each is quite prevalent.

Church Search – A Game

Below is a game that is not meant to be taken too seriously, but it will provide a little bit of fun. It is called CHURCH SEARCH. You are about to see twenty images of church buildings. Each image will be visible for ten seconds. You are to guess which of the following five denominations each image belongs to. Then you will have five seconds in which to mark your best guess at the correct response. It could happen that you will not get a single one right. On the other hand you could turn out to be brilliant! Having divided up into two or more teams before the media presentation begins, add together all of the points earned by each of the teams at the end of the game to determine the winner.

These are the five Christian denominations in the game:

Baptist Catholic Lutheran Presbyterian Orthodox

This is the type of picture you will see during the game. Do you think this is a picture of a Baptist church or is it Catholic or Lutheran or Presbyterian – or maybe even an Orthodox church? If you guessed Catholic, you were right. So you would mark a C. This is how the game is played. Each correct guess earns one point. The team with the most points wins. Have fun!

1. ___ This church building is in New Zealand
2. ___ This church building is in New Mexico
3. ___ This church building is in Sweden
4. ___ This church building is in Florida
5. ___ This church building is in Estonia
6. ___ This church building is in Bulgaria
7. ___ This church building is in Scotland
8. ___ This church building is in California
9. ___ This church building is in Mississippi
10. ___ This church building is in South Dakota
11. ___ This church building is in Pasadena
12. ___ This church building is in Charleston
13. ___ This church building is in Nazareth
14. ___ This church building is in New York City
15. ___ This church building is in Ireland
16. ___ This church building is in Missouri
17. ___ This church building is in Turkey
18. ___ This church building is in Arizona
19. ___ This church building is in Norway
20. ___ This church building is in Rome



The Introduction is to be presented by the Instructor or distributed to the students.



THE LORD'S PRAYER

Introduction to the Lord's Prayer

Your Heavenly Father speaks to you in His Word and His sacraments of baptism and the Lord's Supper. He tells you of His love for you and His forgiveness of your sins. Then He turns around and invites you to speak to Him in songs of praise and in prayer. But God also warns about the danger of praying improperly.

During His Sermon on the Mount, Jesus took time to speak about prayer. He began by describing the pompous hypocrites who, Jesus says, “love to stand and pray in the synagogues and at the street corners, that they may be seen by others.” Evidently these hypocrites were conceited and liked to appear self-righteous. But God does not approve of such behavior. Instead, Jesus says, “... when you pray, go into your room and shut the door and pray to your Father who is in secret. And your Father who sees in secret will reward you.” Then Jesus goes on to teach people what to say to their heavenly Father. Warning against using many empty words, Jesus says, “Pray like this:

Our Father in heaven,
hallowed be Your name.
Your kingdom come,
Your will be done on earth
as it is in heaven.
Give us this day our daily bread,
and forgive us our debts,
as we also have forgiven our debtors.
And lead us not into temptation,
but deliver us from evil.”

Do you pray this prayer that Jesus taught his disciples? When you do, are there some closing words you pray that are not recorded in Matthew 6 or Luke 11? The closing words are called the doxology to the Lord's Prayer. A doxology is a song of praise. The New Testament does not include the words “For Thine is the kingdom and the power and the glory forever and ever.” Of course, the little word “Amen” does not appear in Matthew or Luke, either. Perhaps an explanation is in order.

Prayers written and spoken centuries ago almost always ended with a doxology. Inasmuch as a doxology is a word(s) of praise, it is not surprising that the Lord's Prayer would have been given a doxology—that is, words of praise to God at the end of the prayer to Him. Furthermore, it is quite likely that the doxology you recite today originally came from the words of King David recorded in the Old Testament (1 Chronicles 29:10-13). Read what David said,

“Blessed are you, O LORD, the God of Israel our father, forever and ever. Yours, O LORD, is the greatness and the power and the glory and the victory and the majesty, for all that is in the heavens and in the earth is yours. Yours is the kingdom, O LORD, and you are exalted as head above all. Both riches and honor come from you, and you

A FLASH STORY: LIKE FATHER, LIKE SON

Jorge (pronounced hor-hay) Martinez glanced at his son, Ramon. “My boy is growing so fast,” Jorge thought aloud. At age 13 Ramon already stood six feet two inches tall, and required new shoes every few months. Ramon’s mother was less surprised, for Ramon’s father was six-foot-five-inches tall and she, Ramon’s mother, was six-foot tall herself. She smiled at her husband. For as large and rugged a man as he was, Ramon’s father could be surprisingly gentle. Each day the father made sure he took a little time to ask Ramon about school and sports and all the things that filled his son’s life. Ramon’s father also reminded Ramon regularly that he, Ramon’s dad, spent a little time every day talking to his own Father – not Ramon’s grandfather, but God. And little by little, Ramon’s father was teaching Ramon to talk with God, too. As a tiny boy Ramon had simply repeated the words his father prayed aloud. It wasn’t long, however, before Ramon spoke the Lord’s Prayer by himself. “Just remember,” Ramon’s dad would coach his son, “your heavenly Father will be with you long after I’m gone and throughout eternity in heaven. It is very satisfying to be connected to the Creator of heaven and earth.”

The next section of the Images of Faith handbook is different than the others. The following pages contain learning activities for the entire Lord’s Prayer. Interspersed throughout the activities are directions to watch specific videos. As always, the instructor is encouraged to choose those activities which are most useful to the class, but in this case the instructor is also encouraged to pay attention to creating opportunities to use all the Lord’s Prayer videos as teaching tools.

rule over all. In your hand are power and might, and in your hand it is to make great and to give strength to all. And now we thank you, our God, and praise your glorious name.”

Each of the words you pray at the close of the Lord's Prayer is found in this doxology prayed by David and recorded in 1 Chronicles. The little additional word “Amen” means “Let it be so.”

Jesus lived a busy life. His days were filled with preaching and teaching and healing and caring for those in need. And walking, walking, walking. Every place Jesus traveled, He traveled by foot. Yet, in the midst of such a whirlwind life, Jesus took time to pray to His Father. In this way, Jesus remained in constant contact with His Father's will for His ministry on earth. The four Gospels mention the words pray, prayer and praying 46 times. Here are the highlights of Jesus' teaching about prayer:

1. Pray in private. (Matthew 6:6; Mark 1:35; Luke 5:16; 6:12; 9:18)
2. Pray with other believers. (Luke 9:28)
3. Pray for other believers. (Luke 22:32; John 17:9)
4. Pray for your enemies. (Matthew 5:44; Luke 6:28)
5. Pray in humility. (Luke 18:10-14)
6. Pray in simple, straight-forward words. (Matthew 6:7)
7. Pray in every circumstance. (Luke 18:1)
8. Pray only when you have forgiven all others. (Mark 11:25)
9. Pray that you do not fall into temptation. (Matthew 26:41; Mark 14:38; Luke 22:40)
10. Examples of Jesus in prayer (Matthew 14:23; 19:13; 26:39; 26:42; Mark 1:35; 6:46; 14:35; 14:39; Luke 3:21; 22:32; 22:40; 22:44; John 17:1; 17:9ff)

In your busy world, time for prayer may seem like a luxury, but prayer is essential to your relationship with God and God's relationship with you. God works through words. When He created the universe, he spoke it into existence. And God called Jesus the Word in the first verses of the Gospel of John. Jesus' disciples saw their Master in prayer and wanted to learn the best way to pray to God (Luke 11). They asked Jesus to teach them. It was then that Jesus taught them the perfect prayer, the prayer the Church calls the Lord's Prayer. Do you speak this prayer to God every day?

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR THE LORD'S PRAYER

Focus: Introduction



1. How old were you when you first memorized the Lord's Prayer? Did one of your parents teach it to you the same way Jorge taught the prayer to his son, Ramon?
2. At first Brandon thinks the words of the Lord's Prayer are easy to understand. He refers to the words as "obvious." Do the words of this little prayer seem obvious to you, too?

Focus: "Our Father"



3. *Tim is the first student to ask a question about the wording of the Lord's Prayer, and his question concerns one of the smallest words in the entire prayer: the word "our." When you think about it, the use of the word "my" would seem quite natural, inasmuch as it is Tim or you alone who prays the Lord's Prayer before going to sleep. Obviously, Jesus wanted the word He chose to convey more than individual relationship. ... Were Jesus' disciples members of a New Testament church? When did the New Testament congregations begin? Read aloud together Acts 2:41-47.



4. How large is your church? The answer to the question depends on whether reference is being made to your physical congregation in the town where you live or whether reference is being made to the whole Christian Church throughout the world, the Church catholic (universal). What understanding did Jesus convey in His choice of the word "our"? Does the phrase "communion of saints" point to the Church catholic? Are you a member of the communion of saints? Are you a member of the Church catholic?

5. *Do you pray the Lord's Prayer in worship at your church? In this setting the word "our" makes perfect sense. So Jesus wants Tim and you to understand the Lord's Prayer as belonging to each local gathering of people in worship and also to the entire communion of saints throughout the world. Try writing a sentence in which you explain the "communion of saints."

Focus: Our Body

6. *Divide up into groups of three or four and read aloud together 1 Corinthians 12:12-26. Discuss why you think St. Paul is writing about parts of the human body. Write your thoughts down on a piece of paper.
7. While you are still in your small group, read 1 Corinthians 12:4-11. Write down a list of the gifts Paul describes in these passages. Number each one in order. You should have a list of nine items. Now read verse 31 in chapter 12. Do you understand which gifts St. Paul wants you to strive to attain? Now read verse 11 once more. To whom would you pray for one or more of the gifts? Write your answer down on your paper. Be ready to share

your ideas.

8. Write an answer to this question: why does the Holy Spirit give different kinds of gifts to the people of His Church?
9. Write your name on a small piece of paper and place it in a hat or bowl. Now each one of you is to draw a name. What spiritual gift do you think your person has? Write it down and share.

Focus: Our Father, God

10. *Read aloud 1 Corinthians 12:3. This is an exceptionally important passage. Compare it with the last few words in John 15:5 and with the first words of John 15:16. Do these passages agree with each other? Does the Christian have reason to be grateful?
11. *You have one more thing to do with chapter 12 of First Corinthians. Please read verse 2 together out loud. Now turn to the 44th chapter of Isaiah in the Old Testament. Listen as one of you reads verses 14 through 17 out loud. Do you understand what the man in the story has done? Does the old man seem foolish to you? Why? Working together, create a list of some of the idols worshipped in the modern world.



12. *Angela asks, "Why do we call God 'Father'?" Read 2 Corinthians 6:18. aloud together. In what way does God act like a father? Having received an answer to her first question, Angela then asks, "Did God adopt us?" The exciting answer to Angela's second question is yes, but for proof of Angela's adoption – and your adoption, too – take a few moments to carefully look at the words below from the book of Ephesians, chapter 1, verses 3-6.

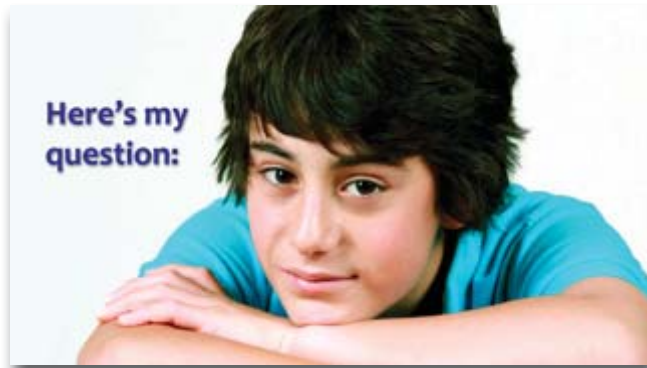
"Blessed be the God and Father of our LORD Jesus Christ, who has blessed us in Christ with every spiritual blessing in the heavenly places, even as he chose us in him before the foundation of the world, that we should be holy and blameless before him. In love he predestined us for adoption as sons [and daughters] through Jesus Christ, according to the purpose of his will, to the praise of his glorious grace, with which he has blessed us in the Beloved."

13. Working on your own, please mark the following four statements as either true or false:
 - A. ___ The Father, the Son and the Holy Spirit are one God, not three.
 - B. ___ You have been chosen by the Father for eternal salvation.
 - C. ___ You chose to believe in God on your own.
 - D. ___ You have been adopted by your heavenly Father.
14. The Bible teaches that you may use the word "Abba" when speaking to your heavenly Father, who has adopted you. The word is an endearing term for father. (The Bible reference for "Abba" is Galatians 4:6.) The word "Abba" is an Aramaic word, the everyday language that Jesus and His disciples spoke. By the way, the name Barabbas is literally Bar-abba or son of the father. Do you see the irony in Barabbas being the name of the criminal set free by Pontius Pilot at the insistence of the Jewish crowd?
15. Galatians 4:7 goes on to tell you that because you have been adopted as God's child, you also received an

inheritance. Working as a full group of students, create a list on the chalk board or white board of all the things you have inherited from you heavenly Father.

16. Our loving Father welcomes us to come to Him with our needs. Look at John 17:7 and Philippians 4:6. Does anything seem too trivial to bring to the Lord? Take a look at the truly short prayer in Nehemiah 2:1-5. This is like shooting an "arrow prayer" to God!

Focus: "in heaven", Our Father's House




17. *Aaron asks a challenging question! Where is heaven located? In John 14:2, Jesus speaks of heaven as a place, a magnificent place where believers will live with God for all eternity. But Jesus does not tell His disciples the exact location of the place He is preparing for all who believe in Him. Therefore, the only conclusion you can draw is that wherever God is, there heaven is. To be in the presence of God is to be in heaven. Where can you find God? (See #24.)

18. Because God is the Creator of all that exists, God's kingdom ranges from the tiniest thing that exists to the largest thing that exists. Working with a partner, choose the smallest thing the two of you can name. You may want to begin by thinking about the composition of the human body. Be prepared to share your idea with the other students.

19. Did anyone choose a single human cell? The human body is estimated to be made up of 50 to 75 trillion cells! But wait, there is something much smaller. For instance, how small is a single instruction within a strand of human DNA? Each of the 50 to 75 trillion cells contains DNA, the "design instructions" for each unique human being. Do you recall how much information there is in a single strand of DNA? That amount of information is equal to 400 sets of an encyclopedia. The Encyclopedia Britannica contains 32,640 pages. Four hundred sets would be slightly over 13 million pages. All of this within a single strand of DNA which exists in each of the 50 to 70 trillion cells of a human being. Your God is the Creator of the smallest things that exist!



20. But your God is also the God of the largest thing that exists. Upon hearing that God is larger than the universe, Todd states--a wee bit tentatively--that the universe is larger than the solar system. Is Todd correct? If you said yes, how much larger is the universe than the solar system? Offer suggestions which your instructor can write on the blackboard or whiteboard.

21. The solar system consists of the sun and the planets, together with their moons, and all of which orbit around the sun, including Mercury, Venus, Earth, Jupiter, Saturn, Uranus and Neptune. Within the solar system, the earth measures roughly 8,000 miles in diameter and roughly 25,000 miles around its circumference. All of the planets in the solar system travel in an elliptical orbit around the sun, an orbit that is shaped somewhat like an egg. (Think of drawing a circle and then taking hold of two opposite sides of your circle and stretching it out. It would look like this: ). The average distance from the earth to the sun is roughly 93 million miles. The average distance from Neptune, the most distant planet in the solar system, to the sun is roughly 3 billion miles. As you can tell, the solar system is big! The solar system exists within the Milky Way which is the name of one of the galaxies in the universe God created. But the universe is much, much bigger than the solar system. Did you

guess how much larger the universe is? One astronomer has estimated that the number of stars in the universe at 10,000,000,000,000,000,000. That's 10 sextillion. Here is another way to think about the number of stars in the universe: a 4 foot x 4 foot sandbox contains approximately as many grains of sand as there are stars in the Milky Way galaxy. In order to represent the number of stars in the universe, every living person on earth would need a 4 foot x 4 foot sandbox with all the grains of sand contained in those sandboxes! Read together out loud David's words in Psalm 8:

When I look at your heavens, the work of your fingers,
the moon and the stars, which you have set in place,
what is man that you are mindful of him,
and the son of man that you care for him?

Psalm 33 adds:

By the word of the LORD the heavens were made....

22. The edge of the universe is at a distance equal to 14 billion times the speed of light, and light travels roughly six trillion miles per year. This is known as a light year. So the edge of the universe is 82,320,000,000,000,000,000 miles away from where you are today. That's 82.3 sextillion miles!

23. *Try thinking about the size of the universe this way: if the earth were reduced to the size of a golf ball (1.68 inches in diameter) and all other planets, stars and distances in the universe were similarly reduced, the edge of the universe would still be roughly 300 trillion miles from where you are today.

24. *Your God is omnipotent (He created the entire universe) and He is omnipresent (He is everywhere at the same time). He is greater than the universe, and yet He is also the Creator of the instructions imprinted on DNA. God is not someone slightly greater than a human being. Oh, no. God is much, much greater. Thinking about the size of the universe in comparison to the size of the solar system and then the size of the earth, and finally the place where you live only begins to express how great God is. The next time you approach God in the Lord's Prayer, remember how great He is and what He is capable of doing with just His voice. There is no one better to hear your prayers.



Focus: "hallowed be Your name"

25. The next somewhat unusual word in the Lord's Prayer is "hallowed." Do you remember what Macy learned about the meaning of this word?

26. *Divide up into pairs to create a list of all the ways in which you praise God. Limit your time to seven minutes. Now create a master list from all the partner lists. How many different avenues of praise did you identify?

Focus: "Your kingdom come"

27. When Tim asks about the phrase "Your kingdom come." Working in groups of three or more, create a make-believe kingdom. Now answer the questions below:

- A. Which of the following places comes closest to your idea of a kingdom?
- 1) Walt Disney World Resort
 - 2) New York City

Watch the video “Lord’s Prayer 1”

- 3) Yellowstone National Park
 - 4) Maui
 - 5) The Sombrero Galaxy
- B. Who from the following list would make a good kingdom ruler? Why or why not?
- 1) Abraham Lincoln
 - 2) Sherlock Holmes
 - 3) Mother Teresa
 - 4) A movie star
- C. What group of people can you imagine living in your kingdom?
- 1) Your friends only
 - 2) Your class
 - 3) Your congregation
 - 4) People with whom you would rather not associate



Please watch and listen to a story about a mysterious island kingdom.

THE KEY TO THE KINGDOM

A Short Story by Robert and Mary Storm

The island, surrounded by ocean water and wide sandy beaches, was warm and sunny. Mountains rose in the center of the island, lifting ocean breezes to drop their rain. Waterfalls were plentiful and the lush trees and plants provided one delicious feast after another.

Carefully hidden on the side of the mountain was an elegant cave in which lived a mysterious king who possessed unusual powers.

One day several people came to this island from a small cruise ship that slowly sank far off shore. Life boats had delivered the battered men, women, teenagers and children to the wide beach. Leaving their boats, they headed in small groups to the edge of the tropical jungle that met the beach. The fruit from the coconut, mango, and banana trees was most welcome to the hungry survivors.

The king watched all of this from his outlook. "Hmmm," he said to himself as he clapped his hands together. "People. That's good. I know what I'm going to do. Those people will need shelter." So he raised his arms and beach-front huts mysteriously appeared along the edge of the jungle. All of the people soon found a place and were surprised how easy it was to identify a hut that was just perfect for them. Nobody rushed to get first choice of the "best spots." Instead, everyone seemed to sense which place was meant just for them. Each of the survivors was thoughtful of the others for the first time since they had left port on the cruise. No one knew that the island king had a special kind of power over each person, but they were soon to find out.

Once everyone was settled, it was time to explore the new island kingdom. Unaware of how it happened, search groups effortlessly formed, and soon all were off searching in different directions.

A group of about twelve teenagers headed immediately for an interesting mountain trail. It was a little unusual that the two youngest teens would be leading the way while the others followed along, yet, that was

what happened. There were no questions about which way to go; all of them just seemed to know. Soon the teens found themselves at the entrance to the king's dwelling. When the king came out to welcome them, he spoke softly, saying, "I have led you here for a special purpose. I want you to go down to the others and ask them to gather at sundown this evening in the large assembly building I have just erected at the beach so I can speak to them about why everyone is here."

"How can we do that?" one of the teenagers asked. "They won't listen to what we tell them."

The king answered quickly. "Go back and tell them what I want them to do. They will come because you are my messengers. They will understand. You'll see."

The boys followed the trail back to the beach and excitedly announced to each person they met, "Come to the assembly building at sundown today." The message traveled quickly and at sundown the place was filled by interested, curious, yet courteous people. The teens watched in wonder. Nothing like this had even happened before.

Everyone immediately noticed the king as he entered dressed in royal robes. He stopped in the center of the room, surrounded by his new subjects and began to speak.

"Your cruise has brought you here for an experience you have never known before," he said. "You will live on my island with me for one year. Then a cruise ship will arrive to take you back to your previous lives. In the meantime, I am your king, and you are living in my kingdom. During this year, I will direct your actions. With a small voice I will give each of you your instructions from day to day. You will want to listen because this is my kingdom and doing what I tell you will be a wonderful experience – a most satisfying experience – for you. During this year I will meet all of your needs. You will find everything where it should be exactly at the time you need it. As you leave tonight, please give encouragement to one another and look for ways to help anyone you meet. Be kind and thoughtful. Think of others first, share willingly, and after that, take good care of yourself. I promise this will be a very enjoyable experience for you. Simply follow the directions my small voice will give you. All will be well."

Surprisingly, there were no hands raised, no questions asked. Everyone understood and nodded in approval. Later, on the beach, the teens talked among themselves. They agreed they would start by listening to their parents. The small voice led them as they talked, and it felt good to know just what to say to each other. Old memories of school gangs and tight little cliques seemed far away and uncomfortable. One of the teens, who had been so quiet and withdrawn on the cruise ship, now spoke up for the first time the others could remember, "This could really be fun," she said. "Let's do it. We can all be friends." No one laughed; rather, all seemed to nod in agreement. And so it was.

When two of the boys opened a door in the big building the next morning, they discovered volleyballs, nets and two strong poles. Their eyes lit up, "Beach volleyball!" they shouted. "Let's go tell the others." But the others, it seemed, already knew and were at the wide beach marking out the place for a court. A couple of dads gave the teens a hand to set the poles deep into the sand. Soon the net was in place. Two teams quickly formed in a most unexpected way. Boys and girls somehow knew which team to be on and what position to take. A tall twelve-year-old girl stood back to serve. It was an ace! Everyone on both teams shouted, "Great serve!" The next serve started a long volley. Even spikes were skillfully returned until a fourteen-year-old boy hit the sand hard while diving for the ball and just lay there. He was quickly surrounded by players from both teams wanting to be sure that he was not hurt. "Good try," he heard.

Thankfully he was okay. The score remained tight until the very end and then the game was finished. A circle of parents had gathered around the court. Everyone cheered as the teams high fived. "Let's do it again this afternoon!" voices shouted almost in unison. And they did.

From that day on different kinds of games were all like that. Teams formed smoothly; everyone got to play, and all players cheered when a good play was made. Winning was fun but far from the only thing that mattered. Older players looked out for the younger ones. Everyone left the games feeling successful and useful. When a team lost, the losing players easily recalled the joy of winning, and they could actually feel good for the other team. Everyone did well and no player was ridiculed for a mistake. No one could ever remember feeling so accomplished or so satisfied. Deep down inside a small voice the king had given them coached their play and their reaction to the play of others. The teens felt proud when their parents complemented them for showing real sportsmanship.

It was a pleasure to see the adult groups gathered from around the world working together in the same way. They were busily involved in the many tasks it took to tend the huts, trees and fields. Neighbors were friendly and looked out for each other and each other's property. Any that needed assistance were helped. Days flowed together smoothly as the weeks passed. Family meals were happy times. Each person was eager to talk about his or her special day. "Well done!" and "Good for you!" were heard often. Selfish actions were rare and offenders, hearing the small voice of the king, quickly apologized and asked forgiveness. Hugs were plentiful. The prayers that were spoken around the dinner table warmed everyone's heart. All felt so close together. They knew and welcomed the king's small voice of influence and instruction.

At the end of the sixth month the king again called his subjects together for his report to them. He began in his warm, fatherly voice, "Your six comfortable months with me are the result of listening to my voice guiding your actions from day to day. This can also be your pleasure when you leave my island kingdom. You see, I am personally acquainted with the Lord Jesus and with the Holy Spirit whom Jesus sent to live in you. What you have experienced these last six months is how Jesus would have you live in His kingdom on earth. When you listen to God and let Him lead you, His Kingdom comes among you where you live in your cities and villages. When you read God's Word, you hear His voice. The voice of your conscience, directed by the Holy Spirit, will lead you away from sinful, harmful acts, and you will be coached to do God's will instead.

"Now I believe you are also acquainted with God's enemy, Satan. His sly voice is the voice of temptation. I know you have heard it often. For the past six months, I have kept Satan away from you, but when you return to your homes and your schools and your offices, Satan will be eager to lead you into evil once again. He is happy when you get into trouble. Some of Satan's favorite sins are hatred, quarreling, fighting, jealousy, selfishness, disobedience, gossiping, lying and ridiculing weaker people. Do you remember how these things harm everyone?" The people nodded. Indeed, they did remember, and the memories were bitter. "When that happens," the king said, "the joy you have known for these six months will for a time disappear. But I invite you to call out to me from wherever you live. When you do, I will drive Satan away from you, and your peace and joy can be restored. Of course, Satan will try hard to wiggle his way back into your life, so you will need to be on guard for him."

The next six months passed quickly, too quickly for everyone. On the last day of the year a large cruise ship appeared off shore. The king was there to see the people on their way. His voice was heard in every ear. "As you leave, remember the wonderful life you had this past year. Let the small voice of the Holy Spirit speaking through your conscience and through God's word lead you at home as I have led you here. Without the voice of God's Spirit leading, you will surely fail in your attempt to live the kind of life you have

known on my island. So listen closely to it. But remember, when you do fail, forgive each other as God has forgiven you. I know these gifts made your days happy on my island, so don't stop listening to the Spirit's voice as you leave. Don't try to go it alone."

The island people boarded their lifeboats and quietly left with grand memories of the king and his island kingdom. Never would they forget their peaceful year with him. Everyone wanted more. They were determined to try.

As the ship left the island waters, the islanders began mixing with the other passengers. The patient, courteous island people were soon seen as special as they joined in cruise ship fun. They stayed in place in activity lines and stood back quietly to make space for others who moved up to cut in. They looked for lonely passengers who seemed left out and included them. The friendliness spread as the influence of the islanders was felt everywhere. The other passengers sensed that the island people – adults and teens alike – were making an important difference, and everyone on board began to walk a little taller.

The teens spoke with one another about how easy it was becoming to listen to their small conscience voice that was guiding them just as the king's voice had done on the island. Other young people on the ship were attracted to the island teens right away and new friendships grew quickly. The happy days on the island had turned into happy days on the cruise ship. Could it be the same way at home, too? With the help of the king's small voice, the people had reason to hope.

Focus: God's Kingdom

28. *Many Christians wonder about the kingdom of God. The question usually leads to talk about heaven. Did Tim learn that the kingdom of God is the same as heaven from the short story entitled "The Key to the Kingdom"? Why do you think the title includes the little word "Key"? Does the story help to unlock the mystery surrounding the concept of the kingdom of God? Do you and your Christian friends live in the Father's kingdom right now? Work with a partner to write a brief description of the kingdom of God.
29. *Early in this instructional program you learned about the human conscience. Where does the human conscience come from? Take a look at Romans 2:14-15. Does this passage help to answer the question? Here is an important point to memorize: in the Garden of Eden, Adam and Eve had clear understanding of their Father's will before they disobeyed Him by sinning. The perfect understanding that Adam and Eve had was part of the "image of God" in which they were created (Gen. 1:26). When the two of them sinned, they lost the image of God, at least in great part. Because Adam and Eve no longer had a perfect understanding of their Father's will, God gave them a conscience. Do you have a conscience? Has your conscience warned you about anything recently? Are you able to recall an incident from your past where your conscience spoke to you with a rather alarming voice? What happens when you disobey the voice of your conscience? What five-letter word describes the reaction your conscience creates in you when you refuse to obey it? (Hint: the word begins with the letter "g.")
30. Working in pairs, come up with a name for the island in the story. After every team has presented a name, vote for the best one. Why did you and your friends choose the name you did?
31. How many teens climbed the mountain up to the king's dwelling? Why do you think the story's author chose that number?
32. Why did the adults have no trouble at all finding a good beach hut to call home?
33. Would you enjoy playing sports and other games where everyone tried hard to do well, but no one was

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

Watch the video "Lord's Prayer 2"

ever critical? Why or why not?

34. What do you think will happen to the island people once they reach home? Will they always listen to the small voice inside each one of them? Is the small voice the voice of God?

SERVANT EVENT

Working with your pastor, help to organize a prayer vigil, focusing on the needs of people in your congregation

You have come to the end of the first part of the Lord's Prayer. Please take the time to watch The Lord's Prayer, Part 2.



Focus: A Brief Review

35. Brent wants to know what is important for all believers to understand about God's will. Do you think the best answer to Brent's question might be "everything"? Why or why not?

36. *While God expressed His will originally to Adam, and later to Abraham in Genesis, chapter 12, instructing Abraham (whose name at the time was Abram) to follow God to a land to which God would lead him, God gave

all humankind a complete expression of His will in the Ten Commandments. Are you able to recite the Ten Commandments from memory? This is a wonderful time for a review. Take turns explaining each of the Ten Commandments to one another in your own words. Is this easy or difficult to do? Doing this exercise over and over again is a great way to "write" the Ten Commandments permanently into your mind and heart.



Focus: "Your will be done on earth as it is in heaven."

37. Mary asks the kind of question many people ask: is God's will identical to God's law? Because Mary is correct to think that the Commandments are God's law, her question is reasonable. What answer does Pastor Mark give Mary?

38. *Now try answering this question: when God gave Adam and Eve a promise in Genesis 3:15 to send a Savior, was God expressing His will? Are all of God's promises also expressions of His will? Do you think God wants His children to place trust in His promises? Are both the law and the promises important to the Christian's life? Explain what you mean.



39. *Do you recall the things God wants His law to do? There are three of them. One of those purposes is frequently compared to a roadside curb, and another is compared with a mirror. The last one is sometimes compared with a ruler. Use these images to explain why God gave the law to His people.

Focus: God's Plan for My Life

But sometimes when
we pray about
God's will...



we are praying about His plan
for our lives.



40. Now the pastor speaks to a critical point: everyone would like to know if God has a plan for his or her life and, if so, what is that plan? Quite likely each one of you has wondered from time to time what God's will is for your life. There are two places to discover the answer. The first is the Bible. Each time you study God's Word, you learn more of His will for your life. The second place to look is in your "rearview mirror." As you look back on your life, you are able to see the hand of God at work, using you as His instrument. God has been ahead of you. Therefore, if you trust in your heavenly Father, you have every right to believe that the occupation you want to pursue is the one God has planned for you all along. This is exciting because it means that you can anticipate the Lord's blessing. Working in groups of three or four, discuss with each other your ideal occupation for the future. What if you are not sure or you change your mind later on – is that okay?

41. Do you ever worry about making the wrong occupational choice? Do you ever think that maybe what

you want to do is not what God wants you to do? Talk to each other about anxiety or worry concerning your vocational choice. Remember, whatever choice you make will be blessed by the Lord if in your choice you are able to abide by the Commandments He has given. Remember, too, if for some reason you dream about an occupation that does not correspond to God's plan, He will redirect you in His time. You will know and you will change your plans appropriately. That's how it works!



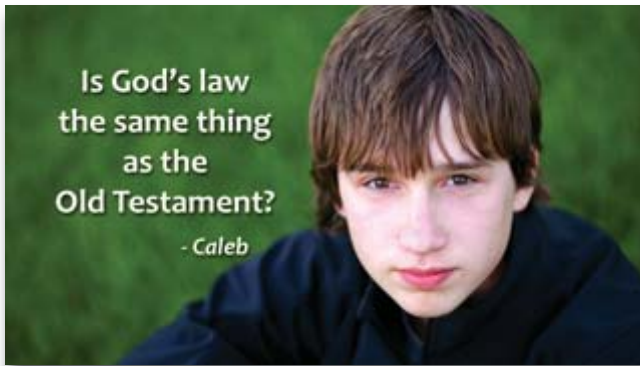
"It is far more important
to pray myself into
God's will for my life...

than it is to pray
God into my will."

42. *Unfortunately, some people pay no attention at all to God's will and seem interested only in their own will. Such people are quick to pray to ask God to do exactly what they want done. They attempt to pray God into their will. What words has Jesus taught all of His disciples to speak regarding whose will is to be done? So the prayer to God which pleads for God's will to be done is the proper prayer, isn't it? Is this how you pray? What if someone you loved dearly were sick or in trouble? Would you tell God about it, but still ask that God's will be done and not yours? When you pray in this manner, you are acknowledging that God wants only the best for His children and that His understanding of what will be best for each one of them may differ from your own understanding. Try writing a paragraph in which you describe why it is best to rely on God's understanding and not your own. Feel free to describe a real incident that happened in your life where you came to realize the importance of praying yourself into God's will.

Focus: Law and Gospel

43. Have you ever had the same idea as Caleb? Because the Ten Commandments are described in the books of Exodus and Deuteronomy, Caleb wonders if the Old Testament is about God's law and the New Testament



forward to the coming of the Messiah, and the New Testament points backward to the life, teachings, death and resurrection of Jesus of Nazareth. Try creating some modern art which illustrates the focus of the Old and New Testaments.



about God's gospel. Caleb discovers that the Old Testament contains both law and gospel, and the same is true of the New Testament. Are you able to describe what makes a passage law and what makes a passage gospel? Simply put, the law expresses what God expects His people to do, while the gospel describes what God has done or promises to do for His children. Working in small groups, make a short list of three stories in the Old Testament which contain promise or gospel. Then see if you can find three passages in the New Testament which describe what God expects His people to do. Share your lists with the other groups. Megan provides one New Testament example to Jamal. Your assignment is to find three other examples. St. Paul's letters have many such passages.

44. Megan has the right idea. She appears to understand where law and gospel are located in the Scriptures. This is important for you to remember, too. Try your best.

45. *Here is another crucial point related to Caleb's question: the entire Bible has a single focus. That focus is Jesus, your Christ and Savior. The Old Testament points

Focus: A New Commandment

46. What answer would you have given to Todd's question? Is the new commandment given by Jesus the most important commandment in the entire Bible? Perhaps the best answer to Todd's question is "yes and no." Work in small groups to see if you can unravel the riddle why the answer is both yes and no. If you look closely at Pastor Mark's response to Todd below, you may get several hints. It will be worthwhile to share your insights with one another.

47. *Jamal is confident about his answer to the riddle of "yes and no." How did you do with the riddle? Were the Lord's words a new commandment for everyone? Did Jesus change what His Father had given in the Ten Commandments, or did Jesus simply interpret the Ten Commandments for the disciples? If you understand that Jesus is interpreting the Ten Commandments, then you will also understand that the answer to the riddle is "no" because nothing in Jesus' reply erases anything His Father had said in the Ten Commandments. On the other hand,

the answer to the riddle can be "yes" because Jesus is drawing the focus of His listeners away from the details of doing one little thing after another to fulfill the Ten Commandments and instead redirecting the people to see

A FLASH STORY: A MARRIAGE MADE IN HEAVEN

Rita, a thirty-something-year-old woman found herself in a marriage with John, a man who held exceedingly high expectations of Rita, expectations which caused Rita endless frustration. No matter what Rita did, she was a failure. Then suddenly John became ill and died. But Rita was never meant to live alone. Soon she married again. To Rita's surprise, her new husband, William, was every bit as demanding as John had been, but once William made a demand, he did all of the work for Rita! As Rita told her friends, this was a marriage made in heaven!

that if they truly love God and one another, they will have fulfilled all of the Commandments. Of course, the secret lies in truly loving God and other people. Unfortunately, love is easy to fake, but God always sees the heart and knows the truth.

48. Fortunately, Jamal is remembering that he is incapable of truly loving God or other people on his own. Jesus tells His disciples in John 15:5, "...**apart from me you can do nothing.**" Jamal senses correctly that God's children are only able to love their Lord and other people when God Himself works through them, using them as His instrument. So you can be an instrument of God's love by sincerely asking that God's will be done. Done through you! Look at this concept from another point of view. If you were to be completely bound in a chair by rope from your chest to your ankles so that you could only move your head, how much help would you need to be free to walk again? That's right, you would need total help, for you could not move to help yourself. At the same time, you would experience the joy of being set free to walk again. So too in your life in Christ: you are not a robot; rather you experience being set free, and you experience the loving that Christ does through you. You can truthfully say, I love, yet not I but Christ loves through me!

49. *The Flash Story about Rita and her two husbands is based on the first six verses of Romans, chapter 7. Additional verses from Romans 7 are printed here. Please read the verses out loud together:

V. 15b "...I do not do what I want, but I do the very thing I hate."

V. 18b "...I have the desire to do what is right, but not the ability to carry it out."

V.19 "For I do not do the good I want, but the evil I do not want is what I keep on doing."

Do you sense a connection between the story of Rita and what St. Paul describes about himself? Rita's husband John did not demand bad things of her; his demands were simply beyond Rita's ability to do in a manner that pleased John. So it is with the Ten Commandments. The demands the Commandments placed upon Paul were good, and Paul wanted to do them. He wanted to please God. But every time he tried, he failed. In fact, Paul says, he seemed to do the opposite of what the Commandments told him to do. And Paul is speaking in the present tense; he is speaking as an apostle of Jesus. Each time Paul tries to live up to the Commandments on his own, he falls short. God set too high a standard for Paul to meet. In Matthew 5:48, Jesus says, "**You therefore must be perfect, as your heavenly Father is perfect.**" Paul tried hard, but he could not do it. What a wonderful blessing it was for Rita that William came into her life. He demanded no less than John had demanded, but William did all of the work! Like Rita while John was still alive, Paul cries out in verse 24, "**Wretched man that I am! Who will deliver me from this body of death?**" Paul's answer is Christ. God's answer is Christ. Read verse 25a together: "**Thanks be to God through Jesus Christ our LORD!**" Paul is so excited, he finishes the thought with an exclamation point.

In the Christian context, it is not John who dies, but Rita dies. Read these words of Paul from Romans, chapter 6, together out loud:

"Do you not know that all of us who have been baptized into Christ Jesus were baptized into his death? We were buried therefore with him by baptism into death, in order that, just as Christ was raised from the dead by the glory of the Father, we too might walk in newness of life."

In the story of your Christian life, you died with Christ in baptism and have been raised to a new life. Now you are not the wife of John any longer, but you are the wife of William. You are no longer in bondage to the Ten Commandments; rather, you are now married to Christ. The picture of Christ being the bridegroom and you being the bride is common in the New Testament.

So, what happens now in your new marriage? Christ still makes the same requirement of perfection from you, but He becomes your perfection! Read these passages together out loud:

Watch the video "Lord's Prayer 3"

John 15:5 "I am the vine; you are the branches. Whoever abides in me and I in him, he it is that bears much fruit, for apart from me you can do nothing."

Phil. 4:13 "I can do all things through him who strengthens me."

Gal. 2:20 "I have been crucified with Christ. It is no longer I who live, but Christ who lives in me."

Please memorize these six critical statements:

- 1) Before my baptism, the Commandments made demands of me I was unable to fulfill at the standard of perfection God requires.
- 2) When I was baptized, I was baptized into Christ's death. I died and was buried with Him, and I was raised to new life.
- 3) Now I have been grafted into Christ.
- 4) As sap from the trunk of a tree flows through the tree's branches, causing them to bear fruit, so Christ's life flows through me.
- 5) God's demand for perfection is still required of me in the Ten Commandments, but now I am carried by Christ.
- 6) I am perfect in God's judgment because Christ, who is in me, is perfect.

You have come to the end of the second part of the Lord's Prayer. Please take the time to watch *The Lord's Prayer, Part 3*.



Focus: "Give us this day our daily bread"

50. Are you sometimes puzzled by homework you are given to do? Of course you know your teachers have designed the assignments you need to do in order for you to learn what you need to know. The irony for Angela is that she does not want the homework – at least at first – even though she needs the assignment from Rev. Hayward in order to learn a critical lesson from the Lord's Prayer. Are you able to describe a rather large assignment you completed recently, one you did not at all want, but one that truly helped you learn? What benefit came from the work you did?

51. *While Angela might have been inclined to answer "Yes, I need everything I want," she quickly admits to herself she does not need many things she would like to have, including new clothes, new technology, the beautiful black horse of her dreams, jewelry, and one concert ticket after another. Instead Angela is honest with herself, acknowledging that her desires go far beyond her real needs.

- A. This is a timed assignment: take three minutes and no more to list everything you would like to have if money were no object.
- B. Now take a pencil or pen to cross out those things you do not really need.

52. In the assignment you just completed, what marked the difference between the items you want but do not

The section “Real Needs” is challenging, but worthwhile.

actually need and the things you want and do need?

Focus: Real Needs



53. Suddenly Angela is asked to shift gears in her thinking. Now she must consider the things she actually needs, asking herself if she wants what she needs. Angela can see at once that this will not be easy to do because she does not know with certainty what she really needs. And that leads Angela to do some research. No doubt there have been many occasions when you, too, have been forced to do research in order to finish a homework assignment. On the Internet, Angela discovers a professor who lived and wrote in the middle of the twentieth century, a man named Abraham Maslow, who is credited with developing

a pyramid of human needs. Please draw this pyramid on the board and mark off five layers as follows:

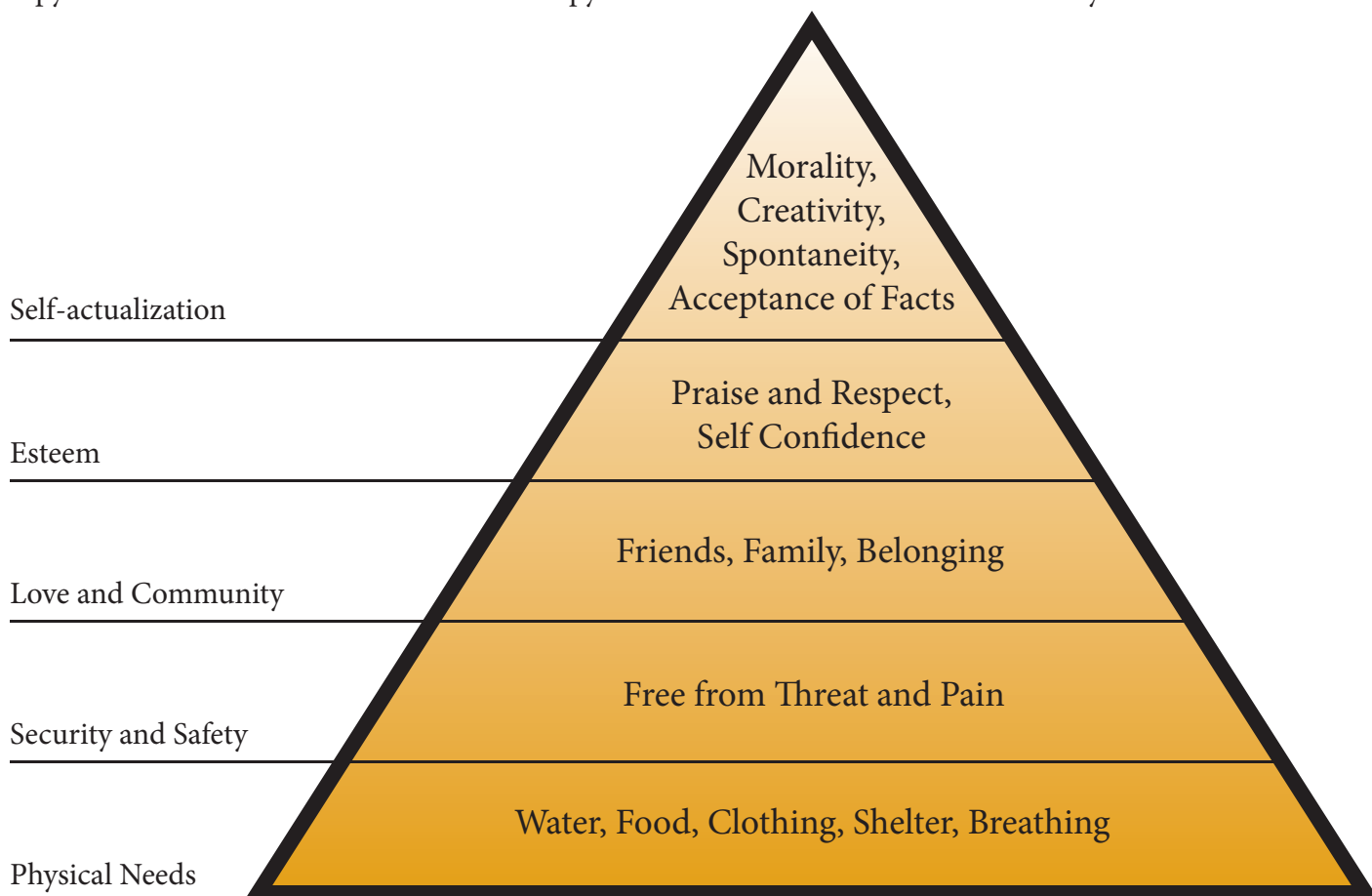


Image adapted from similar graphic at commons.wikimedia.org.

At which level do you think the homeless person struggles? At which level does a child who has lost a parent to an unexpected heart attack struggle?

54. When Angela and the other students finished their pyramids and gave their drawings to Rev. Hayward, he handed them back and asked the students to decide where faith in God fit into the pyramid. Where would you place faith?

Note: the term Hellenists refers to those believers in the first congregation who spoke the Greek language rather than Aramaic or Hebrew.

55. Angela says that her church (and her faith) touches all of the needs depicted in the five-layer triangle. If faith in God is properly placed in all of the five layers, what does this imply about your church's responsibility when it takes the gospel to those who are homeless and hungry? Should the church feed the hungry people before teaching them about Jesus? What are the implications for a church-wide mission program to a third-world country? Talk about this in a small group.

56. Because faith is also properly placed at the third level, how should members of a congregation treat each other? Take a few minutes to explore why Jesus formed the disciples into a group of twelve rather than working with each disciple separately. Where did the idea of a congregation come from? When was the first Christian church formed? What did the people in the first church do? (Read Acts 2:42-47)

- A. Verse 42 says the members of the first church enjoyed fellowship. What was their fellowship like? What human need on the pyramid was being met?
- B. In the very first church, the people shared everything they had with one another. Which level(s) of the pyramid does this activity address?
- C. The first congregation members also sold their possessions to help those in need. Which levels of the pyramid does this action address?
- D. Verse 42 also says that the people devoted themselves to the apostles' teaching. The primary focus of the apostles' teaching is God's love for us in Jesus (John 3:16). Which level of the human-needs pyramid does this fact address?

57. Now read these verses below together:

“Now in these days when the disciples were increasing in number, a complaint by the Hellenists arose against the Hebrews because their widows were being neglected in the daily distribution. And the twelve summoned the full number of the disciples and said, ‘It is not right that we should give up preaching the word of God to serve tables. Therefore, brothers, pick out from among you seven men of good repute, full of the Spirit and of wisdom, whom we will appoint to this duty. But we will devote ourselves to prayer and to the ministry of the word.’ And what they said pleased the whole gathering, and they chose Stephen, a man full of faith and of the Holy Spirit, and Philip, and Prochorus, and Nicanor, and Timon, and Parmenas, and Nicolaus, a proselyte of Antioch. These they set before the apostles, and they prayed and laid their hands on them. And the word of God continued to increase, and the number of the disciples multiplied greatly in Jerusalem, and a great many of the priests became obedient to the faith.” (Acts 6:1-7)

You have just read about the first problem that arose in the first New Testament congregation. Which level of the pyramid does this problem represent?

Focus: Needs Fulfilled

58. Does your congregation, which is part of the New Testament Church, still respond to challenges in the same manner as the first congregation in Acts 2? Why or why not?

59. Read Acts 6:1-6. Does your congregation set aside persons to help with ministry?

60. Try creating a collage on construction paper using pictures or drawings you create to depict those areas of life where you seek positive feedback (layer four on the pyramid).

61. Do you understand the top layer of the pyramid? What does it mean to be fulfilled? Do you know adults who are fulfilled? Do you know adults who are unfulfilled? What can happen when an individual goes unfulfilled for an extended period of time? Is this situation healthy?

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

Watch the video "Lord's Prayer 4"

62. Write down on a piece of paper what kind of activity as an adult you think you would find fulfilling. Be ready to share.



63. Working in a small group, try to think of a better image to represent someone having an idea. The image of a light bulb is pretty old. Maybe you can think of something fresh. When the whole group gets back together, share your ideas with one another and vote on the best image.

64. *The old image of a light bulb is used in the media presentation to show that Angela has caught on to what Rev. Hayward is trying to teach: your heavenly Father is able to provide for your needs – all of your needs. Read aloud together the following words from Luke, chapter 12:

“Consider the ravens: they neither sow nor reap, they have neither storehouse nor barn, and yet God feeds them. Of how much more value are you than the birds! And which of you by being anxious can add a single hour to his span of life? If then you are not able to do as small a thing as that, why are you anxious about the rest? Consider the lilies, how they grow: they neither toil nor spin, yet I tell you, even Solomon in all his glory was not arrayed like one of these. But if God so clothes the grass, which is alive in the field today, and tomorrow is thrown into the oven, how much more will he clothe you, O you of little faith! And do not seek what you are to eat and what you are to drink, nor be worried. For all the nations of the world seek after these things, and your Father knows that you need them. Instead, seek his kingdom, and these things will be added to you.”

65. Do you recall what you learned about the kingdom of God? Working in small groups, try to tie together Maslow's hierarchy of needs with the lessons from the short story about the kingdom of God.

*SERVANT EVENT

Volunteer at a social service agency. Ask for ways to help people directly. Do not be afraid to interact with those in need. Later, debrief by discussing the needs you observed. Talk about the application of faith to serving people in need.

You have come to the end of the third part of the Lord's Prayer. Please take the time to watch The Lord's Prayer, Part 4.

Focus: “and forgive us your debts as we have forgiven our debtors”

66. *Teri and Jon were assigned to work as a team to answer an important and challenging question: “how many times does God want us to forgive even our worst enemy?” The words from the Lord's Prayer which are the focus of Teri and Jon's work are “Forgive us our sins as we forgive those who sin against us.” This marks the only time in the Lord's Prayer where the believer's request is equated to the believer's action. For Teri and Jon the issue is made more challenging because forgiveness is linked to their worst enemy! Is there someone or something in your life you find difficult to forgive? Write a description of this



on a piece of paper. You do not need to show the paper to anyone. For the time being, just slip the piece of paper into your pocket or purse.

67. Jon immediately thinks of Butch Cochran, who lives in Jon's neighborhood and has been mean to Jon in the past. Teri senses correctly that Jon is afraid of Butch. How sensitive to Jon's fear is Teri at first? Does she immediately ask Jon for forgiveness? Does Jon hold Teri's insensitivity against her? What would have happened to their working relationship if Jon had been unwilling to forgive Teri? Which is more important, asking for forgiveness or granting forgiveness? Or are they of equal value? Are you able to recall a moment in the past where you had a hard time forgiving someone? Did the situation eventually change? Can you think of an instance in which you had a hard time asking for forgiveness?

68. When Teri asks Jon what Butch did, Jon admits that it would be too embarrassing to tell Teri what happened. Do you think it is okay that Jon did not describe the details of what Butch did? Why or why not? Do you have someone in your life that you would trust with even the most embarrassing information?



Focus: The Power of Forgiveness

69. *When Teri asks Jon if he has forgiven Butch, Jon seems amazed at the question. He says, "Of course I didn't forgive Butch. I hate him." How realistic is Jon's reply? How realistic are Jon's feelings toward Butch? Do you think Butch cares whether or not Jon forgives him? Considering the words of the Lord's Prayer, why is it important that Jon forgives Butch regardless of what it means to Butch?

70. Jon knows that telling Butch he is forgiven will be hard to do. Is this something Jon can take to the Lord in prayer? Do you think anything will happen if Jon prays about forgiving Butch?

71. *If Jon offers forgiveness, Butch can begin to heal, assuming Jon's forgiveness means something to Butch. But of even greater importance is the fact that Jon can begin to heal once he offers genuine forgiveness to Butch. What do you think happens to the heart of the person who is unwilling to forgive or whose forgiveness is insincere? Do you think this is the reason that Jesus teaches his disciples

that God's forgiveness is dependent upon their forgiveness? What would happen if God offered forgiveness to a person who was unwilling to forgive others? Now read aloud together Matthew 18:21-22.

- A. How many times did Peter think he should have to forgive someone?
- B. How many times did Jesus teach Peter he should forgive someone?
- C. Is Jesus concerned only for the person Peter needs to forgive, or is Jesus equally concerned about Peter?

72. Do you recall the story about Micah? What effect did the forgiveness of Micah's parents have on Micah? Is forgiveness a powerful tool for a Christian to use?

73. Divide up into small groups to consider this question: based on the story Jesus tells in Matthew 18:23-35, under what circumstances should forgiveness not be offered? (Hint: tricky question)

Watch the video "Lord's Prayer 5"

74. *The final image in the media presentation depicts Jesus on the cross. Take some time to talk with your instructor about Jesus' suffering and death. Why did Jesus die? Did He have to die? What did His death accomplish?

- A. Was Jesus both human and divine, both God and man?
- B. When Jesus died on the cross, did only the human nature of Christ die or did the divine nature participate in the death?
- C. Do you recall the story of Jan and his sailboat? What was the last thing Jan said in the story? How do Jan's words relate to the image?



75. Believers in the Church hunger to hear about God's forgiveness for their sins, but do they also need to hear about God's anger over sin? What would happen if those who go to church never heard about the wrath of God? Even though your sins anger the Lord, God is still willing to forgive your sins. Why is this true?

76. *God asks that believers repent of their sins. Does this mean only that believers admit their sins to God, or is there more to repentance than simply an admission of guilt? Which of the things listed here are a part of repentance?

- A. Acknowledging the sin
- B. Expressing sorrow for the sin
- C. Expressing genuine determination not to repeat the sin

77. *Do you still have the piece of paper with the name of someone you find difficult to forgive? What will you do about this situation?

You have come to the end of the fourth part of the Lord's Prayer. Please take the time to watch The Lord's Prayer, Part 5.

TEMPTATION

A Story by Robert Storm Based on a True Event

Lead us not into temptation, but deliver us from evil.

Late summer days occasionally brought thrills and danger for young teenage boys in Ludington, a small port on Lake Michigan. The port itself was protected by a great concrete breakwater that reached a half mile from shore, jutting out into the deep water, creating a safe entry to the harbor for giant freighters from all around the Great Lakes. The wide, flat-topped breakwater stood eight feet above the surface of the lake and had become a thrilling diving spot for the young teenagers of the city. The most exciting jump was at the very end where the water was the deepest.

Now, while the very end of the breakwater was clear of rocks, the long sides of the man-made jetty had been lined with huge blocks of quarried limestone to protect the concrete from high crashing waves that were quite common. Sometimes the braver boys would go from shore to the very end of the breakwater by jumping from block to block instead of walking on the flat, safer concrete surface. The feeling of danger added to the fun.

But there was a problem. At the very end of the seawall stood a majestic lighthouse which directed passing ships into the safe harbor at night. Clearly posted on the side of that lighthouse was a safety sign which read,

*DANGER!
FOR YOUR SAFETY
THE LAW PROHIBITS
JUMPING FROM THIS PIER.*

Plus, not far from shore was a warning sign placed by the Army Corps of Engineers declaring,

*THIS PIER IS DANGEROUS AND IS
NOT INTENDED FOR PUBLIC USE.
PROCEED AT YOUR OWN RISK.*

Both Coast Guard and Police officers had visited the schools in Ludington to explain water danger, as well as water safety rules and procedures. The danger of the breakwater was always mentioned, so the boys who regularly played on it knew danger was never more than a few feet away.

Nevertheless, it had become common on warm summer days to find boys diving into the deep waters. Usually one boy would be posted by the lighthouse to watch the shore for Coast Guard safety patrols and call an alert if any approached. All the teens considered the "Danger" warning to be greatly exaggerated. No one had ever been hurt or had trouble climbing out of the water on the emergency iron ladder attached to the outer wall of the breakwater. It was an eight foot climb back up, but it was worth it to feel the excitement of hitting the water in a full dive or cannonball jump. On a sunny day with crystal clear water, the boys could actually see the bottom forty feet down.

July always brought the strongest storms across the lake from the west. So it was that on a late July day that temptation and danger had built to a peak in Ludington, Michigan, when winds with speeds up to 50 miles per hour blew with howling with frightening force from the west. The storm had been growing in intensity for three days already and the power of the wind had raised huge 12- to 14-foot waves that exploded up to 25 feet high as they hit the limestone giants along the breakwater.

Four boys, who were all were excellent swimmers and good divers, had watched the blowing storm the past three days with a combined sense of exhilaration at the power of the weather and a sense of caution, knowing that such a storm could be dangerous -- given the right conditions.

One of the boys, Jim Evans, lived closest to the lake and was usually the one to call his three friends together for diving. An eighth-grader, Jim was known to be daring—the boy most willing to take chances. Jim knew just enough to be a little cocky, and his over-confidence actually made the present day's danger seem attractive. After all, in all the hundreds of daring jumps that Jim and his friends had made together, nothing bad had ever happened. And it wasn't like they would be diving that day – no amount of dares or peer pressure would make them attempt such a dangerous action – still Jim was drawn toward the breakwater.

It was just a little after 9:30 that stormy morning when Jim called Bryan, Todd and Stan to come over and head for the breakwater to watch the crashing waves. Bryan and Todd Johnson were brothers in the 9th and 7th grades. As they ran to the door they called back to their mother, "We're going down to the pier with Jim Evans to watch the big waves!"

She caught the door just as it was ready to slam and shouted after them, "You be careful down there. Remember what we've been telling you."

"We will," they shouted without another look back.

Stan Roberts was an eighth-grader, like Jim. He had smarts and was very strong. His strength made him willing to take chances and he liked to take the dares his friends made for him. In his opinion it made him stand taller in the eyes of the other kids in school. That alone made risks worth taking. Another of Stan's characteristics was his willingness to help other people. His pastor had often commended him in Confirmation class for his helpful attitude. Stan's inclination to be daring and his willingness to be helpful would prove critical before this day ended.

Bracing themselves against the raging wind at the shore end of the breakwater the four boys were amazed to see up close the thundering power of the towering waves. As they watched the waters flood the end of the breakwater by the lighthouse, they could see that it was mere seconds between wave explosions. During those few seconds they could see the soaked top of the concrete.

Near shore the waves were not as high and did not make it over the top of the breakwater. It was Jim's suggestion that they walk out to where the waves began to get just a little higher. He wanted to be closer to the action. Leading the way, Jim shouted over the wind and waves telling his friends that they could handle this and only a coward would stay behind on the shore. The temptation to be seen as brave and courageous was just too much for the boys and they all boldly headed out together.

Jim and Stan went ahead and moved closer to the spot where waves began crashing high over the breakwater. They edged out carefully, timing their steps to move during the short moment between explosions. They had to stop and brace themselves when a wave would break because each successive wave nearly took their feet out from under them. But it was a thrill! What could be more exciting! And since they found they could indeed stand firm as the waves splashed over them, they gained confidence. So Jim led them farther and farther out, carefully timing the waves as he moved. The two Johnson boys followed at a safer distance.

Then it happened. None of the boys saw the giant wave approaching. The force when it broke was an awful surprise. Jim was in the lead and he took the hardest hit. Swept completely off his feet and over the edge, Jim landed on the big rocks below and was then washed immediately into the lake. In the quiet moment after the wave hit, Jim helplessly struggled to climb back onto the rock, but each new wave took him down and out again. Stan, who had been following at a short distance behind Jim, quickly saw that Jim was in danger of losing his battle with the waves and being swept away into the deep water and drowned.

Stan edged onto the rock and reached for Jim's hand, but he could only touch it. Each wave would force Jim loose from Stan's grip again. Stan's strength was his advantage against the waves. He managed to hold his footing. He yelled to Bryan and Todd, who were watching stunned. "Go for HELP! Go for HELP!" Stan yelled over and over again. As the boys ran toward the parking lot, they saw a Coast Guard rescue van and a police car already there. Some observers on the lot had seen the boys in trouble and immediately called

for rescue assistance. Rescuers were already running toward the lighthouse with rope. One of the men had on a wet suit.

By this time Jim had been washed off his rock many times, yet each time he desperately fought his way back. Nearly exhausted, he knew he couldn't last much longer. In a desperate voice he prayed over and over again, "Please help me, God. I can't make it." As Stan was being led to the safety of shore by a policeman, the wet suit rescuer tied himself to a safety line and was lowered into the water toward the struggling boy. Wave after wave cascaded over them. In the moment between two breaking waves, the rescuer was able to slip the line around Jim's chest just as his arms were reaching up for the rock. Strong men on the breakwater slowly pulled Jim and his rescuer to safety. An exhausted Jim Evans was placed on a rescue cart and wheeled to the parking lot where a doctor found him bruised and severely shaken.

Stan's dad had heard the rescue alert and was on the scene. Stan knew he was in for a lecture and even some punishment.

"How did this ever happen?" his dad asked with a raised voice.

Stan fumbled for words, "I guess we were just stupid. We thought we could handle it. We didn't want to look like cowards, so I went out, too. I'm sorry, dad."

The local newspaper gave the four boys a moment of fame that included stern reminders of water danger. The four stood humbly with their parents and the police officer the next day as the Coast Guard Commander reviewed for them the importance of reading and obeying signs. He pointed out how Jim's actions had placed the four boys and the rescue team in a life threatening situation.

It was in church the next Sunday that the four found new meaning in very familiar words. "And lead us not into temptation, but deliver us from evil."

Jim spoke quietly in his heart as he stood with hands folded next to his three friends , "This was my fault and I'm sorry, God. I put us all in danger. I risked my life and the lives of my friends. Thank you for answering my prayer for help, Lord. Guide me to be smarter next time."

Focus: "and lead us not into temptation, but deliver us from evil."

78. Working with a partner, write a definition for the word temptation. Each team should write its definition on the board.

79. Please read the following passage from 1 Corinthians 10 aloud in unison:

No temptation has overtaken you that is not common to man. God is faithful, and he will not let you be tempted beyond your ability, but with the temptation he will also provide the way of escape, that you may be able to endure it.

80. Long before you were born, way back in 1971, a paraphrased version of the Bible was published, called THE LIVING BIBLE. The term paraphrase suggests rewording something into very understandable language. Now read in unison this paraphrase of 1 Corinthians 10:

Scripture quotation for item #80 is taken from The Living Bible. Copyright © 1971. Used by permission. of Tyndale House Publishers. All rights reserved.

But remember this -- the wrong desires that come into your life aren't anything new and different. Many others have faced exactly the same problems before you. You can trust God to keep the temptation from becoming so strong that you can't stand up against it, for He has promised this and will do what He says. He will show you how to escape temptation's power, so that you can bear up patiently against it.

81. Did you like the paraphrase? Do you think THE LIVING BIBLE was honest and fair with the translation? Why or why not?
82. *As a whole group discuss these questions:
 - A. From where does temptation arise?
 - B. Do temptations change as a person grows older? What kind of temptation might arise for an older adult? What kind of temptation arises for a very young child? Make a list on the board of the strongest temptations to come to persons your age.
 - C. Do you think giving in to temptation over and over again will diminish a person's faith in God?
 - D. Does God allow a person to give into temptation once or twice without becoming angry with the sin?
 - E. What advice would you give to someone who was struggling with temptation?
 - F. What is it you want God to do when you pray, "Lead us not into temptation, but deliver us from evil"?
83. Let's go back to 1 Corinthians 10. On the board make a short list of the promises contained in 1 Corinthians 10:13. How many of these promises do you think God is willing to keep?
84. In the story of Jim, Stan, Bryan and Todd, did the boys break the law by swimming and diving off the pier? Why or why not.
85. *When in the life of Jesus did temptation arise? What did Jesus do?
86. *When in the life of Peter did temptation arise? What did Peter do? What was Jesus' reaction to Peter?
87. Was Jim the only one at fault in the story?
88. *What do you think the reactions of the parents were in the case of Jim, Stan, Bryan and Todd? What punishments might the boys have received? Do you think the boys learned a lesson from what occurred? Are you willing to share a lesson you learned from a temptation?
89. *Ask your instructor to describe the amount of power Satan has in the world. Is Satan able to make you do something God does not want you to do?

CULMINATING ACTIVITIES

1. Instructors may wish to return to 1 Chronicles 29:10-13 to review the doxology at the end of the Lord's Prayer.
2. Try your hand at writing a paragraph in which you describe "The Perfect Father."
3. *Are you able to unravel this mystery?

Amy has invited her friend Jessie to worship at St. John's Church and to youth group activities on a number of occasions. As a result, Jessie has felt drawn to St. John's and yet also repelled at the same time. The problem seems to be that each time Jessie visits the youth group at the church, she hears kids

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

teasing each other with a mean spirit. And one time not long ago, one of the boys claimed an electronic game had been stolen out of his backpack while the youth activities were happening. Jessie has said to her friend that sometimes the people in Amy's church seem almost like the people who do not go to church at all. Jessie had expected that everyone at Amy's church would love each other and treat each other respectfully. Here is the mystery question: what should Amy say to Jessie? What is the purpose of a church? What kind of people attend a church?

With a partner write a conversation between Amy and Jessie, using a form of communication popular today.

4. If you were invited to speak to a class of fourth graders about the importance of avoiding temptation, what would you say? Which temptations would you address? Do you think the fourth graders would listen to you more than they might listen to their teacher or one of their parents? Why? Design a poster that could be used in a Lutheran school.

*SERVANT EVENT

For this event, you will need to find some red plastic buckets. Following worship, make an announcement that the youth are sponsoring a "Red Bucket Day" to gather funds for the support of your town's jail ministry or an organization that helps people with addictions or a pregnancy crisis center, whichever your group chooses to support. Be sure to deliver your gift in person.

MEMORY WORK FOR THE LORD'S PRAYER

Please memorize the seven petitions of the Lord's Prayer and the Explanations as found in *Luther's Small Catechism*.

The Introduction is to be presented by the Instructor or distributed to the students.

A pair of hands is shown from the front, cupping a small, colorful globe of the Earth. The hands are positioned as if presenting or protecting the globe. The background is dark, making the hands and the globe stand out.

THE LORD'S SUPPER

Introduction to the Sacrament of the Altar

Images of Faith began by acknowledging that God is the great Giver of gifts. Among all of God's gifts to His children, none is more significant than the Word in its written and sacramental forms – baptism and the Lord's Supper. With baptism and the Lord's Supper, God shows and He tells! In baptism God's children experience new birth through water combined with the written/spoken Word. St. Paul's letter to the church in Rome says that in baptism believers actually die, are buried with Christ, and are raised to new life to walk in His footsteps (see chapter 6). Another sacramental form of God's word is the Lord's Supper, often called Holy Communion and sometimes referred to as the Eucharist or the Sacrament of the Altar. Here God retells the whole story of the crucifixion and resurrection – and not only Christ's resurrection, but your resurrection and new life, too!

The Church uses the word “sacrament” to refer to something Jesus has taught His children to do and to which God has attached a promise. In both baptism and the Lord's Supper, God's children receive the promise that their sins have been forgiven. In baptism the gift of faith is bestowed by the Holy Spirit. In the Lord's Supper the gift of faith is strengthened.

The gift of the Lord's Supper was given on the night Jesus and His disciples celebrated the Passover and less than 24 hours before Jesus was crucified. The celebration of the Passover was not an accidental setting in which to introduce the disciples to Christ's gift of body and blood; rather, the Passover was most carefully chosen by our Lord. As students will no doubt recall, the first Passover occurred on the night the Israelites were fleeing Egypt after many years of abject slavery. God had instructed His children to kill a spotless lamb, a lamb without blemish, and to spread the blood of the lamb on the vertical and horizontal doorposts of their homes. Then the people were to prepare the meat of the lamb for a meal to be eaten with family and close neighbors before the flight out of Egypt. God had even specified unleavened bread for the Passover meal and told the people to eat in haste, ready for travel. Moreover, God had warned that He would pass over the entire land of Egypt, killing every first-born child and animal on whose doorposts no blood appeared.

The great lesson of the New Testament is that believers in Christ are spared eternal death by virtue of the blood of Jesus which was spilled onto the vertical and horizontal beams of the cross. As John writes in the first chapter of Revelation, Christ “has freed us from our sins by his blood.” So it is that Jesus gives the great gift of his body and blood to His disciples in, with and under the unleavened bread and the wine of the Last Supper. Nor was the gift given only to the twelve; it was given to the entire Church; it was given to you. The celebration of Holy Communion at your congregation is a reminder of both the original Passover recorded in the book of Exodus and the night in which our Lord was betrayed, the night He gave His body and blood to His children for all time to come. As the Old Testament families ate the meal with relatives and neighbors, and as Jesus instituted the Supper with his beloved disciples, so you share the Communion meal with those who are your brothers and sisters in faith, all of one accord. Jesus was and is your spotless Lamb of God. No wonder Paul writes, “**Since, therefore, we have now been justified by his blood, much more shall we be saved by him from the wrath of God.**” (Romans 5:9)

The Lord God's judgment against sin is eternal death. Yet, for you and everyone a ransom has been paid, the blood of Christ Jesus. God Himself died and rose again on your behalf. No human being could have done what Christ did. In the Lord's Supper, Jesus gives His very body and blood that your faith in Him might be nourished and strengthened.

Before you dig into the Learning Activities for the Lord's Supper, take a few moments to watch the media presentation.

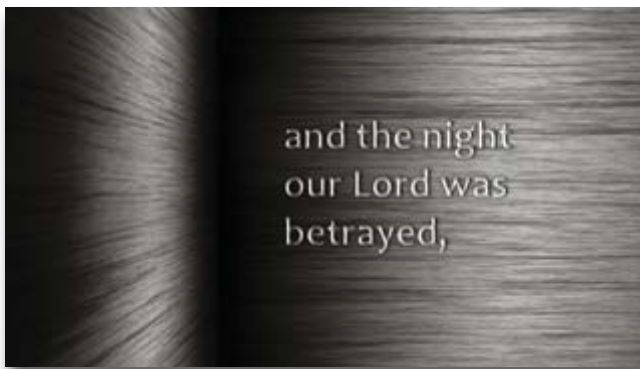
Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR THE LORD'S SUPPER

Focus: God's New Covenant

1. *Remembering that the Lord's Supper is the Word of God in sacramental form, see if you are able to write the promises of God connected with the Lord's Supper on the board. What promise do you find in Matthew 26:26-29? Is the promise exactly the same in Mark 14:22-25? How similar is the account in the Gospel of Luke (see chapter 22)?
2. Turn in the Old Testament to the writing of Jeremiah, chapter 31, verses 31-34. What promises does God make in connection with the New Covenant? Ask your instructor to explain how the New Covenant is connected to the Lord's Supper.



3. Here is a challenge for everyone. Try creating a list of major events in Bible history. Start with Adam and Eve and continue up until the time of Jesus. You will write such names as Noah and Jacob and a whole host of others. The goal of this activity is twofold: first to list all of the major men and women from the past and, second, to place the names in chronological order. This is truly a challenging assignment that will require everyone's participation. You are welcome to edit the list with eraser and marker as often as you wish. When you have finished your work, place this title above the list of names: "GOD'S HISTORY OF SALVATION." Please do not yet erase the names.

4. As you no doubt remember, the disciple who betrayed Jesus was Judas Iscariot. So terrible was Judas' act that to this very day, traitors are frequently referred to as being a "Judas." But here is a question for you: was Judas the first person in human history to betray the Lord God? Who from your list also betrayed the Lord? Are you able to describe their betrayals to some degree?

5. *Do you enjoy pictures in the books and magazines you read? Sometimes maps, diagrams, pictures and other illustrations are absolutely critical to understand the text. In what ways are the sacraments of the Lord's Supper and baptism God's pictures? Examine each of these two sacraments in detail to understand what God is illustrating. Work in groups of three or four to create a list of ideas for each of the sacraments.

6. God's grace is His favorable disposition or attitude toward sinners because of the atonement made by Jesus on the cross. The New Testament speaks over and over again

about the value of Christ's blood. (Do you recall the story of the Exodus out of Egypt and the Passover on the last day of bondage?) When Jesus celebrated the Passover meal with His disciples, He gave them and you His body and His blood. What is the value of Christ's blood for you?

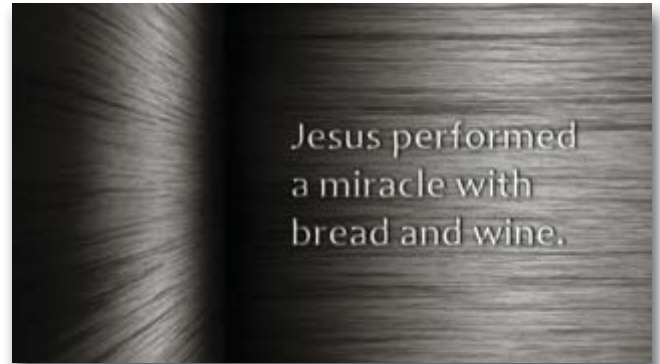
Focus: God's Miracle

7. What happened to Judas after Jesus identified him as the traitor? Where did he go, and what did Judas do? After the treason had played out and Jesus had been arrested, what happened to Judas? Does the story of Judas make you feel sad? Why or why not? Try writing a brief description of what you would have said to Judas if you had known what was about to happen and had had the opportunity to talk to Judas prior to the betrayal. Now write a brief description of what you want to teach your children some day about Judas Iscariot.

8. In the next slide, you are told that Jesus performed a miracle. What was the miracle? Has that same miracle ever been repeated?

9. *When the members of your congregation partake of the Lord's Supper, does each recipient receive unleavened bread and wine? Is that all the participants receive? If you say that those who share in the Lord's Supper also receive the true body and the true blood of Jesus, how can such a miracle be explained? Do the people receive four elements or only two? The correct answer is only two, but the two

elements of unleavened bread and wine must be understood to convey the true body and blood of Jesus of Nazareth. When Jesus, referring to the bread, said, "This is my body" and, referring to the wine, said, "this is my blood," devout Christian people take Him at His word. You will recall that by His word, God created the heavens and the earth, so you should not be all that surprised when the Lord Jesus declares that the bread is His body and the wine is His blood. Such a miracle is properly called a mystery, a divine mystery, but real nevertheless. You will not be able to explain the true presence of Christ's body and blood in the Lord's Supper using scientific language. Your language will fall short each time you attempt to explain God's miracle in human terms.

**Focus: Expectations and Promise**

10. *Remember, the bread and wine are not mere symbols of Christ's body and blood; rather, the bread and the wine convey the actual body and blood. How can this be? It happens because Jesus' voice -- the voice of the Holy God -- makes it happen. Does taking God at His word demand strong faith?

11. Please read together aloud the passage below from 1 Corinthians 11:23-29:

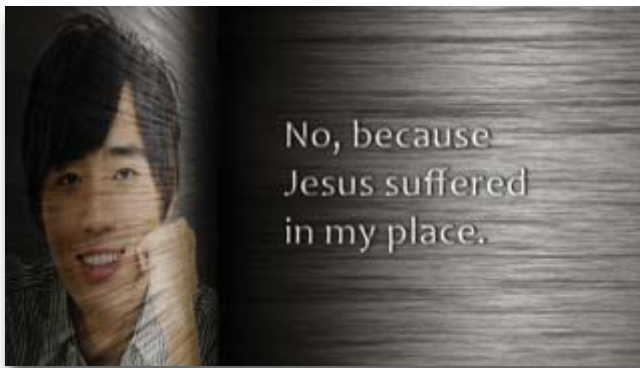
"For I received from the LORD what I also delivered to you, that the LORD Jesus on the night when he was betrayed took bread, and when he had given thanks, he broke it, and said, "This is my body which is for you. Do this in remembrance of me." In the same way also he took the cup, after supper, saying, "This cup is the new covenant in my blood. Do this, as often as you drink it, in remembrance of me." For as often as you eat this bread and drink the cup, you proclaim the LORD's death until he comes. Whoever, therefore, eats the bread or drinks the cup of the LORD in an unworthy manner will be guilty concerning the body and blood of the LORD. Let a person examine himself, then, and so eat of the bread and drink of the cup. For anyone who eats and drinks without discerning the body eats and drinks judgment on himself."

Working together, create a list of the points Paul makes in the passage above. Paul wants Christian people to examine themselves. What do you think this means? Do you think Paul only wants people to identify their sins, or does he want people to repent of their sins, too? Remember, repentance includes identifying the sins, asking for forgiveness for the sins, being determined never to repeat the sins, and believing that God forgives the sins.

12. Are you able to identify what promise from God occurs both in baptism and in the Lord's Supper?



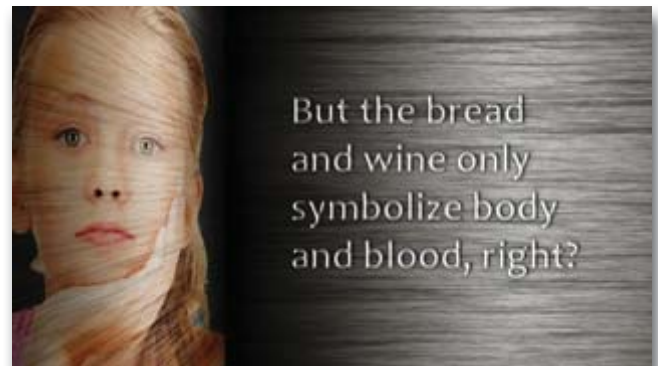
13. The media show asks the question, “How does God feel about sin?” As you know, God will not allow sin to go unpunished. However, Tashi says he will not suffer in hell because Jesus died in his place and rose again. When you hear this, what phrase comes to your mind? (Hint: think of a two-word phrase where the first word begins with a “V” and the second word with an “A”.)



14. Here is another challenge for you: when you hear Jesus’ seven words from the cross, which phrase do you think best describes Jesus’ bearing the Father’s punishment for sin?

15. *Working in small groups, read the story in Exodus, chapter 12, verses 3-13, aloud to one another, each person taking one verse at a time. When you have finished reading the passage, write down as many parallels between the first Passover and the Lord’s Supper as you can identify. Remember, Jesus’ choice of the Passover as the moment to begin His Passion was no accident. Also, look up the word “Passion” to see what it means.

16. Brittney makes a statement that is incorrect. However, many people in the world would argue that Brittney was right in the way she expressed the relationship between the bread and the body, the wine and the blood. On what basis does your church disagree with Brittney’s point of view? There was a serious attempt made in 1529 to unite all of the Protestant reformers in the Reformation Movement begun in 1517. Luther and another Reformer named Ulrich Zwingli came together in Marburg, Germany, to debate 15 points of doctrine. The two men were able to agree on 14 of the 15 items. The Lord’s Supper was their one point of disagreement. Zwingli argued that because Jesus’ body was human and resides at the right hand of the Father in heaven (a physical place in Zwingli’s mind), Christ’s body could not be on every altar in every celebration of Holy Communion simultaneously. Therefore, Zwingli said, the Lord’s Supper is a memorial—a reminder—and nothing more. Jesus is present only in the faith of the one who partakes of the Lord’s Supper, Zwingli argued. Luther stated that Jesus’ human body participates in Jesus’ divinity and therefore Christ’s body being in multiple places simultaneously is an act of God. For Luther the words of the Bible were enough: “This is my body.” Luther accepted the Word of God as it is presented in the Scripture. For Zwingli the Lord’s Supper was a celebration of grace already given by God. For Luther the Lord’s Supper was a distribution of God’s grace.



17. Once again the children of God find themselves being blessed by what God says. One of your very first lessons in this program was recognition of the power of God’s voice to create what is beyond human understanding. How blessed you are that God has chosen to speak His Word to you! What do you think is the most important thing God ever said to human beings? (Read Jeremiah



Please watch the video “Really Big Quiz Show”

31:3; Psalm 103:12; Romans 5:8; Romans 8:37-39; John 3:16.)

Focus: The Really Big Quiz Show

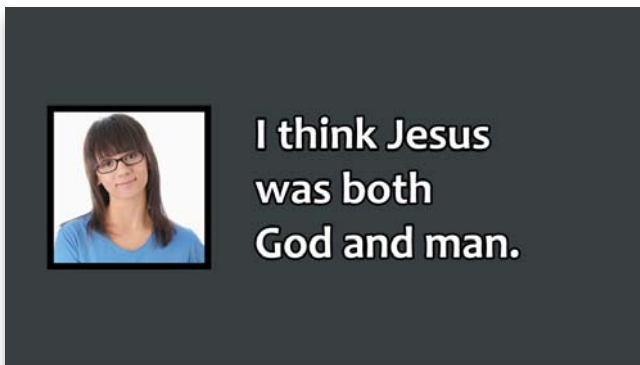
Please watch the The Really Big Quiz Show.



18. The Bible's teaching about the Lord's Supper is one of the most important doctrines you have studied and it is based on the Bible's teachings about Christ, teachings which explore Christ's humanity and His divinity, as well as the roles He fulfills in His ministry. THE REALLY BIG QUIZ SHOW was designed to guide you back into these concepts which you first explored in the Commandments and Creed. Piper is asked a question regarding the nature of Christ Jesus. Working in two groups, please look up these Bible passages and mark on a piece of paper whether the passage refers to Jesus' humanity or His divinity or both

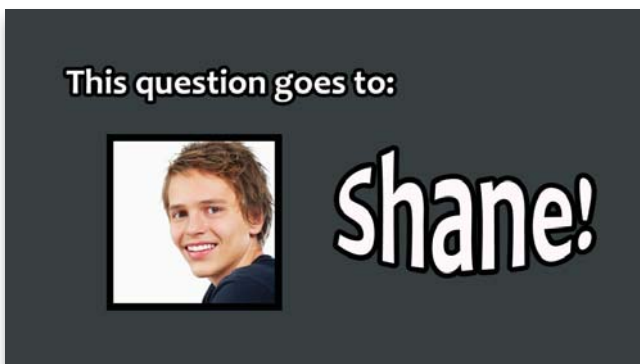
at the same time. When the two groups have finished with all of the passages, compare the conclusions.

- | | |
|-----------------------|-----------------------|
| A. Matthew 28:18 | K. Matthew 26:63-65 |
| B. 1 John 2:22 and 23 | L. Philippians 2:9-11 |
| C. 1 John 5:12 | M. Matthew 21:9 |
| D. Luke 24:39 | N. Luke 1:35 |
| E. Luke 2:11 | O. Hebrews 2:14 |
| F. Matthew 16:13-17 | P. Matthew 26:38 |
| G. John 10:27-30 | Q. 1 Timothy 2:5 |
| H. Romans 9:5 | R. Luke 2:7 |
| I. John 1:14 | S. Luke 2:52 |
| J. John 21:17 | T. Matthew 20:19 |



19. Several times Jesus referred to Himself as the Son of Man. What does this phrase signify? Try looking for the answer with Google or another search engine. Now look at Daniel 7:13-14.

20. The presentation makes the point that "Everything Jesus did, He did as both God and man—including dying and rising again." How would you describe the nature of Jesus to someone if you were asked? Choose a partner and try role playing this question. Afterward, perhaps one or two of the teams would be willing to play the roles in front of the entire group.




21. *Has it occurred to you that Jesus is still true man with the Father today?

22. For the second question of THE REALLY BIG QUIZ SHOW, Shane is asked why Jesus had to be true man. Wow! This is not an easy question. Did Shane get the answer right? Why not?

23. *Do you think it would have been possible for a human other than Jesus to keep God's Ten Commandments perfectly? Why not? Please read these words aloud together: "For whoever keeps the whole law but fails in one point has become accountable for all of it." (James 2:10) Do these words apply to you? Now read these words together: "You therefore must be perfect, as your heavenly Father is perfect." (Matthew 5:48) These words come from the mouth of Jesus and also apply to you. How is it possible for you to be perfect in God's sight?

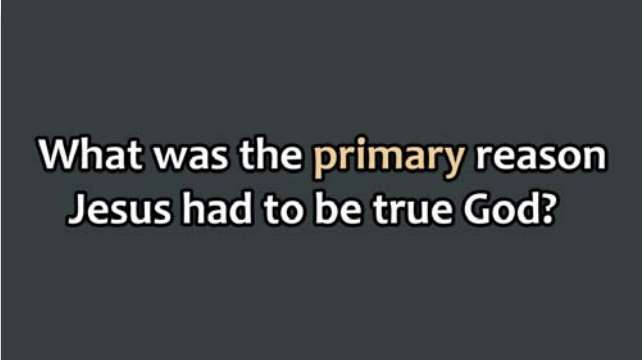
24. Our heavenly Father sent His only Son to be born of a woman—that is, to be human—because no human being other than the Son of God could keep God's law perfectly. That ability was lost in the sin of Adam and Eve. Jesus, however, kept His Father's law; He committed no sin. Moreover, Jesus had to be a true human being in order to die on the cross. Why was Jesus' death so important?



Jesus died
in your place.

25. *This brings you to the doctrine of vicarious atonement. Were you able to write an acceptable definition for "vicarious"? The term refers to the idea of substitution. What substitution is being described with the phrase "vicarious atonement"? Did Jesus actually die in your place?

26. Inasmuch as Jesus died on the cross, is it correct for you to think that God actually participated in Jesus' death on the cross? Remember, everything that Jesus did—including securing your salvation—He did as both man and God! The death that the God-man Jesus experienced on the cross was a true death, a complete separation from life. If you were asked to explain Christ's death on the cross to a third grade Sunday school class, what would you say?



What was the **primary reason**
Jesus had to be true God?

27. The third question on THE REALLY BIG QUIZ SHOW went to Piper. She answered the first question correctly, but this time she stumbles. Of course, the third question is a much more difficult question to answer. Piper was asked, "What was the primary reason Jesus had to be true God?" How would you have answered?

28. Do you recall that God is absolutely pure, absolutely perfect in every way? And do you recall the reaction God had when Adam and Eve sinned in the Garden of Eden? What did God say to Adam and Eve?

29. *The perfect God refused to permit something which is sinful to be in His presence. Adam and Eve had to leave the Garden. Since God demands absolute perfection, what kind of sacrifice would be adequate to "substitute" for the punishment of humankind? If you say the sacrifice had to be perfect, you are correct. And since all men and women have inherited the sin of Adam and Eve, no human being could be a perfect sacrifice. Only God Himself was perfect, so only God could atone for the sins of the world. If men and women were to be released from the punishment of eternal death, then God would have to die in their place. Read this passage from 2 Corinthians, chapter 5, verse 21, together aloud:

"For our sake he made him to be sin who knew no sin, so that in him we might become the righteousness of God."

This passage is crucial! It says that the Father laid out a rescue plan in which Jesus had to take on the sins of everyone -- sins committed throughout all time -- in order that sinners might be dressed in the righteousness of God. This is the perfect exchange: Jesus took man's sin upon Himself and gave man His righteousness in return.

The Church refers to as this message as the gospel.

30. Now read together the gospel message in a little larger context. This passage is taken from 2 Corinthians, chapter 5:

“Therefore, if anyone is in Christ, he is a new creation. The old has passed away; behold, the new has come. All this is from God, who through Christ reconciled us to himself and gave us the ministry of reconciliation; that is, in Christ God was reconciling the world to himself, not counting their trespasses against them, and entrusting to us the message of reconciliation. Therefore, we are ambassadors for Christ, God making his appeal through us. We implore you on behalf of Christ, be reconciled to God. For our sake he made him to be sin who knew no sin, so that in him we might become the righteousness of God.”

Did you hear that you are now Christ's ambassador? Do you know what an ambassador does? Try looking up the word, ambassador. If the job seems difficult, remember the Holy Spirit will use each one of you as God's instruments. God will accomplish great things through you!

**Christ filled the
offices of prophet,
_____, and
king.**

31. The fourth question goes to Shane. He is asked to fill in a blank. To do so, Shane must know the “offices” or roles the Father determined Christ would fulfill. Shane has the right answer: “priest”. Do you recall what the priests did in the Old Testament? Please divide into groups of three. Appoint one of your team members to be the secretary. Now write three statements as a group. The first statement should describe what a prophet did in the Old Testament. The second statement should describe what a priest did in the Old Testament. The third statement should describe what a king did in the Old Testament. Now talk among

yourselves regarding the ways in which Jesus fulfilled (and is still fulfilling) the roles of prophet, priest and king. Be ready to share your thinking with the rest of the group.

32. *The doctrine of Christ is critically important to the Bible's teaching about the Lord's Supper. How frequently does your congregation celebrate the Lord's Supper? Perhaps your congregation celebrates The Lord's Supper every Sunday. Many congregations do. Sometimes a congregation which has more than one worship service will move the communion celebration around among the various services. Celebrating the Lord's Supper as frequently as every week raises a question: what is the benefit of receiving the Lord's body and blood so regularly? Three reasons come to mind:

- A. 1 John 1:7 says, “The blood of Jesus His Son cleanses us from all sin.” Each time you receive the body and blood of Jesus, you receive the forgiveness of your sins, a forgiveness He won on the cross for you as He atoned for your sins. Are you able to receive forgiveness of your sins in between the times you receive the Lord's Supper? Yes, you are! In fact, you live in the constant forgiveness of your sins. Yet, this fact does not diminish the value of Holy Communion, where your sinful identity is buried with Christ, where you are raised to new life to walk in His footsteps, and where God nourishes your faith and reminds you so vividly of the forgiveness which is yours.
- B. John 15:4-5 says, “Abide in me, and I in you. As the branch cannot bear fruit by itself, unless it abides in the vine, neither can you, unless you abide in me. I am the vine; you are the branches. Whoever abides in me and I in him, he it is that bears much fruit, for apart from me you can do nothing.” God invites you to receive the body and blood of Jesus as a means to abiding in Him. Your faith is nourished in the

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

Supper and you are reminded of the fact that Christ lives in you as you abide in Him. St. Paul declares, "It is no longer I who live, but Christ who lives in me." (from Galatians 2:20) When you partake of the Lord's Supper, you receive the forgiveness of your sins and your faith walk is nourished.

- C. The third reason is bound up in the phrase "Holy Communion". The very word "communion" denotes that it is not you alone who receives the body and blood of Jesus, but it is the whole congregation of believers who receive the Lord's Supper. Each participant is a source of encouragement to all others at the table. The Lord instituted the Supper with His disciples collectively. Your celebration of the Supper is a collective experience, as well. In your Bible, look up 1 Corinthians, chapter 11. Read verses 17-26. Now ask your instructor to explain what Paul is saying in these passages.

Remember, before you approach the Communion table to receive these blessings, you must examine yourself and repent of your sin. If for some reason an individual cannot truly examine him/herself, then the Lord's Supper must be withheld from that individual for their own protection (again please see 1 Corinthians 11:27-29). Now write a half-page paper in which you defend Holy Communion as critical to New Testament Christians.

*SERVANT EVENT

In small groups, design banners that show important truths about the Lord's Supper. If possible, use fabric, felt or paint to make banners and hang them in your church sanctuary.

MEMORY WORK FOR THE LORD'S SUPPER

Please memorize the explanation of the Sacrament of the Altar from *Luther's Small Catechism*.

The Introduction is to be presented by the Instructor or distributed to the students.



BAPTISM

Introduction to the Sacrament of Baptism

Baptism is one of our Lord's precious gifts to His New Testament Church, conveying both God's grace for the forgiveness of sin through His Word connected to water and the Holy Spirit's presence to ignite and nurture faith. Prior to His ascension, Jesus gave His disciples (including you!) this command: "Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age" (Matthew 28:19-20). With these words the Lord instituted a new baptism as a special blessing for the congregations of the first century and for Christian congregations throughout time. Baptism is a sacramental form of God's Word because it links an earthly element—plain water—with the Word of God and the specific promises God has attached to baptism.



The original concept of baptism dates back to Old Testament ceremonial laws of purification. Water was prescribed to symbolize the spiritual cleansing of the man or woman of God, but such water-purification had to be repeated over and over again because the Old Testament rites were but a foreshadow of far larger, more important things to come -- the true purification which could only come through Christ's blood. It is no surprise then that Jesus uses ceremonial water purification jars for His first miracle. You will remember the setting, the wedding at

Cana. Jesus' mother, Mary, approaches Him, asking that He do something to assist with the shortage of wine. Jesus answers that His time has not yet come, meaning the time for His passion, but then He turns around and performs the miracle of changing water into wine.

"On the third day there was a wedding at Cana in Galilee, and the mother of Jesus was there. Jesus also was invited to the wedding with his disciples. When the wine ran out, the mother of Jesus said to him, 'They have no wine.' And Jesus said to her, 'Woman, what does this have to do with me? My hour has not yet come.' His mother said to the servants, 'Do whatever he tells you.'

Now there were six stone water jars there for the Jewish rites of purification, each holding twenty or thirty gallons. Jesus said to the servants, 'Fill the jars with water.' And they filled them up to the brim. And he said to them, 'Now draw some out and take it to the master of the feast.' So they took it. When the master of the feast tasted the water now become wine, and did not know where it came from (though the servants who had drawn the water knew), the master of the feast called the bridegroom and said to him, 'Everyone serves the good wine first, and when people have drunk freely, then the poor wine. But you have kept the good wine until now.' This, the first of his signs, Jesus did at Cana in Galilee, and manifested his glory. And his disciples believed in him."

John 2:1-11

Jesus knew that the basis for true cleansing from sin would come with the shedding of His blood, and He also knew the time for His sacrifice on the cross was not yet at hand. This is why He says to His mother, “My hour has not yet come.” Nevertheless, Jesus makes use of this moment to teach a lesson which no one around Him would understand for quite some time to come. At the Last Supper and after Jesus has washed His disciples feet, Jesus tells the disciples that the wine they are sharing is His blood. He instructs them to drink His blood because it is only by the blood of Christ that sinners are healed permanently. At Cana, Jesus turned the water in purification jars into wine to point to His blood. No wonder the wine was the best the Master of the feast had ever tasted!

Much of what is written in the Old Testament points forward to the Christ. Likewise in the New Testament, the baptism of John the Baptist pointed to Jesus. John told the crowds that the Messiah would baptize in a different way. The baptism of John was a stern call to repentance and a ceremonial cleansing which, while it offered forgiveness of sin, would have to be repeated over and over again. The baptism of Peter and the other disciples prior to Christ’s resurrection and ascension (John 4:2) marked the end of life under the Mosaic Law and marked the dawn of the New Covenant now at hand. Once the blood of Christ had been poured out on Calvary to atone for the sins of humankind, then and only then does Jesus introduce in the Great Commission a baptism in the name of the Triune God -- Father, Son and Holy Spirit -- that we celebrate today. (Please note that it does not appear that those baptized by the disciples prior to Christ’s ascension had to be baptized a second time under the baptism of Jesus.)

The baptism Jesus offers is the baptism that points to His blood. The baptism of Jesus washes the sinner of all sin permanently by the power of the Word attached to the water. By God’s inspiration the Book of Acts and the Letters of Paul add to the young Church’s understanding of baptism by teaching that it is in baptism that the Holy Spirit is given to kindle faith, for without faith by which to lay hold of the promise of God in baptism, there is nothing more than a nice ceremony. Thus, baptism, like the Lord’s Supper, is a means of grace; it is God’s Word in sacramental form. That is to say, God pours out His promise of mercy and grace upon the one baptized. Through the promises of baptism God gives the exquisite gifts of forgiveness of sins, faith and the indwelling of the Holy Spirit, who literally takes up residence in the heart of the individual regenerated in baptism. Most importantly, baptism is a dying and rising again. St. Paul writes in Romans 6:3-4:

“Do you not know that all of us who have been baptized into Christ Jesus were baptized into his death? We were buried therefore with him by baptism into death, in order that, just as Christ was raised from the dead by the glory of the Father, we too might walk in newness of life.”

The sinful identity is buried with Christ, and a new identity rises from the baptismal font. The baptized Christian walks in a newness of life by virtue of the Holy Spirit, who resides within him (see John 3:5 and Titus 3:5). From this point forward, the Holy Spirit will use the believer as His instrument to carry out the will of the Father. Remember, it is not the water alone that cleanses from sin or conveys the Spirit, but the water tied to the Word. And who was that Word? The disciple John says it is Jesus (John 1:1). The blood and the water and the miracle at Cana and the washing of the disciples’ feet and the Last Supper and Golgotha are all tied together in this precious sacrament.

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR BAPTISM

Focus: Baptism and Washing

1. God introduced ceremonial washing to the Jews through Moses at the foot of Mount Sinai during the people's third day of travel out of Egypt and their first day in the wilderness. In Exodus 19 God says, "Go to the people and consecrate them today and tomorrow, and let them wash their garments and be ready for the third day. For on the third day the LORD will come down on Mount Sinai in the sight of all the people..." The Jews understood the term "consecrate" to include the spiritual cleansing of the person, as well as the washing of the garments. This washing became known as the Mikva, and it pointed toward the baptism Christ introduces in Matthew 28:19. Thus the roots of Christian baptism run deep into Jewish tradition. Both the Mikva and baptism depict the inward renewal of faith and trust, and both acts declare that the Lord God has the power to cleanse men's hearts and lives.

Another example of Old Testament washing can be found in Leviticus 8:6, where Aaron and his sons are washed as they were ordained as priests. And again in chapter 16 of Leviticus, God commands Aaron to wash himself before and after he ministered in the Holy of Holies on the Day of Atonement. Here you find specific connection between ceremonial washing and the forgiveness of sin. Remember, however, these ancient acts -- both the washing and the sacrifice on the Day of Atonement in the Holy of Holies -- had to be repeated for they merely pointed toward the sacrifice of Christ and the baptism He introduced.

The first and great promise of God regarding baptism can be found in the words of Ezekiel 36:25-28. Please read these words together aloud:

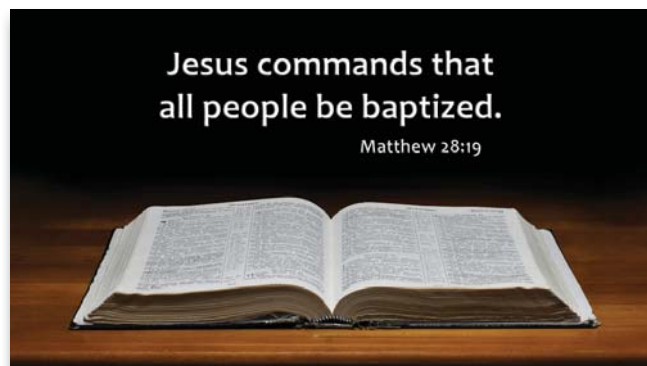
"I will sprinkle clean water on you, and you shall be clean from all your uncleannesses, and from all your idols I will cleanse you. And I will give you a new heart, and a new spirit I will put within you. And I will remove the heart of stone from your flesh and give you a heart of flesh. And I will put my Spirit within you, and cause you to walk in my statutes and be careful to obey my just decrees. You shall dwell in the land that I gave to your fathers, and you shall be my people, and I will be your God."

Baptism is often referred to as "the washing of regeneration." Working in small groups, try your hand at writing a description of what this phrase means. Share your work.

2. Baptism and the Lord's Supper are called sacraments. Do you recall what the term signifies?

Focus: Baptism and Forgiveness

3. *King David lived 1,000 years before Jesus was born of the Virgin Mary, but already at that time David knew that he was a sinner from birth. Read these words from Psalm 51 together aloud: "Behold, I was brought forth in iniquity, and in sin did my mother conceive me." Do you recall the results of Adam's sin in the Garden of Eden? Was his sinfulness passed on to his children and his grandchildren and to all humans born throughout time?



Does everyone regardless of age need to be baptized? And is the forgiveness offered by God in baptism the forgiveness of the actual sins committed, as well as the sin inherited from Adam? Does baptism involve a resurrection? What does the resurrected person do?

4. *At the point that Jesus gives the Great Commission to His disciples following His resurrection and just prior to His ascension, He commands that all people, regardless of age, be baptized. It is the same point Jesus had made to

Peter. With baptism, Jesus was saying, people have a share in Christ. As the passage in Ezekiel said, God puts His Spirit into the person washed by Him. Do you have the Spirit of God in you because of your baptism? What does the Spirit do in you?

5. *When Jesus gives His disciples the Great Commission, including the charge to baptize all nations, He is so specific as to give His disciples the exact words they are to use. Baptism is always and only done “in the name of the Father and of the Son and of the Holy Spirit.” Is this how baptism is performed in your church today?

More information regarding baptism can be found in the media presentation.

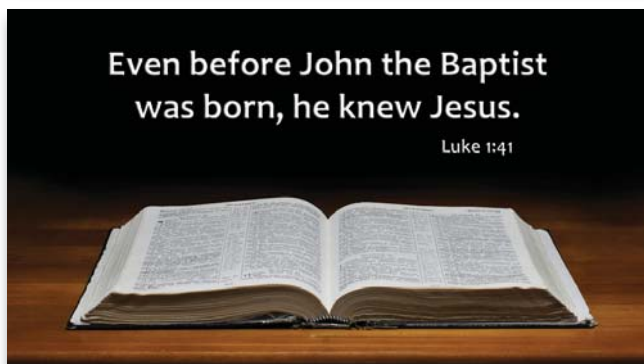
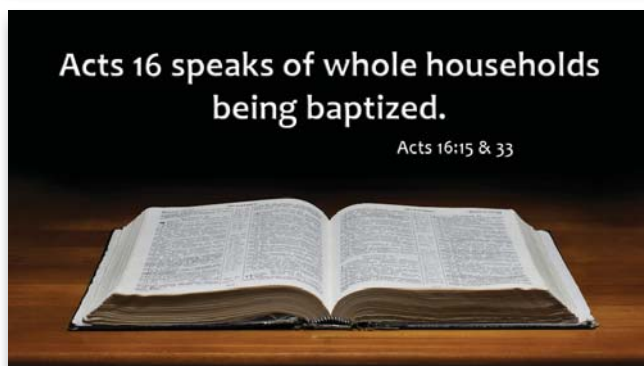


Focus: Baptism and Babies

6. *Some people would like to argue that because Peter called for people to repent and then be baptized (Acts 2:38-39), and because Philipp taught the Scriptures to the Ethiopian (Acts 8:26-39) first and only then baptized him, a child should not receive baptism until she or he has reached an age where the child is able to learn about Jesus, can know his/her own sin, and is able to repent of that sin. However, in the very same breath that Peter uses to call listeners to repentance and baptism, he also stresses that such baptism is not only for the adults who can reason and learn, but also for their children. So it is that infant baptism has been practiced in the Church since the days of the disciples. Almost all Christian denominations practice infant baptism. Withholding baptism from infants did not arise until 1600 years after the birth of the New Testament Church. Divide into groups of three. Open your Bibles to Acts, chapter 16. See if you are able to discover evidence supporting infant baptism in this chapter. Be sure to read the entire chapter.

7. Do you think the story of the Ethiopian in Acts 8 makes it clear that in the case of those who are old enough to learn, instruction should precede baptism?

8. *The couple’s final question asks whether a baby can believe in Jesus. The story in Luke 1:39-41a is amazing! Read it aloud together: “In those days Mary arose and went with haste into the hill country, to a town in Judah, and she entered the house of Zechariah and greeted Elizabeth. And when Elizabeth heard the greeting of Mary, the baby leaped in her womb.” What baby was in Elizabeth’s womb? What baby was in Mary’s womb? Is it true that even before John was born, the Spirit enabled him to recognize and rejoice at the presence of Jesus? Read also Mark 10:13-16.

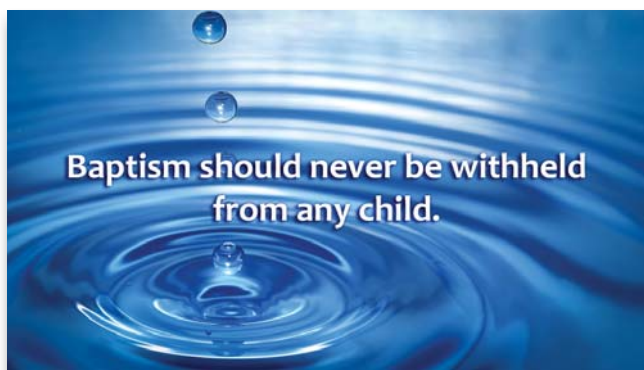


9. Working in pairs, try filling in the blanks:

- The water in the ceremonial jars at the wedding at Cana was turned into _____ by Jesus.
- The miracle at Cana pointed to the bread and _____ at the last Passover meal shared by Jesus with His disciples.
- The _____ and the _____ of the Last Supper not only pointed to the _____ and the _____ of Jesus, but in fact are the true _____ and true _____ of the Lord in, with and under the _____ and the _____.
- At the wedding at Cana, Jesus was connecting the dots between Old Testament ceremonial _____ and His blood.
- Read John 13:1-11. During the Last Supper, Jesus _____ the feet of His disciples. When Peter objected, Jesus says that unless He washes Peter's _____, Peter will not have a share in him. By this act of _____ Jesus points to the _____ He speaks of in Matthew 28:19.

10. Do you agree with the picture? Try your hand at filling in these blanks:

In baptism it is not the pastor who washes the child or the adult, but it is ___ who does the washing. While it is not wrong to immerse a child being _____ in water, it is not necessary. Jesus said to _____ that if his feet were washed, he would be _____ all over. This kind of washing is not meant to remove _____, rather it is intended to remove _____. And with the washing of _____ (Hint: Titus 3:5) comes the gift of the _____. He is the one who bestows faith in the heart and the mind of the one being _____ and with that faith, the individual lays hold of God's promises in baptism and rises to ___ life.



11. *How important is baptism? Do you think the water used in baptism is magical? If you said "no", you are correct. It isn't the water which is so powerful, but the combination of God's promise connected with the water. In baptism God promises to forgive sin, but that promise made in baptism must be grasped by faith. If the promise is not believed, the sin is not forgiven. And where does faith come from? You have learned that faith is the work of the Holy Spirit. In baptism God gives the Holy Spirit to work faith in the person baptized, even in the tiniest of babies.

Each of the following passages can be applied to the baptism of babies. Divide into groups of three. Now divide the following passages among the groups. Write down on a piece of paper the light each passage sheds on infant baptism and then share with the other groups:

Psalm 51:5	Acts 2:38-39
Matthew 28:19	Acts 16:15
Mark 10:13-16	Acts 16:33
Luke 1:41	Colossians 2:11-12
John 3:5	Titus 3:5

12. Did you have Godparents or sponsors for your baptism? The practice once worked more efficiently than it does today. Years ago people rarely moved out of the village in which they were born. So when a mother and father asked relatives or close friends from their village to act as sponsors -- that is, folks who would assist the parents to teach the growing child the ways of the Lord, including the Ten Commandments and the Lord's Prayer

-- the chosen sponsors could be counted upon to remain close at hand. In today's world, people rarely remain in the same community throughout their lives. Nevertheless, the idea of parents asking friends or relatives to act as sponsors is still worthwhile, particularly in the case of a child who loses his or her parents at a young age. In your baptism services, who beyond the sponsors is asked to pledge help to the growing child? How can Godparents or sponsors maintain their role in the spiritual development of a child from a distance? What have your Godparents done? If you were asked to be a Godparent, as you most likely will be, what are some things that you will do?

13. If an infant is dedicated in a church service, but no water is used, is that the same thing as a baptism?

14. *The question asked by the three couples in the media presentation is similar to the concern of Peter at the Last Supper. Peter thought that he should serve Jesus, not the other way around. But Jesus says that unless Peter is washed clean by God, Peter will have no share in Christ; that is, Christ will not live in Peter. Jesus makes it clear to the disciples that it is not what they do for Him that makes them clean, but what He does for them. Do you understand the points that Jesus makes to Peter?

Focus: Baptism, Final Thoughts

15. *Do you have a friend in your congregation who was baptized in a different denomination? That happens from time to time. Talk with your instructor about the fact that Christian churches throughout the world accept baptisms done in other Christian churches as being valid. Why do you think this is a good practice?

16. *Do you ever worry about one of your friends who has never been baptized? This can be a great concern, and it is good that you pray for your friend. The Bible teaches that with baptism comes the forgiveness of sins, the gift of the Holy Spirit and the promise of eternal life. So baptism is extremely valuable. However, the Bible does not teach that people who have never been baptized will necessarily be eternally lost. Read this passage aloud together:

“Whoever believes and is baptized will be saved, but whoever does not believe will be condemned.” Mark 16:16

It is the will of the Father that you be baptized, but it is the lack of faith which condemns a person, not the lack of baptism. Take a minute to talk about the two men who were crucified with Jesus. How did their attitudes toward Christ differ? Do you think either of the two thieves had been baptized?

17. While the Spirit may or may not bestow faith in someone who is not baptized, the really great news is that in baptism the Holy Spirit does bestow faith. Can you see why baptism is so important?

18. *Why do you think it is valuable for Christians to remember their baptism each and every day?

19. *The baptized person receives forgiveness for the guilt of Adam's sin, which you and every other human being throughout time have inherited. The baptized person also receives forgiveness for the sins s/he has committed. However, the sinful nature with which we were born remains ours to carry throughout our lifetime. But here is more great news: in baptism the cloak of Christ's righteousness covers our sinful nature so that our sins are forgiven even as we commit them. In addition to this good news, the Bible teaches that the Holy Spirit molds the will of the person baptized so that s/he wants to do what God asks. This is how you walk in Christ's footsteps. For the rest of the baptized person's life there will be a tension between the old sinful nature and the new desire to please the Lord. Could you describe some battles you have fought with the temptation to sin?

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

CULMINATING ACTIVITIES

1. *Take turns washing each other's feet. Talk about the connection to baptism and the meaning of foot washing for Christians.
2. Make baptism cards that can be sent to newly baptized people (infants, children, teens, and adults) in your congregation.
3. Either on computer or by hand, design a tract that explains why the Lutheran Church baptizes babies. Use Bible verses to support your work.

* SERVANT EVENT

Design and present a children's message that explains baptism.

MEMORY WORK FOR BAPTISM

Please memorize the explanations of baptism from *Luther's Small Catechism*.

The Introduction is to be presented by the Instructor or distributed to the students.



CONFESSION AND ABSOLUTION

Introduction

Confession and absolution are among the less well understood parts of our worship on Sunday morning. To comprehend what these acts are and to appreciate their value, you will need to step back in Bible history to an event that took place in the district of Caesarea Philippi. If you were to look at a map of ancient Israel, you would find Caesarea Philippi approximately 25 miles north of the Sea of Galilee. Banias Waterfall pictured here from the district of Caesarea Philippi is one of the largest springs feeding the Jordan River, which, in turn, flows into the Sea of Galilee. Peter's confession and the transfiguration occurred in this vicinity.

Do you recall Peter's confession? It is recorded in the sixteenth chapter of the Gospel of Matthew:



“Now when Jesus came into the district of Caesarea Philippi, he asked his disciples, ‘Who do people say that the Son of Man is?’ And they said, ‘Some say John the Baptist, others say Elijah, and others Jeremiah or one of the prophets.’ He said to them, ‘But who do you say that I am?’ Simon Peter replied, ‘You are the Christ, the Son of the living God.’ And Jesus answered him, ‘Blessed are you, Simon Bar-Jonah! For flesh and blood has not revealed this to you, but my Father who is in heaven.’”

Peter had an excellent answer for Jesus, an answer that God Himself gave to Peter. What a confession! Is this the type of confession you speak during worship? The answer is both yes and no. When you recite the Apostles' Creed or the Nicene Creed, you are expressing the same kind of confession Peter speaks. You are declaring what you and the whole Christian Church believe to be true about God the Father, God the Son and God the Holy Spirit. So the Apostles' Creed and the Nicene Creed are appropriately known as confessions. Moreover, because so many Christian churches share these words, these two confessions are known as ecumenical confessions. The term “ecumenical” suggests worldwide acceptance by Christians. So, yes, you do speak a confession during worship that is similar to the confession of Peter.

But the answer is also no. You and your friends hear the word “confess” frequently when watching movies or detective shows on television or reading mystery books. To confess to a crime means the suspect takes responsibility; he describes what he did. Sometimes the suspect is asked to write his confession out on paper. This use of the term “confess” also occurs during your worship of God. Your pastor invites you to admit to God the sins you have committed. Your congregation may even have a moment of silence for you to recall your sins privately and speak of your transgressions to God. Before moving on to the absolution, it is important to rehearse the elements of a valid confession.

- The first element of a true confession is knowledge of the sins you have committed. But you are also encouraged to ask God to forgive those sins you do not remember.
- The second ingredient for a confession is sorrow for breaking the will of God.
- Then follows repentance which is more than being sorry; it includes a determination not to repeat the sin again.
- Finally, genuine confession anticipates and clings to God's forgiveness.

Immediately following Peter's confession, Jesus gives authority to Peter and the other disciples to forgive sins. Jesus says in Matthew 16:19, "I will give you the keys of the kingdom of heaven, and whatever you bind on earth shall be bound in heaven, and whatever you loose on earth shall be loosed in heaven." At first glance these words may be challenging to comprehend. Fortunately, Jesus speaks of this again following His resurrection. This quotation is from John 20:

"On the evening of that day, the first day of the week, the doors being locked where the disciples were for fear of the Jews, Jesus came and stood among them and said to them, 'Peace be with you.' When he had said this, he showed them his hands and his side. Then the disciples were glad when they saw the Lord. Jesus said to them again, 'Peace be with you. As the Father has sent me, even so I am sending you.' And when he had said this, he breathed on them and said to them, 'Receive the Holy Spirit. If you forgive the sins of any, they are forgiven them; if you withhold forgiveness from any, it is withheld.'" (John 20:19-23)

Jesus is sharing His authority to forgive sins with His disciples, authorizing them to forgive the transgressions of repentant sinners. Jesus also empowers His disciples to withhold forgiveness in the case of an unrepentant sinner. Have you ever heard the word "recalcitrant"? It refers to stubborn defiance of authority – in this case, God's authority. It is a dangerous act to refuse to confess one's sins to God; that is, to be recalcitrant. However, when sins are confessed – both those sins remembered and those sins forgotten – forgiveness follows. This is absolution.

During your worship service, you and the other members of your congregation confess your sins to the Lord. Then you plead for His forgiveness. At that point, your pastor says words to this effect:

"I by the command of our Lord Jesus Christ forgive you your sin in the name of the Father and of the Son and of the Holy Spirit."

The book of Acts describes the disciples and apostles forming Christian congregations immediately following the ascension of Jesus. The disciples and apostles trained and ordained men to be the shepherds of these congregations. The New Testament occasionally uses the word "elder" for what we know today as pastor. (You can read about an uncommonly touching moment between St. Paul and the elders or pastors of Ephesus in Acts, chapter 20. See verses 17-38.) The pastor has the same authority Jesus originally gave to Peter and the other disciples. Thus, when your pastor says to you that your sins are forgiven, he does so by authority of Jesus himself. Sometimes the Church refers to your pastor's authority as the Office of the Keys (as in "keys" to heaven!) Of course, the words your pastor speaks to you are nothing more nor less than what is taught throughout the New Testament and, for that matter, throughout the entire Bible; namely, that God forgives your sins because Jesus took your place on the cross. This pronouncement comes to believers from God in written, oral and sacramental forms.

Very early in the Reformation, Philipp Melanchthon, Luther's colleague and the author of the Augsburg Confession and the Apology of the Augsburg Confession, held confession and absolution in such high regard that he counted it among the sacraments!

“If we define the sacraments as rites, which have the command of God and to which the promise of grace has been added, it is easy to determine what the sacraments are, properly speaking. For humanly instituted rites are not sacraments, properly speaking, because human beings do not have the authority to promise grace. Therefore signs instituted without the command of God are not sure signs of grace, even though they perhaps serve to teach or admonish the common folk.

Therefore, the sacraments are actually baptism, the Lord's Supper and absolution (the sacrament of repentance). For these rites have the command of God and the promise of grace, which is the essence of the New Testament. For surely our hearts ought to be certain that when we are baptized, when we eat the body of the Lord, and when we are absolved, God truly forgives on account of Christ.”

Apology of the Augsburg Confession, Article XIII, Paragraphs 3 and 4¹

A little later during the Reformation, the Protestants defined a sacrament as that which carried God's promise of grace and included an earthly element, such as bread and wine in Holy Communion or water in baptism. So while most congregations no longer number confession and absolution among the sacraments, the church does hold confession and absolution to be a high point in worship. With confession and absolution – as in baptism and the Lord's Supper – you receive the forgiveness of sins.

¹ The Book of Concord, page 219. Robert Kolb and Timothy Wengert, editors. 2000 © Augsburg

Reminder to the instructor:

Images of Faith offers a wide variety of learning activities for you to use with your students to strengthen their learning. Please feel free to select as many or as few of the learning activities as best fits your program of instruction.

LEARNING ACTIVITIES FOR CONFESSION AND ABSOLUTION

Focus: Understanding Confession



1. *Prior to watching the presentation, did you know what “confession” and “absolution” meant? Lacy and Cooper discovered that the term “confession” refers to a statement of common belief or an admission of guilt. For instance, a student might say to his teacher, “I must confess, I was not able to complete the assignment.” While not terribly serious, the student’s statement is nevertheless an admission of guilt. The same use of the term might be found in the local newspaper, where the journalist describes the success the police investigators had in securing a confession from a kidnapping suspect. On the other hand, “confession” may name a statement of common belief. The following words are synonyms of “confession”. Working with a single partner, try placing the synonyms under the correct definition.

Some of these words may be able to be placed under both definitions.

SYNONYMS:

- a. ACKNOWLEDGEMENT
- b. AFFIRMATION
- c. ASSERTION
- d. CONCESSION
- e. DECLARATION
- f. DISCLOSURE
- g. DIVULGENCE
- h. PROCLAMATION
- i. STATEMENT
- j. STORY

Admission of Guilt

Statement of Common Belief

2. Working with a small group, try listing as many words or phrases as you can which mean the opposite of “confession”.

3. *During worship in your congregation, are you given quiet time in which to confess your sins to God? The Lord’s desire is that his children not only enumerate their sins, but actually repent of those sins. Do you recall what is included in true repentance?

Focus: Understanding Absolution

4. What thoughts go through your mind when you hear your pastor say, “In the stead and by the command of my Lord Jesus Christ, I forgive your sins”? Have you ever wondered how a pastor can say such a thing? Have

Please recognize that servant events require not only advance preparation, but also post-activity reflection by the participants to promote growth. Even just a de-briefing of students can assist this reflection, but don't overlook more personal reflection and sharing time as well.

you ever worried if your pastor is being a little too presumptuous? Working in a small group, write down on a piece of paper what you think Jesus means when He speaks in the Gospel of John, chapter 20, verses 21-23.

Jesus said to them again, “Peace be with you. As the Father has sent me, even so I am sending you.” And when he had said this, he breathed on them and said to them, “Receive the Holy Spirit. If you forgive the sins of any, they are forgiven them; if you withhold forgiveness from any, it is withheld.”

5. *Do you sometimes give absolution to others? If your friend accidentally breaks one of your mother’s dishes and immediately says s/he is sorry, would you be likely to say, “It’s okay.” If you did say that, you would be sharing absolution, absolving your friend of guilt. Share other examples of everyday absolution with one another. The authority to forgive sins belongs to all Christians, including you.

CULMINATING ACTIVITIES

1. Divide into teams and hold a debate as to whether confession and absolution should be considered a sacrament (a sacramental form of God’s Word). Which Bible verses would you use to support your viewpoint?
2. List people in the Bible who confessed their sin and received forgiveness. (You may use a concordance.)

*SERVANT EVENT

Design a cover for your church’s worship folder which depicts or symbolizes the forgiveness we receive in absolution. Use white paper and dark pens, crayons or markers to make this art so that it can be duplicated. Ask the pastor to choose one or more of these covers to use for a worship service.

MEMORY WORK

Psalm 51:1-3 and 10-12

Have mercy on me, O God,
 according to your steadfast love;
 according to your abundant mercy
 blot out my transgressions.
 Wash me thoroughly from my iniquity,
 and cleanse me from my sin!
 For I know my transgressions,
 and my sin is ever before me. ...

Create in me a clean heart, O God,
 and renew a right spirit within me.
 Cast me not away from your presence,
 and take not your Holy Spirit from me.
 Restore to me the joy of your salvation,
 and uphold me with a willing spirit.