



Junior Teacher's Guide

Fall Quarter, 2017

GOD LEADS HIS PEOPLE IN THE PATH OF GOODNESS

Quarterly Aim

Learners will understand that obedience to God's Word will bring real joy.

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Junior Curriculum

This Bible curriculum is a Bible study for elementary age learners. Junior is the curricula for learners who will usually be in fifth and sixth grades, ages ten and eleven. It is based on the concept of discovery learning. This means the teacher is a guide who will lead the learners to discover Bible truth through individual investigation. The purpose of Junior material is to help learners develop thinking skills to discover the meaning of basic Bible principles and make an application in their daily lives. It is an exciting endeavor—one Jesus used!

The *Junior Learner's Manual* contains four perforated pages per lesson. These pages may be given to the learners as single work sheets or as an entire lesson. The first page of each lesson is the Bible story. It illustrates the Bible Principle and Lesson Objective. The Bible story may be read in the classroom interactively by the learners or by the teacher. The second, third and fourth pages of the lesson relate to classroom activities. The activities reinforce the Bible story and Bible Principle.

Every lesson is designed to fit a thirty to forty minute class period. The teacher can use the lesson guide to pace the classroom activity to fit the time frame of the local church by adapting the activities to the need.

A Devotional section is included in the *Junior Teacher's Guide*. Understand the Lesson Objective, Focus the Bible Principle and Know God's Word sections are brief commentaries designed to help the teacher prepare for the lesson. Additional Scriptures are provided for further study. Classroom activity begins with the Attention section, and ends with the Final Activity section.

A suggested time is given for each activity. The teacher should watch the time but be flexible, adjusting the time of each activity as the needs of the learners demand it. It is more important for learners to understand the Bible Principle than to fill the allotted time for the activity. The classroom objective should be for learners to understand the Bible Principle and apply it in their lives.

Lesson Outline

The Lesson Outline is an explanation for each division included in the lesson.

★ **Lesson Objective** states the purpose for studying the lesson from the teacher's point of view. The Lesson Objective comments help clarify the objective and serve as a guideline for lesson activities.

★ **Bible Principle** is the focus of Bible truth used in the lesson. The teacher will state the Bible Principle several times throughout the lesson. This repetition will help the learners focus the truth of the Bible Principle in their minds.

★ **Parallel Passage** includes some Memory Verses. Memory Verse Aids are also given in each lesson to help learners in memorizing Scriptures.

★ **Attention** begins classroom activity. This section suggests welcoming learners and directing them to the learning center.

★ **Prayer** time is suggested to focus on prayer requests learners may have and to ask God's blessings for learners to accomplish the objective designed for the lesson.

★ **Lesson Set** is to be used immediately before the Bible story. It includes an activity designed to focus the minds of the learners to receive the Bible Principle and a brief discussion to lay a foundation on which learners may build an understanding of the Bible story.

★ **Know God's Word** section gives additional information for an in-depth study of the Bible story. The **Bible Story** is printed in full text in the learner's manual. *Junior Learner's Manual* activity pages are planned to be used immediately following the Bible story. Suggested questions are given in the **Ask** sections of the teacher's guide and possible answers for the questions are given in italics.

★ **Activities** section includes three sections. Learner's Manual Activities are three pages learners complete in the classroom. The Final Activity concludes the lesson and helps learners make life application. It summarizes the lesson and focuses on the truth of the Parallel Passage. During the activity the teacher can determine whether the learners have understood the Bible Principle and the Bible story. He may clarify any misconceptions learners may have made. During this time learners are encouraged to memorize the Memory Verse.

★ **Life Application** states the purpose for studying the lesson from the learner's point of view. The teacher may prefer to keep learners' copies of the *Junior Learner's Manual* in the classroom rather than send them home with the learners. Only those pages may be removed which the teacher wants learners to use at home. The learner is better prepared to continue the application process in daily life after he has the Bible Principle and the Bible story planted in his mind and heart. The ABC's of salvation are included in each lesson for the teacher to present the plan of salvation to the learners.

Materials Needed will be included in each lesson, including items from the *Junior Visuals*.

A **Learning Center** is an area of the room where materials relating to the unit of study may be set up for exploration by the learners to promote discovery learning and understanding.

Bulletin Board materials and suggestions are included in the *Junior Visuals* and on each unit page of the teacher's guide.

Margins in the teacher's guide contain information which relates to the sections, activities, teaching tips, *Junior Visuals* and illustrations. Blank spaces may be used for study or instructional notations.

Introduction to Fall Quarter

UNIT 1—God’s Will Shown in the Covenants

The four lessons in this unit will help learners understand that some of God’s covenants are conditional and bind God to perform a certain way only if the agreeing party is faithful to keep the covenant. Other covenants are unconditional. God promises to fulfill the covenant whether the agreeing party is faithful or not. Lesson 1 is based on the Noachic Covenant and is unconditional. This lesson teaches God’s covenant with man prohibits murder. Lesson 2 is based on the Abrahamic Covenant and shows how God’s covenant with Abraham is based on faith. Lesson 3 is based on the Davidic Covenant and tells how God’s covenant with David brought about Temple worship and foreshadowed worship in the New Testament church. Lesson 4 centers around the New Covenant, or New Testament, God made through the sacrificial death of His Son on Calvary’s cross.



UNIT 2—God’s Care

God protects His people in three ways. He sometimes intervenes personally. Other times He protects indirectly by using human instrumentality. Sometimes, He protects through His providence. The first three lessons in this unit are based on the life of Joseph. These lessons demonstrate that God protected Joseph through His providence and through human instrumentality. Lesson 5 teaches Joseph suffered for doing right; yet, God was guiding him and providing for him in prison. Lesson 6 shows how God arranged for Joseph to preserve his family from death during famine. Lesson 7 illustrates that Joseph’s forgiving spirit is a reflection of God’s forgiveness. Lesson 8 is a reminder that God’s care is forever. He protects His people on earth, and, when earth life ends, He preserves them eternally in Heaven.



UNIT 3—Brave Servants of God

The five lessons in this unit are based on the lives of Elijah and Deborah in the Old Testament and John and Peter in the New Testament. Each lesson focuses on a Bible principle that shows what God does for His people. Lesson 9 is based on the contest between Baal’s prophets and Elijah. It teaches that God enables His people. Lesson 10 is based on Elijah’s delivering God’s message to King Ahab and shows that God sustains His people in doing His work. Lesson 11 is based on John the Baptist’s telling King Herod he is living in immorality and it also presents God’s helping His people live pure lives. Lesson 12 is based on God’s delivering Peter from prison and shows that God stands by His people. Lesson 13 focuses on Deborah’s overcoming the enemies of Israel and on God’s ability to deliver His people from their enemies.

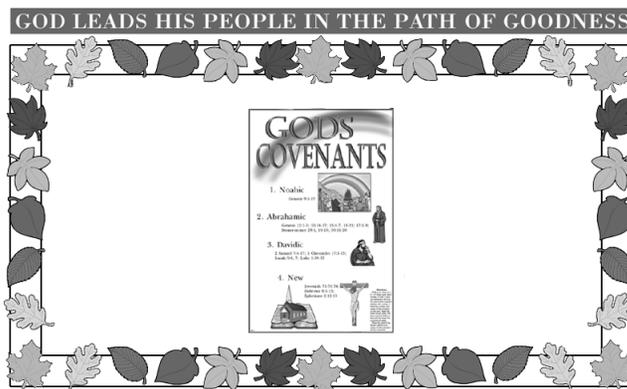
God's Will Shown in the Covenants

UNIT OBJECTIVE: Learners will identify and describe various covenants God has made with man.

Lesson Title	Bible Principle	Bible Story	Parallel Passage
1—God's Covenant with Man	Murder forbidden.	Genesis 9:1-29	Genesis 9:2-6
2—God's Covenant with Abraham	Faith basis of covenant.	Genesis 12:1-3; 15:1-18; 17:1-19	James 2:21-23
3—God's Covenant with David	Place of worship.	2 Samuel 7:1-16	John 4:24-26
4—The New Testament	Acts of worship.	Hebrews 8:7-13; 9:11-14	John 4:20-23

LEARNING CENTER

Learners may use the learning center to explore the different covenants God made with men at different times. Display the "God's Covenants" poster, **Item 2** from the *Junior Visuals*, on a bulletin board or wall in the learning center. Write the name of each learner in class on a divider tab and place a supply of blank 3" x 5" index cards behind each name in a file box. Set the file box on the learning center table. Each week of Unit 1, have learners write their names, name of the covenant to be studied that day and its provisions on 3" x 5" index cards then put the cards in the file box behind their names. Encourage learners to read each of the Bible verses listed beside the covenants and information about the covenants in the Bible dictionary. Learners may use their cards to quiz one another about the covenants.



Set up the learning center by mounting the Theme Banner, **Item 1**, above a bulletin board on the wall.

List:

Place the following materials on a table:

- Bibles
- pencils
- 3" x 5" index cards
- Bible concordance
- Bible dictionary
- File box with dividers

You may choose to plan a wall mural during this quarter. Provide watercolor markers, cellophane tape, old greeting cards and scissors in the learning center for those who want to write, draw or illustrate with greeting card cutouts the "path of goodness" over which God leads them during each week.

Encourage all learners to examine the "Way of Old Testament Salvation," Unit 1 Salvation Poster, **Item 6**. The poster presents that people of all ages are saved in the same way. Learners are instructed to sign their names on the poster if they are saved or want to be. Have a follow-up conversation about being saved with any learner who signs his name in the "I want to be saved" column. Explain that Noah, Abraham and David believed in the Lord and received salvation in the same way as people do today—by grace through faith. Read Ephesians 2:8, 9 with the learner. Have the learner read Romans 6:23 then John 3:14-18. Make whatever explanation your knowledge of the learner and God's Spirit indicates is needed.

God's Covenant with Man

Genesis 9:1-29

Lesson Theme: After the flood, God made a covenant with man.

Quarterly Theme: God Leads His People in the Path of Goodness.

Unit 1 Theme: God's Will Shown in the Covenants

Bible Story

THE RAINBOW SEALS THE COVENANT

Genesis 9:1-17

God never changes. He sometimes changes the way He deals with people because they change their ways. God sent a flood in Noah's time because of the wickedness of the people. Afterward, God made a covenant with Noah that He would never again destroy life from the earth by a flood. He placed a rainbow in the earth's atmosphere after rain as a sign of the Noahic Covenant.

A covenant is a binding agreement between two or more persons. God's covenants are always between Himself and one or more persons. Noah and his descendants were not required to obey rules for God to keep His promise in the covenant. The Noahic Covenant was a covenant of God's grace.

God made two rules for the new diet after the flood. People could eat the meat of the animals but were forbidden to eat or drink the blood.

People were forbidden to kill one another because people are created in His image and should respect each other's lives.



Lesson Objective:

Learners will know God made a covenant with Noah.

Bible Principle:

God gave man permission to kill animals for food, but man must never kill another man.

Memory Verse:
Genesis 9:6



Memory Aid

Welcome Learners
Record Attendance

DEVOTIONAL: “When Trouble Comes,” Psalm 59:16.

This psalm was written when Saul was trying to capture and kill David. David expressed a determination to depend on God to protect and deliver him from danger and harm. He based his confidence on God’s past action on his behalf. God had been his defense, his fortress or place of safety. God was his refuge in times of trouble. David determined to sing of God’s power, His strength and ability. He wanted to sing aloud that others might hear his song. He was planning to sing in the morning at the beginning of the day. David’s song would be of God’s mercy, His gracious concern and compassion. One can trust God each new day. David remembered that God delivered him from trouble in the past. God will do the same for us today as He did for David long ago.

★ UNDERSTAND THE LESSON OBJECTIVE

The Noahic Covenant was God’s promise He would never again send a universal flood to destroy the earth’s ecosystem and all life-forms. God gave the rainbow which comes after a rain as the sign of His covenant. God’s bow was a physical manifestation of His own glory. It is called a bow because it is seen as an arc. Ezekiel saw the glory of God as the aura of a rainbow. John saw God’s bow around His throne in his Revelation vision. The brilliant colors of a rainbow are formed in the sky opposite the sun when the sun’s rays fall on droplets of water. God placed this visual in the sky as a reminder of His promise to Noah, his family and the animals which came with them from the ark. The covenant has remained in effect in every generation since Noah.

★ FOCUS THE BIBLE PRINCIPLE

God gave man permission to kill animals for food, but He forbade man’s killing another man. God gave Noah and his descendants superiority over the beast, fish and birds. They were added to man’s diet with the stipulation that blood was a forbidden food or drink. Capital punishment was included in the covenant with the provision that a murderer was to be executed by the blood avenger. The covenant established human government as the responsible entity to execute capital punishment of murderers—those who willfully killed another person. This provision was included in the covenant to keep order in a sinful world.

★ PARALLEL PASSAGE

“In the Image of God,” Genesis 9:2-6.

Memory Verse: “Whoso sheddeth man’s blood, by man shall his blood be shed,” Genesis 9:6.

This verse teaches the principle of capital punishment levied against the person who kills another person. God put this authority in the power of government to keep individual men from killing one another at will.

Conduct a Drill. Write Genesis 9:6 on a chalkboard or marker board. Have learners read the verse aloud together. Erase a word or phrase and have learners fill in the missing words as they recite the verse. Erase another word or phrase and proceed in the same manner until all the verse is erased and learners recite it by memory.

The Parallel Passage is found on page 3 in the learner’s manual and is dealt with in the teacher’s guide under Final Activity section on page 12. Encourage learners to memorize Genesis 9:6 that they may value human life as God intends.

★ ATTENTION

Arrive early. Cheerfully greet and welcome each learner at the door, calling him by name. Let each one know you are glad that he came today.

❑ Have learners record attendance on page 2 in *Junior Learner's Manual*. Provide markers to mark attendance page. Encourage all to have perfect attendance for the Fall Quarter and follow God's Path of Goodness each week.

- ❑ Direct learners to the learning center. (See Unit 1, page 6.)
- Encourage learners to explore the covenants God made with men from "God's Covenant" poster on the learning center wall or bulletin board.
 - Encourage learners to make a wall mural for the quarter to illustrate God's leading them in His path of goodness during each week.

★ PRAYER

- ❑ Ask for prayer requests.
- ❑ Lead in prayer, or ask for a volunteer, remembering all prayer requests made. Ask God's blessings for learners to know God made a covenant with Noah and understand the certainty of His promise.

★ LESSON SET (5 minutes)

❑ Before class, sign your name on all copies of the agreements. Give each learner a copy of the "Agreement" and a paper clip. Read "Agreement" found in the visuals to the learners. Give time to sign agreements and fasten paper clips to clothes. Be sure to be in your classroom after church services to hand out treats to the ones who keep the agreement. Candy bars could be used as treats, or use whatever you choose.

Ask: Why did you agree to sign the agreement and wear the paper clip? (*To get a treat after church; like to be different; think it would be cool.*)

Ask: Why did you not agree to sign the agreement and wear the paper clip? (*Did not think you were serious; do not want people making fun of me or thinking I am weird.*)

Say: This agreement between you and me is a covenant. My covenant has rules. It is a covenant of works. You must sign it and wear a paper clip on your clothes to enjoy my treats. If I told you that you could come to my classroom to get a treat without doing anything, our agreement would be a covenant without rules. It would be a covenant of grace. You could come and enjoy the treat because I want you to have a treat, not because you have to do any kind of work for it. The covenant God made with Noah was a covenant of grace. He promised He would never again destroy the earth with a worldwide flood. God stated in the covenant that man could use animals for food but was forbidden to take the life of any man.

★ KNOW GOD'S WORD

The Noahic Covenant is unconditional, meaning the covenant is based on God's Word, not on man's obedience. The language of the covenant is "I will do this" as opposed to "If you will do this, then I will do this." God promised He would never again destroy the earth and life-forms with a universal flood. God placed the rainbow in the earth's atmosphere as a sign of the covenant. He promised that, when the rainbow appeared in the sky, He was remembering His covenant. Thus, the rainbow is a



Prayer



Discussion:

Compare your agreement with the covenant God made with Noah.

TIP

Always let the learners answer the questions. Possible answers are given for most questions. They are in italics type throughout the teacher's guide after each Ask Section.

Bible Study



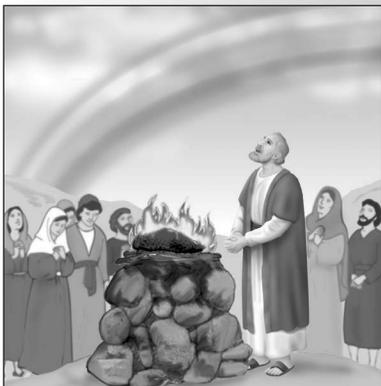
Learner Text:
Genesis 9:1-17



Use all questions in the **Ask** sections to help learners develop correct interpretations of Bible truths. Correct any misconceptions learners may have.

Noahic Covenant

Answer questions.
Share answers.
Lead to Bible Principle conclusion.



symbol of God's mercy. He promised that, as long as the earth remained, seedtime and harvest, cold and heat, summer and winter and day and night would continue. These cycles will be perpetuated until time on earth ends. At that time God will release the sustaining power of the atomic structure of the universe, and it will collapse. He will destroy the earth in a cataclysmic fire. Afterward, He will make a new earth.

For Additional Study: Genesis 8:20-22; Psalm 136:1-26; Lamentations 3:22-27; 2 Peter 3:10; Revelation 21:1.

LEARNER'S MANUAL

Bible Story (10-15 minutes)

"The Rainbow Seals the Covenant," Genesis 9:1-29.

- Read "The Rainbow Seals the Covenant" on page 3 of the *Junior Learner's Manual*.
- Show Noahic Covenant teaching picture found in the *Junior Visuals* while asking the following questions.

Ask: What happened to the people and animals outside the ark during the flood? (*They were drowned; they died.*)

Ask: What happened to Noah, his family and animals inside the ark during the flood? (*They were saved; they were safe; they did not drown.*)

Ask: What promise did God make in the Noahic Covenant that guarantees such a flood will never happen again? (*He said He would not ever again destroy the earth and all life-forms by a flood.*)

Ask: What purpose did the rainbow have? (*It was a sign or symbol to Noah and his descendants of God's promise in the Noahic Covenant; it was a reminder of God's promise.*)

Say: God set His rainbow in the clouds after the rain as a token or sign of the covenant He made with Noah, all animals and all generations of people who have lived after Noah. He promised never again to judge the wickedness of people in the world with a flood. He promised He would never again allow a flood to destroy the earth's plants, animals and people. After the flood, animals became food for mankind.

★ ACTIVITIES

LEARNER'S MANUAL ACTIVITIES (10-15 minutes)

Noahic Covenant (page 4, learner's manual)

- Have learners answer the questions on page 4 in *Junior Learner's Manual*.
- Lead learners to share their answers to the questions.

Ask: What was God's covenant with Noah? (*His agreement with Noah, his descendants and the animals that He would never again judge the world with a worldwide flood. See Genesis 8:18-22.*)

Ask: What was God's covenant with Noah's descendants? (*The same as it was with Noah. See Genesis 9:9-13.*)

Ask: What was God's covenant with all living creatures? (*Genesis 9:10, 11. They would not be destroyed in another flood, but they would be hunted by man for food.*)

□ Lead learners to the Bible Principle conclusion.

Say: It is not wrong to kill animals for food. In other places in the world, some animals are eaten as food that you would not want to eat. It is okay for people to eat monkeys, baboons, bears, moose, camels, reindeer, elephants and lambs. God gave man every moving thing that lives for his food. (Bible Principle→) *God gave man permission to kill animals for food, but man must never kill another man.* God commanded that a person is not to murder another person. People today pay no attention to God's commandments. Many people are murdered daily because of greed, anger, jealousy and hatred. According to God's Word, one who murders another person deliberately deserves to die himself by capital punishment by the authority of government.

Changes God Made (page 5, learner's manual)

□ Divide learners into two groups. (This can also be done individually.) Have group *one* read the verses and then answer the questions about the blood avenger. Have group *two* read the verses and then answer the questions about capital punishment.

□ Lead learners to compare God's rules for punishing murderers and then share their findings. Complete page 5 as the other group gives answers.

Ask: (Then) What rule did God give Noah about punishing the murderer? (*Whoever sheds a man's blood, by mankind shall his blood be shed.*) **(Now)** What is God's rule for punishing murderers today? (*If thou do that which is evil, be afraid; for he [higher powers or government] beareth not the sword in vain.*)

Ask: (Then) What rule did God give Moses about punishing the murderer? (*The person who kills a man shall be put to death.*) **(Now)** What rulers or higher powers bear the sword and execute punishment on murderers today? (*The higher power—government—is "the minister of God, a revenger to execute wrath upon him that doeth evil."*)

Ask: (Then) What rule did God restate to Joshua about punishing the person who killed another person without planning it? (*Whoever killed a person "at unawares might flee thither [to a city of refuge], and not die by the hand of the avenger of blood, until he stood before the congregation."*) **(Now)** What usually happens to murderers today? (*They are imprisoned for life but seldom are executed. God does not approve of it because He required deliberate murderers to be executed.*)

□ Lead learners to the Bible Principle conclusion.

Say: (Bible Principle→) *God gave man permission to kill animals for food, but man must never kill another man.* God made man different from animals. Man is made in God's image after His likeness. God made people intelligent beings. They can think and make choices. Animals have life, but they are not made in God's image. They cannot think and make choices. God made the nature of animals to be different from the nature of men. God holds both man and animals responsible for killing a man or woman. For example, in Old Testament days, both an ox and his owner were stoned (executed) if the ox gored someone in the past and the owner did not keep him up to protect others (Exodus 21:29). Today, government has the authority to execute murderers.

Crossword Puzzle (page 6, learner's manual)

□ Have learners solve the puzzle. Answers are found on page 55 of the learner's manual.

Changes God Made

Read Bible verses.
Compare rules.
Lead to Bible Principle conclusion.

Crossword Puzzle

Solve the puzzle.
Check answers.
Lead to Bible Principle conclusion.

Parallel Passage:
Genesis 9:2-6



Read Parallel Passage.
Write Genesis 9:6
on board.
Recite Genesis 9:6.

Life Application

I will respect other
people's right to life.

Lead learners to Bible Principle conclusion.

Say: God gives us what we need. He gives us unconditional love. He supplies our food. (Bible Principle→) *God gave man permission to kill animals for food, but man must never kill another man.* He wants us to love our fellowman and not kill anyone. God allows governments to punish those who do not obey His principles. Thank God for giving us His covenant. Pray for the leadership of the Holy Spirit to give you the strength to follow the covenant God gave.

FINAL ACTIVITY (5 minutes)

Read the Parallel Passage, "In the Image of God," Genesis 9:2-6.

Have a learner write Genesis 9:6, on a marker board or chalkboard. Show "Scroll" from *Junior Visuals*.

Ask: Why did God say He required the murderer to die? (*Because He made man in His image; because human life is sacred.*)

Ask: To whom does God give the responsibility to take the life of a murderer today? (*He gave government the responsibility to execute murderers.*)

Say: Government is an organization made up of elected officials that represent all the people. The elected officials write laws and agree by vote to put the laws into operation in a community. God intended for murderers to be executed because they are guilty of disregarding the value of the life He made in His image. When God's instructions are not carried out, lawlessness develops. People continue to kill other people.

Recite Genesis 9:6.

★ LIFE APPLICATION

Say: God used the flood to destroy mankind with the exception of Noah and his family. This was caused by mankind turning from God. God respects life and desires us to do the same. As you read the Daily Bible Readings this week, remember life was given to you because of His love. If you have not accepted Christ as your Savior, do it now—Admit, Believe and Confess. Live for Christ each day to show others what Christ will do for them.

ABC'S of Salvation



Admit you are a sinner.



Believe Jesus is the Son of God.



Confess Jesus as your Savior.