

**Teaching Resource Items**  
**for**  
***Galatians and 1 & 2 Thessalonians:***  
***Building On a Solid Foundation***

These items are selected from “Teaching Plans” in  
*Galatians and 1 & 2 Thessalonians—*  
*Adult Bible Teaching Guide.*

They are provided to make lesson preparation easier and faster  
for handouts and similar items.

(Every lesson’s “Teaching Plans” does not include items that lend themselves to  
handouts, and so an item is not provided for every lesson.)

See  
*Galatians and 1 & 2 Thessalonians—Adult Bible Teaching Guide*  
for ideas for using these items.

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## **Teaching Resource Items**

1. For Lesson Three, Teaching Plan—Lecture and Questions, Step 6, Case Studies
2. For Lesson Four, Teaching Plan—Lecture and Questions, Step 4, Case Studies
3. For Lesson Six, Teaching Plan—Varied Learning Activities, Step 1, Story
4. For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 3, Group Assignments
5. For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 5, Group Assignments
6. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 1, Anagram
7. For Lesson Ten, Teaching Plan— Varied Learning Activities, Step 2, Group Assignments
8. For Lesson Eleven, Teaching Plan—Varied Learning Activities, Step 6, Checklist
9. For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 6, Group Assignments
10. For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 5, Group Assignments

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(1) When talking to a person in your church, the subject of poverty comes up. After talking for several minutes you get the feeling that this person has a negative view of poor people. He makes comments such as these: *As a general rule, poor people are lazy. God helps those who help themselves. We were poor growing up, and we didn't take handouts from anyone.* Based on the teachings in the gospels and the letters of Paul, such as Galatians, how do you respond to this kind of attitude?

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(2) A person calls you and asks whether you can help out by buying some groceries for him and his family. You are delighted to help. A couple of weeks later you receive the same call from the same person. Again, you provide assistance. Two months later you are still regularly getting calls from this same man wanting help with everything from groceries to gasoline to medical expenses. How should Christians handle these kinds of situations?

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(3) A foreign exchange student was staying with an American family for the spring semester. On Sunday the family took their guest to church and introduced him to the pastor and staff and the rest of the congregation. While the pastor and host family were giving the exchange student a tour of the church, they entered into the new Family Life Center that had been finished just the week before.

On entering the facility the pastor proudly stated, "And this is our newest addition to the church." The exchange student looked all around the building, not with enthusiasm, but with a look of confusion. "Well, what do you think?" the pastor finally asked.

"Why didn't you give the money that it took to build all this to the poor?" the exchange student asked with a tone of disbelief. The pastor and family were silent and looked sheepishly at the ground. How would you have responded to this question?

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**Item One, For Lesson Three, Teaching Plan—Lecture and Questions, Step 6,  
Case Studies**

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(1) A family whose race is not well-represented at a particular church attends one of their worship services. They are greeted at the door, although not warmly, and given a worship bulletin. However, this greeting is the only words spoken to them. Much of the congregation notices the family but only nods at them in passing.

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(2) Two recently divorced women attend an adult Sunday School class at a church. The divorce of one of the women was particularly nasty and public. Therefore, most of the class members know about these women's recent history. The women are barely greeted as they enter the class and are not recognized throughout the entire class meeting.

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**Item Two, For Lesson Four, Teaching Plan—Lecture and Questions, Step 4,  
Case Studies**

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Imagine you have been in prison for a long time. A really long time. This is not totally your fault. Sure, you were at the wrong place at the wrong time. But you were not the one who pulled the trigger. However, you are still paying your debt like the others involved in what happened now almost thirteen years ago.

Prison is no walk in the park. Yes, you get three meals a day. But you have not seen most of your family in years. You feel so isolated from the world. Plus, you know that life will be very difficult once you get out—whenever that is.

You do not know for sure when you will get out. But your lawyers tell you it will probably still be a while. You are thinking about this one sunny afternoon out in the courtyard when some officials come up to greet you. They tell you there's been a change. The parole board has agreed to hear your case again. So you better get ready; and be sharp this time.

The next day, the parole board brings you back in. You sit in front of the three of them, the same three you saw yesterday and two years ago. This time, though, it's different. You're informed that as of next month, you are free.

**Item Three, For Lesson Six, Teaching Plan—Varied Learning Activities, Step 1,  
Story**

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“Share the Burdens” (Galatians 6.1-5)

- a. Why did Paul think sharing “burdens” within a Christian community was important?
  - b. Looking at our own congregation, how do you see burdens being shared?
  - c. Can a congregation truly be healthy without sharing burdens? Is our congregation healthy? If not, what would you suggest we do to make it healthy?
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“Carry Your Load While You Share the Burdens” (Galatians 6.5)

- a. Why did Paul think carrying our own “load” while sharing the burdens within a Christian community was important?
  - b. Looking at our own congregation, how do you see this instruction being fulfilled?
  - c. Can a congregation truly be healthy without fulfilling this instruction? Is our congregation healthy? If not, what would you suggest we do to make it healthy?
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“Share the Resources” (Galatians 6:6)

- a. Why did Paul think sharing financial resources to support people who served the Christian community was important?
  - b. Looking at our own congregation, how do you see this instruction being fulfilled?
  - c. Can a congregation truly be healthy without sharing in this manner? Is our congregation healthy? If not, what would you suggest we do to make it healthy?
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“Share the Harvest” (Galatians 6:7-10)

- a. Why did Paul think working together within a Christian community to share the harvest was important?
  - b. Looking at our own congregation, how do you see our sharing in “the harvest”?
  - c. Can a congregation truly be healthy without sharing in “the harvest”? Is our congregation healthy? If not, what would you suggest we do to make it healthy?
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“Share the Gospel” (Galatians 6:14-16).

- a. Why did Paul think emphasizing the gospel within a Christian community was important?
  - b. Looking at our own congregation, to what extent is the gospel our emphasis?
  - c. Can a congregation truly be healthy without emphasizing the gospel? Is our congregation healthy? If not, what would you suggest we do to make it healthy?
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**Item Four, For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 3,  
Group Assignments**

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### **Group One Assignment: Traditional Daily Newspaper**

Prepare a news account of the establishment and growth of the church based on 1 Thessalonians 1:4-10. Cover as much information as possible that is included in the biblical text. Write it in traditional daily newspaper style.

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### **Group Two Assignment: Traditional Television News Report**

Prepare a news account of the establishment and growth of the church based on 1 Thessalonians 1:4-10. Cover as much information as possible that is included in the biblical text. Write it for a traditional television news report (providing just the facts, for example).

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### **Group Three Assignment: Edgy Television News Show or Web Site**

Prepare a news account of the establishment and growth of the church based on 1 Thessalonians 1:4-10. Cover as much information as possible that is included in the biblical text. Write it for an edgy television news show or web site (presenting the information in an excited manner, for example).

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**Item Five, For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 5,  
Group Assignments**

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1. GYEINTRIT

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2. SLESEGTNEN

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3. IOVLGN NENCROC

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4. RHDA KRWO

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5. STERSIPNET SHENFLAFTHIS

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6. GRNESNPIODN OT LPEIAHDSER

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**Item Six, For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 1,  
Anagram**

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**Group Assignment: Integrity (1 Thessalonians 2:2-6)**

Develop a working definition of the assigned item in the anagram, based on clues from the Scripture text and the corresponding section in the *Study Guide*. Be prepared to write the definition on a poster or board for display and then read and explain it as needed. In addition, plan to read your assigned Scripture passage as part of your report.

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**Group Assignment: Gentleness (1 Thessalonians 2:6-7)**

Develop a working definition of the assigned item in the anagram, based on clues from the Scripture text and the corresponding section in the *Study Guide*. Be prepared to write the definition on a poster or board for display and then read and explain it as needed. In addition, plan to read your assigned Scripture passage as part of your report.

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**Group Assignment: Loving Concern (1 Thessalonians 2:8)**

Develop a working definition of the assigned item in the anagram, based on clues from the Scripture text and the corresponding section in the *Study Guide*. Be prepared to write the definition on a poster or board for display and then read and explain it as needed. In addition, plan to read your assigned Scripture passage as part of your report.

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**Group Assignment: Hard Work (1 Thessalonians 2:9)**

Develop a working definition of the assigned item in the anagram, based on clues from the Scripture text and the corresponding section in the *Study Guide*. Be prepared to write the definition on a poster or board for display and then read and explain it as needed. In addition, plan to read your assigned Scripture passage as part of your report.

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**Group Assignment: Persistent Faithfulness (1 Thessalonians 2:10-12)**

Develop a working definition of the assigned item in the anagram, based on clues from the Scripture text and the corresponding section in the *Study Guide*. Be prepared to write the definition on a poster or board for display and then read and explain it as needed. In addition, plan to read your assigned Scripture passage as part of your report.

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**Group Assignment: Responding to Leadership (1 Thessalonians 5:12-13)**

Develop a working definition of the assigned item in the anagram, based on clues from the Scripture text and the corresponding section in the *Study Guide*. Be prepared to write the definition on a poster or board for display and then read and explain it as needed. In addition, plan to read your assigned Scripture passage as part of your report.

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**Item Seven, For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 2,  
Group Assignments**

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## Checklist (1 Thessalonians 5:14-22, NIV)

- Warn those who are idle.
- Encourage the timid.
- Help the weak.
- Be patient with everyone.
- Make sure that nobody pays back wrong for wrong.
- Always try to be kind to each other and to everyone else.
- Be joyful always.
- Pray continually.
- Give thanks in all circumstances.
- Do not put out the Spirit's fire.
- Do not treat prophecies with contempt.
- Test everything.
- Hold on to the good.
- Avoid every kind of evil.

**Item Eight, For Lesson Eleven, Teaching Plan—Varied Learning Activities, Step 6,  
Checklist**

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Shawn, a young adult friend, has recently accepted Christ as Lord and Savior. Shawn's cousin in another state died recently. Although they were not close, Shawn is troubled about what has happened to this cousin and unsure about what will happen when he himself dies.

- Using this lesson's Scripture passage, what words of comfort could you offer Shawn about the cousin's death?
- What would you say if the cousin were not a Christian believer?
- What would you advise Shawn to do in preparation for the Second Coming or his own death?
- What does the hope Christ offers mean for your life now and as you consider eternity?

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- What would you say if the cousin were not a Christian believer?
- What would you advise Shawn to do in preparation for the Second Coming or his own death?
- What does the hope Christ offers mean for your life now and as you consider eternity?

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**Item Nine, For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 6,  
Group Assignments**

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**Questions to answer:**

- (1) What are at least three important actions Paul wanted the church at Thessalonica to take according to 2 Thessalonians 3:1-16?
  - (2) How would the assigned people group evaluate your church in terms of these actions?
  - (3) What are some things your church could begin to do to incorporate these actions into its life?
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**Item Ten, For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 5,  
Group Assignments**

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