

Teaching Resource Items
for
Psalms and Proverbs: Songs and Sayings of Faith

These items are selected from “Teaching Plans” in
Psalms and Proverbs: Songs and Sayings of Faith—Adult Bible Teaching Guide.
They are provided to make lesson preparation easier and faster for handouts and
similar items. Instructions for use are found in
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Teaching Resource Items

1. For Lesson One, Teaching Plan—Varied Learning Activities, Step 2, True Happiness Is . . .
2. For Lesson One, Teaching Plan—Varied Learning Activities, Step 3, Group Assignments
3. For Lesson Two, Teaching Plan—Varied Learning Activities, Step 4, Group Assignments
4. For Lesson Three, Teaching Plan—Varied Learning Activities, Step 4, “Shepherd” Script
5. For Lesson Three, Teaching Plan—Lecture and Questions, Step 9, God’s Care for Me
6. For Lesson Four, Teaching Plan—Varied Learning Activities, Step 4, A Psalm of Lament
7. For Lesson Six, Teaching Plan—Varied Learning Activities, Step 8, My Recipe for Genuine Worship
8. For Lesson Seven, Teaching Plan—Lecture and Questions, Step 3, Psalm 90 Listening Guide
9. For Lesson Eight, Teaching Plan—Varied Learning Activities, Steps 1 and 9, Psalm 136
10. For Lesson Eight, Teaching Plan—Lecture and Questions, Steps 3-5, A Doxology to God
11. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 7, Assignment on Proverbs 1:7
12. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 10, Group Assignments on Proverbs 3
13. For Lesson Ten, Teaching Plan—Lecture and Questions, Step 1, Proverbs—Secular or Biblical?
14. For Lesson Eleven, Teaching Plan—Varied Learning Activities, Step 4, Proverbs 11 Worksheet
15. For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 4, Group Assignments
16. For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 2, Matching
17. For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 4, Assignments
18. For Lesson Thirteen, Teaching Plan—Lecture and Questions, Step 4, Scripture References

True happiness is . . .

**Item 1, For Lesson One, Teaching Plan—Varied Learning Activities, Step 2,
True Happiness Is . . .**

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Group Assignment: “wicked”

(a) Study how the assigned word is used in Psalm 1:1 (NIV).

(b) Develop an explanation of the meaning of the word by using the information in the Study Guide and also using different Bible translations.

(c) Identify contemporary examples and illustrations of the assigned word. (The goal is to give examples of places and activities people need to stay away from in order to live a life described in this psalm.)

Group Assignment: “sinners”

(a) Study how the assigned word is used in Psalm 1:1 (NIV).

(b) Develop an explanation of the meaning of the word by using the information in the Study Guide and also using different Bible translations.

(c) Identify contemporary examples and illustrations of the assigned word. (The goal is to give examples of places and activities people need to stay away from in order to live a life described in this psalm.)

Group Assignment: “mockers”

(a) Study how the assigned word is used in Psalm 1:1 (NIV).

(b) Develop an explanation of the meaning of the word by using the information in the Study Guide and also using different Bible translations.

(c) Identify contemporary examples and illustrations of the assigned word. (The goal is to give examples of places and activities people need to stay away from in order to live a life described in this psalm.)

**Item 2, For Lesson One, Teaching Plan—Varied Learning Activities, Step 4,
Group Assignments**

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Assignment

Read Psalm 3:1-8.

- (a) List the ways David said God was providing for him.

 - (b) Identify what David wanted God to do for him.

 - (c) Describe ways this psalm reminds you of your own experiences.
-

Assignment

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Assignment

Read Psalm 3:1-8.

- (a) List the ways David said God was providing for him.

 - (b) Identify what David wanted God to do for him.

 - (c) Describe ways this psalm reminds you of your own experiences.
-

**Item 3, For Lesson Two, Teaching Plan—Varied Learning Activities, Step 3,
Group Assignments**

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“Shepherd” Script

(The “shepherd” enters the room as if looking for a lost sheep. The person notices the class members, and the dialogue that follows begins.)

Shepherd: Excuse me, I didn’t mean to interrupt your class, but I am looking for a lost sheep.

Teacher: We are studying Psalm 23, which describes a great shepherd.

Shepherd: I know it well.

Teacher: Please tell the class about the psalm.

Shepherd: (The shepherd quotes Psalm 23.)

Teacher: Will you please help us understand the heart of a shepherd?

Shepherd: (Talk about Psalm 23 from a shepherd’s point of view. Talk about places you took the sheep and the different ways you took care of them, according to verses 1-4.)

Teacher: (to the class) Would you like to ask the “shepherd” questions about the psalm?

Class: (The class asks questions about Psalm 23.)

Shepherd: Even though I am a shepherd, the greatest shepherd of all is God. He takes care of us at all times no matter what the circumstances of life. (Then refer to the ideas in verses 5-6. After your comments, pretend to hear one of your sheep. Begin to leave to take care of this sheep. Then turn around to the class.)

Shepherd: You know, that is the way God is. God knows the cry of his sheep and whether they are in trouble or not. You always know that God cares for you.

Shepherd: (Turning to leave) I am coming. I care for you.

Item 4, For Lesson Three, Teaching Plan—Varied Learning Activities, Step 4, “Shepherd” Script

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God's Care for Me

**Item 5, For Lesson Three, Teaching Plan—Lecture and Questions, Step 9,
God's Care for Me**

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A Psalm of Lament

Salutation or address to God

Complaint(s)

Confession(s)

Trust

Petition(s)

Some assurance that God will hear your words

A concluding promise to trust or call on God

**Item 6, For Lesson Four, Teaching Plan—Varied Learning Activities, Step 4,
A Psalm of Lament**

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My Recipe for Genuine Worship

- Prepare: Two actions I will do to prepare for worship before leaving my home for worship next week are. . .
 - Mix: I will find strength, joy, encouragement as I worship with fellow believers by. . .
 - Cook: I will commit my total self to God during worship by. . .
 - Serve: I will honor God through service by. . .
-

My Recipe for Genuine Worship

- Prepare: Two actions I will do to prepare for worship before leaving my home for worship next week are. . .
 - Mix: I will find strength, joy, encouragement as I worship with fellow believers by. . .
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-

Item 7, For Lesson Six, Teaching Plan—Varied Learning Activities, Step 8, My Recipe for Genuine Worship

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Psalm 90

Words, concepts, or ideas that represent who God is and what God does

Words, concepts, or ideas that represent who human beings are and what they do

**Item 8, For Lesson Seven, Teaching Plan—Lecture and Questions, Step 3,
Psalm 90 Listening Guide**

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Psalm 136 (NIV)

- ¹ Give thanks to the LORD, for he is good.
His love endures forever.
- ² Give thanks to the God of gods.
His love endures forever.
- ³ Give thanks to the Lord of lords:
His love endures forever.
- ⁴ to him who alone does great wonders,
His love endures forever.
- ⁵ who by his understanding made the heavens,
His love endures forever.
- ⁶ who spread out the earth upon the waters,
His love endures forever.
- ⁷ who made the great lights—
His love endures forever.
- ⁸ the sun to govern the day,
His love endures forever.
- ⁹ the moon and stars to govern the night;
His love endures forever.
- ¹⁰ to him who struck down the firstborn of Egypt
His love endures forever.
- ¹¹ and brought Israel out from among them
His love endures forever.
- ¹² with a mighty hand and outstretched arm;
His love endures forever.
- ¹³ to him who divided the Red Sea asunder
His love endures forever.
- ¹⁴ and brought Israel through the midst of it,
His love endures forever.
- ¹⁵ but swept Pharaoh and his army into the Red Sea;
His love endures forever.

Continued

**Item 9, For Lesson Eight, Teaching Plan—Varied Learning Activities, Steps 1 and 9,
Psalm 136**

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16 to him who led his people through the desert,
His love endures forever.

17 who struck down great kings,
His love endures forever.

18 and killed mighty kings—
His love endures forever.

19 Sihon king of the Amorites
His love endures forever.

20 and Og king of Bashan—
His love endures forever.

21 and gave their land as an inheritance,
His love endures forever.

22 an inheritance to his servant Israel;
His love endures forever.

23 to the One who remembered us in our low estate
His love endures forever.

24 and freed us from our enemies,
His love endures forever.

25 and who gives food to every creature.
His love endures forever.

26 Give thanks to the God of heaven.
His love endures forever.

**Item 9, For Lesson Eight, Teaching Plan—Varied Learning Activities, Steps 1 and 9,
Psalm 136 Continued**

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A Doxology to God

The Invitation to Praise God (Psalms 100:1-4; 103:1-2)

A personal invitation to others to praise God with me

The Explanation of God's Goodness (100:5; 103:3-19)

Five things God has done for me personally for which I can praise God:

(1)

(2)

(3)

(4)

(5)

The Affirmation of God's Creation (103:20-22)

A personal invitation to people to praise God

**Item 10, For Lesson Eight, Teaching Plan—Lecture and Questions, Steps 3-5,
A Doxology to God**

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Assignment on Proverbs 1:7

- a. Suggest words that describe “the fear of the LORD” (Proverbs 1:7).
 - b. Give one example from Scripture of how individuals expressed a healthy fear of the Lord.
 - c. State whether you think most Christians exhibit a healthy fear of the Lord and why you think this.
-

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 - b. Give one example from Scripture of how individuals expressed a healthy fear of the Lord.
 - c. State whether you think most Christians exhibit a healthy fear of the Lord and why you think this.
-

**Item 11, For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 7,
Assignment on Proverbs 1:7**

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Assignment: Proverbs 3:1-4

- a. Read the assigned Scripture passage and consult the *Study Guide* section that deals with it.
 - b. Identify and suggest an explanation of the ideas that stand out to you.
 - c. Suggest how these ideas come true in life.
 - d. Suggest at least one practical application.
-

Assignment: Proverbs 3:5-8

- a. Read the assigned Scripture passage and consult the *Study Guide* section that deals with it.
 - b. Identify and suggest an explanation of the ideas that stand out to you.
 - c. Suggest how these ideas come true in life.
 - d. Suggest at least one practical application.
-

Assignment: Proverbs 3:9-12

- a. Read the assigned Scripture passage and consult the *Study Guide* section that deals with it.
 - b. Identify and suggest an explanation of the ideas that stand out to you.
 - c. Suggest how these ideas come true in life.
 - d. Suggest at least one practical application.
-

Assignment: Proverbs 3:13-20

- a. Read the assigned Scripture passage and consult the *Study Guide* section that deals with it.
 - b. Identify and suggest an explanation of the ideas that stand out to you.
 - c. Suggest how these ideas come true in life.
 - d. Suggest at least one practical application.
-

**Item 12, For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 10,
Group Assignments on Proverbs 3**

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Proverbs—Secular or Biblical?

Circle *Secular* or *Biblical* for the source of the proverb.

- | | | |
|---|----------------|-----------------|
| 1. Haste makes waste. | <i>Secular</i> | <i>Biblical</i> |
| 2. He who holds his tongue is wise. | <i>Secular</i> | <i>Biblical</i> |
| 3. The early bird gets the worm. | <i>Secular</i> | <i>Biblical</i> |
| 4. Lazy hands make a man poor. | <i>Secular</i> | <i>Biblical</i> |
| 5. Do not wear yourself out to get rich. | <i>Secular</i> | <i>Biblical</i> |
| 6. A stitch in time saves nine. | <i>Secular</i> | <i>Biblical</i> |
| 7. A quick-tempered man does foolish things. | <i>Secular</i> | <i>Biblical</i> |
| 8. Waste not; want not. | <i>Secular</i> | <i>Biblical</i> |
| 9. A penny saved is a penny earned. | <i>Secular</i> | <i>Biblical</i> |
| 10. Speak up for those who cannot speak for themselves. | <i>Secular</i> | <i>Biblical</i> |
-

Proverbs—Secular or Biblical?

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| 4. Lazy hands make a man poor. | <i>Secular</i> | <i>Biblical</i> |
| 5. Do not wear yourself out to get rich. | <i>Secular</i> | <i>Biblical</i> |
| 6. A stitch in time saves nine. | <i>Secular</i> | <i>Biblical</i> |
| 7. A quick-tempered man does foolish things. | <i>Secular</i> | <i>Biblical</i> |
| 8. Waste not; want not. | <i>Secular</i> | <i>Biblical</i> |
| 9. A penny saved is a penny earned. | <i>Secular</i> | <i>Biblical</i> |
| 10. Speak up for those who cannot speak for themselves. | <i>Secular</i> | <i>Biblical</i> |
-

**Item 13, For Lesson Ten, Teaching Plan—Lecture and Questions, Step 1,
Proverbs—Secular or Biblical?**

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Proverbs 11

Prov. 11	Characteristics of Righteous	Consequences	Characteristics of Unrighteous	Consequences
1				
2				
3				
4				
5-6				
7				
8				
9				
10-11				
17	Kindness	Benefits self	Cruelty	Trouble on self
18				
19				
20				
21				
23				
24				
25				
28				

Develop a “proverb” that summarizes these proverbs on the actions, attitudes, and results of right living:

**Item 14, For Lesson Eleven, Teaching Plan—Varied Learning Activities, Step 4,
Proverbs 11 Worksheet**

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Group Assignments

a. Respecting others (Proverbs 22:22-23; 23:10-11)

- (1) What instructions are given about how to treat the poor?
 - (2) When have you struggled with helping the poor when you were financially able to do so?
 - (3) What is involved in deciding how to treat the poor?
 - (4) How does God respond to mistreatment of the poor?
 - (5) What is one implication of these verses for life today?
 - (6) What modern parable illustrates the meaning of these verses?
-

b. Dangerous associations (Proverbs 22:24-25)

- (1) What sort of people does 22:24-25 warn against associating with?
 - (2) Why?
 - (3) How can we avoid getting entangled with angry people?
 - (4) How can we deal with our own anger in the most positive way?
 - (5) How can a wise, righteous person minister to a habitually sinful person and not get caught up in the sin?
 - (6) What is one implication of these verses for life today?
 - (7) What modern parable illustrates the meaning of these verses?
-

c. Associating with drunkards and gluttons (Proverbs 23:19-21)

- (1) What sort of people does 23:19-21 warn against associating with?
 - (2) Why?
 - (3) How has gluttony affected our society?
 - (4) How does gluttony compare to alcoholism, drug abuse, or other such behaviors?
 - (5) How can a wise, righteous person minister to a habitually sinful person and not be caught up in the sin?
 - (6) What is one implication of these verses for life today?
 - (7) What modern parable illustrates the meaning of these verses?
-

(Group assignments continued)

Item 15, For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 4, Group Assignments

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d. Honoring parents (Proverbs 23:22-25)

- (1) How does a wise adult respond to his or her parents?
 - (2) How does one get wisdom and understanding? What part does discipline play in this?
 - (3) What gives a parent joy and delight?
 - (4) What is one implication of these verses for life today?
 - (5) What modern parable illustrates the meaning of these verses?
-

e. Sexual purity (Proverbs 23:26-28)

- (1) When does sex become sin?
 - (2) What do the images for sexual wrongdoing in this passage suggest?
 - (3) What temptations for sexual sin are prevalent today?
 - (4) What is one implication of these verses for life today?
 - (5) What modern parable illustrates the meaning of these verses?
-

f. Difficult Times (24:10-12)

- (1) When we see people in peril, what is our responsibility?
 - (2) What do our fears, prejudices, excuses, or ignorance have to do with helping those in physical peril?
 - (3) What are the consequences of a failure to act in behalf of a person in physical peril?
 - (4) What is one implication of these verses for life today?
 - (5) What modern parable illustrates the meaning of these verses?
-

**Item 15, For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 4,
Group Assignments *Continued***

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Matching

Match the references with the headings:

- | | |
|--|-------------|
| <input type="checkbox"/> The Value of Wise Words | a. 25:11-12 |
| <input type="checkbox"/> Influencing Those in Authority | b. 25:13-14 |
| <input type="checkbox"/> Reliable and Unreliable People | c. 25:15 |
| <input type="checkbox"/> Conversation Pitfalls | d. 25:16-17 |
| <input type="checkbox"/> Conduct Toward Enemies | e. 25:18-19 |
| <input type="checkbox"/> Moderation Is Best | f. 25:20 |
| <input type="checkbox"/> Insensitivity to Others | g. 25:21-23 |
| <input type="checkbox"/> Warning About Unfaithful People | h. 26:18-28 |

Matching

Match the references with the headings:

- | | |
|--|-------------|
| <input type="checkbox"/> The Value of Wise Words | a. 25:11-12 |
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| <input type="checkbox"/> Conversation Pitfalls | d. 25:16-17 |
| <input type="checkbox"/> Conduct Toward Enemies | e. 25:18-19 |
| <input type="checkbox"/> Moderation Is Best | f. 25:20 |
| <input type="checkbox"/> Insensitivity to Others | g. 25:21-23 |
| <input type="checkbox"/> Warning About Unfaithful People | h. 26:18-28 |

Matching

Match the references with the headings:

- | | |
|--|-------------|
| <input type="checkbox"/> The Value of Wise Words | a. 25:11-12 |
| <input type="checkbox"/> Influencing Those in Authority | b. 25:13-14 |
| <input type="checkbox"/> Reliable and Unreliable People | c. 25:15 |
| <input type="checkbox"/> Conversation Pitfalls | d. 25:16-17 |
| <input type="checkbox"/> Conduct Toward Enemies | e. 25:18-19 |
| <input type="checkbox"/> Moderation Is Best | f. 25:20 |
| <input type="checkbox"/> Insensitivity to Others | g. 25:21-23 |
| <input type="checkbox"/> Warning About Unfaithful People | h. 26:18-28 |

Item 16, For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 2, Matching

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The Value of Wise Words (Proverbs 25:11-12)

1. Suggest an illustration about developing and maintaining human relationships you would use to explain the proverbs.
 2. Develop one question you would ask the writer of Proverbs about your assigned proverbs.
-

Reliable and Unreliable People (25:13-14)

1. Suggest an illustration about developing and maintaining human relationships you would use to explain the proverbs.
 2. Develop one question you would ask the writer of Proverbs about your assigned proverbs.
-

Influencing Those in Authority (25:15)

1. Suggest an illustration about developing and maintaining human relationships you would use to explain the proverbs.
 2. Develop one question you would ask the writer of Proverbs about your assigned proverbs.
-

Moderation Is Best (25:16-17)

1. Suggest an illustration about developing and maintaining human relationships you would use to explain the proverbs.
 2. Develop one question you would ask the writer of Proverbs about your assigned proverbs.
-

(Assignments continued)

Item 17, For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 4, Assignments

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Warning About Unfaithful People (25:18-19)

1. Suggest an illustration about developing and maintaining human relationships you would use to explain the proverbs.
 2. Develop one question you would ask the writer of Proverbs about your assigned proverbs.
-

Insensitivity to Others (25:20)

1. Suggest an illustration about developing and maintaining human relationships you would use to explain the proverbs.
 2. Develop one question you would ask the writer of Proverbs about your assigned proverbs.
-

Conduct Toward Enemies (25:21-23)

1. Suggest an illustration about developing and maintaining human relationships you would use to explain the proverbs.
 2. Develop one question you would ask the writer of Proverbs about your assigned proverbs.
-

Conversation Pitfalls (26:18-28)

1. Suggest an illustration about developing and maintaining human relationships you would use to explain the proverbs.
 2. Develop one question you would ask the writer of Proverbs about your assigned proverbs.
-

***Item 17, For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 4,
Assignments Continued***

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Proverbs 25: 11-12. The Value of Wise Words

Proverbs 25:13-14. Reliable and Unreliable People

Proverbs 25:15. Influencing Those in Authority

Proverbs 25:16-17. Moderation Is Best

Proverbs 25:18-19. Warning About Unfaithful People

Proverbs 25:20. Insensitivity to Others

Proverbs 25:21-23. Conduct Toward Enemies

Proverbs 26:18-28. Conversation Pitfalls

**Item 18, For Lesson Thirteen, Teaching Plan—Lecture and Questions, Step 4,
Scripture References**

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