

Teaching Guide



ADULT BIBLE STUDY IN BASIC ENGLISH

AMOS, HOSEA, MICAH

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BAPTISTWAY

Dallas, Texas

ADULT BIBLE STUDY IN BASIC ENGLISH TEACHING GUIDE AMOS, HOSEA, MICAH

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Adult Bible Study in Basic English—Teaching Guide

AMOS, HOSEA, MICAH

Introduction for Teachers

The purpose of this teaching guide is to provide teachers with a plan for teaching a quality Bible lesson while helping participants improve their English language skills. Use of this material is suggested for International Sunday School classes or any Bible study group taught at a Basic English level.

The teaching guide begins with listings of the Lesson Focus, Focal/Background Text, and Memory Verse, all of which provide the premise for the lesson. This information is followed by a teaching plan under headings of Connect with Life, Guide the Study, and Encourage Application. At the end of each lesson, Supplemental Teaching Ideas are provided under those same headings. As the teacher, you may pick and choose from these helps to use along with the student's Study Guide to fit the lesson to your class members' abilities and needs.

The Bible text printed in the lesson material is from the NEW LIFE Version of the Bible (NLV), an inexpensive translation (not a paraphrase) which uses only an 850-word vocabulary. The NLV is available from Christian Literature International, P. O. Box 777, Canby, Oregon 97013; e-mail christian@canby.com; telephone (orders only) 1-800-324-9734.

The NLV Bible often uses simplified phrases to express terms generally familiar to anyone raised in a Christian environment. In the Teaching Guide, these terms will usually be expressed using the NLV terminology, followed by the more common term in parentheses; for example, "proud religious law-keeper (Pharisee)" or "early preacher (prophet)." The teacher has the option of using the NLV term for new Christians or beginning students, or the common term where it will be better understood and less cumbersome in teaching. Once a word or phrase has been introduced in the Word List or teaching procedures, however, the familiar expression may be used to help students add it to their vocabulary.

Prayer is sometimes specifically suggested in the teaching procedures. It should be an integral part of your lesson plan. Use your own judgment as to where it best fits into the teaching session.

The writers and editors wish you success and give you prayerful support in your teaching of this Adult Bible Study in Basic English.

Bible Study in Basic English is published by the Baptist General Convention of Texas and follows the same curriculum plan as the Bible Study for Texas materials, but has no Texas emphasis. Teachers may wish to purchase Bible Study for Texas lesson comments and teaching guides (\$1.95 each per quarter) as additional resources. These may be ordered through your church or directly from the Sunday School/Discipleship Division, Baptist General Convention of Texas, 333 North Washington, Dallas, TX 75246-1798, e-mail baptistway@bgct.org; FAX 214-828-5187; or toll-free telephone 1-800-355-5285.

About the writer

Phyllis Merritt is Missionary-in-Residence at Baylor University, working with international students and missionary kids. She and her husband, Jack, served as home missionaries for thirty-two years, first in New York City and later in New Mexico. They have two sons, Greg and Travis.

Teaching Guide

Unit 1 AMOS: THE GOD WHO WILL BE HEARD Lesson 1 A MESSAGE FOR YOU



Lesson Focus

Students will look at their own sins and not be concerned with the sins of others.

Focal Text

Amos 2:4-16

Memory Verse

“...I will not hold back punishment. They turned away from the Law of the Lord...”
—Amos 2:4

Connect with Life

1. Write these letters for the class to see: A.A.C.T. Ask: *What words about prayer can you think of that start with each of these letters?* (Adore, Ask, Confess, [give] Thanks) Ask: *What are the easiest prayers to pray? What are the hardest?* Say: *The easiest may be asking, giving thanks or adoring. The hardest of these may be confession. We do not like to say things that are wrong about us.*

2. Place a large map of the world on the wall or copy a world map on an overhead cell. With a marker, circle these countries: Colombia, Iraq, North Korea. Ask for names of other countries with which America has had problems. Name some problems (Colombia: drugs; Iraq and North Korea: bombs which can kill many, etc.) Then ask: *Does the US have any problems?* The answer is yes. Allow time for discussion.

3. Read the Lesson Focus again. Say: *Amos showed how easy it is to look at the problems of other people and not look at our own. In the lesson today we will learn to look at our own sin.*

Guide the Study

4. Ask someone to Read Amos 1:1; 7:14. Ask: *What can we learn about Amos?* Point out that Amos was not a member of any paid religious group. He was a shepherd of Tekoa. He took care of fig trees. But the important part is that he was called by God to speak for God to Israel.

5. Describe what Israel was like at the time of Amos. This was a time when Israel had more riches than at any other time.

6. Ask the class to look at names of the towns in Amos 1. Point out each of the areas on a map. Show how Amos began speaking against Israel's neighbors, then came closer when he talked about Israel's cousin, Judah. Then finally he began to talk about Israel.

7. To demonstrate what Amos did, make large cards with the names of the nations written on them. Give the cards to class members. Place the person with Israel in the middle and ask those with the other names to stand around Israel. Read as though Amos is speaking to each country (Amos 1:3-2:5). Explain that when a country is being spoken to, the person with that card may look angry or sad. The others may show surprise or look disinterested. Israel will look with pride and appear to be happy when the others are read. When it comes time to read Amos 2:6-16, point a finger at Israel and Israel will look confused and surprised.

8. Have everyone sit down and ask: *What did God tell Israel?* (Amos 2:6-8)

9. Read Amos 2:9-12. Make a list of what God had done for Israel.

Encourage Application

10. Look again at the A.A.C.T. poster. Ask the class to praise God for His goodness, to thank Him

for what He has done for our nation, to ask Him to bless and to protect America. Show a “God Bless America” bumper sticker or sign. Then write this on the board: *America: Bless God*. Discuss the difference in the two sentences.

11. Ask: *Do we have anything to confess as a nation? Is it wrong for us to look at what is wrong with other countries and not confess what is wrong with this country?*

12. Discuss “Things to Think About” from the student book.

13. Close by quoting the memory verse.

14. Challenge members to confess their sins when they pray and to be careful not to judge others this week.

Supplemental Teaching Ideas **Connect with Life**

1. Place a map on the wall. Write these words on a poster or the board or print in large letters on a computer: *very poor people, bad drugs, differences in social class, treating people badly, economic corruption*. Ask: *Where in the world (outside of the United States) do these things happen?* When students answer, place a red sticker on the map. Then ask: *Does the US have any of these problems?*

2. Read aloud the “Lesson Focus” and “Questions to Think About” from the study guide.

Guide the Bible Study

3. Ask the class to listen for what the Bible says about who Amos is. Read Amos 1-2 aloud.

4. Explain: *We do not know much about Amos. There is no mention that he was a preacher. He was like us. But he was chosen to give God’s message.*

5. Say: *Amos was getting the people who were listening to him to agree with what he said when he talked about the bad things other countries were doing.*

Review the sins of the areas around Israel. List them on the board:

Syria (Damascus) — Amos 1:3—They were cruel. Philistia (Gaza) — Amos 1:6—They took people away and sold them.

Tyre — Amos 1:9—They took a nation and sold them, and they did not keep an agreement between brothers.

Edom — Amos 1:11—They had no loving pity, and they were always angry.

Ammon — Amos 2:1—They killed women who were going to have babies so they could get their land.

Moab — Amos 2:4—They burned the bones of the king.

Judah — Amos 2:6-8—They turned away from the Law of the Lord.

Israel — Amos 2:6-8—They sold good and poor people into slavery. They were not treating poor people with justice. They committed sex sins and were taking other people’s money.

6. Ask: *What do we know about what was happening in Israel at this time?* Talk about how rich the people were at this time.

Encourage Application

7. Ask the class to copy the memory verse.

8. Examine the Word List. Discuss new words. Check to see if there are any others which should also be discussed. Ask the students to record these in their personal word lists for this quarter.

9. Close with prayer, thanking God that He loves all people and ask His help to treat all people fairly.

Teaching Guide

Unit 1 AMOS: THE GOD WHO WILL BE HEARD Lesson 2 JUDGMENT ON WRONGDOING



Lesson Focus

Students will learn how God judges those who treat the poor and powerless with wrongdoing.

Focal Text

Amos 3:9—4:3; 5:10-15; 6:4-7; 8:4-6

Memory Verse

“Look for good and not sin, that you may live. Then the Lord God of All will be with you, just as you have said.”—Amos 5:15

Connect with Life

1. Before the lesson, check on the internet to see if you can find out the amount spent on cosmetics by both men and women in this country. Report this amount to the class.
2. Bring the Sunday advertisements and put them on a poster or in the middle of the table. Ask the class to look at these before beginning the study.
3. Ask the following: *What usually happens when a person comes from a good family, has a good education, is in good health, and works hard?* (Perhaps someone will mention that the person will have a good job and makes money.) Then ask: *What is enough money to make?* Allow the class to give answers without making any comments.
4. Point out that Amos spoke for God to Israel, but what he says can describe America.
5. Many in Israel had become very rich. Ask: *Is there anything wrong with being rich? When can being rich be a problem? When can it be a problem for others?*

Guide the Study

6. Amos spent much time and energy talking about the way Israel treated the poor. Many poor people were suffering because of the rich. Read Amos 3:9—4:3. Remind the class of how God was going to treat Israel. Discuss with the class what it means to be called “cows of Bahsan” and being led away with meat hooks and fish hooks.

7. Read Amos 5:10-15. Discuss what caused the difference between the rich and poor.

8. Read Amos 6:4-7. List the differences between the rich and poor.

9. Read Amos 8:4-6 and discuss how Israel had rules from God teaching how to treat poor people. They were not doing this. Read Exodus 22:21-27; Deuteronomy 16:11-12; and Deuteronomy 24:17-22. Discuss the ways God wanted poor people to be treated and how that was different from the way Israel was treating them.

Encourage Application

10. Ask: *Could we use the word “America” instead of “Israel” in these Bible verses?*
11. Ask for ways we can see how much money Americans have? Include all the self-storage units there are now. Find out if anyone knows what an attic or basement or garage is? Ask: *Are there people who are unable to keep cars in their garages because they have too much stuff?*
12. Ask: *How much food, how much clothing, how many homes, how much medicine and health care, do you think we could give to the poor if we had not bought all the stuff we have stored?*
13. Challenge members to watch for God at work this week. Say: *When you see God at work, let this become your invitation to join Him.*

Supplemental Teaching Ideas

Connect with Life

1. Ask: *Does God care about what we do with our money?* Allow time for responses, then ask: *WHAT does God care about how we use our money? WHY does God care about how we use our money?*

Discuss the differences in these questions.

2. Remind the class that this is the second lesson from Amos. He gave an important warning to the nation of Israel. Write the “Lesson Focus” on the board and read aloud: *God judges those who treat the poor and powerless with wrongdoing.*

3. Give this background information to the class: *Amos wrote during the time of the divided kingdom. Jeroboam II was the king. These were days of plenty for the Israel, and many were enjoying having much money. We know because of what Amos said that these people were not using their money with responsibility. They were using it for themselves.*

Guide the Bible Study

4. Read Amos 3:9—4:3. Ask the class to listen for these things: *What problem did Israel having so much money, spending so much money and wanting so much more, cause? What would become of Israel if they did not take care of these problems?*

5. Explain the meaning of “fat cows of Bashan” and “meat hooks,” in Amos 4:1-3. Say: *Both men and women were taking advantage of poor people.*

6. Read Amos 5:10-15. Write on the board the ways the rich were making life difficult for the poor. Read Ruth 4:1 to help the class understand the meaning of “in the gate.” Explain: *The city gate was the place legal cases were argued.*

7. Read Amos 6:4-7. Write these words on the board: *Homeless, Over-eating, Cosmetics.* Ask the class to think about the following three pictures in their minds as they read.

- (1) A homeless person, wrapped in ragged clothes, sleeping under a bridge.
- (2) Television advertisements of people who weigh too much and want to go on diets.

(3) A picture of yourself walking into a big department store looking at makeup in the cosmetics department.

8. Read Exodus 22:21-27; Deuteronomy 16:11-12; 24:17-22 and Amos 8:4-6. Ask: *What is the difference in these passages?* Help the class to see that in the time of Amos, the people were not treating the poor in the right way.

Encourage Application

9. Ask: *What does this have to do with us? What does this have to do with America?* Write the names of these companies on the board: *Enron, Tyco, Worldcom.* Ask if the class remembers why these companies were investigated for corruption.

10. Say: *Over the past two years the poverty rate in America has continued to rise.* Write these numbers on the board about poor people:

- (1) *For children: 16.3 percent*
- (2) *For people ages 18-64: 10.1 percent*
- (3) *Total poverty in this country: 32.9 million in 2001*

Ask: *What can we do about this? What is our responsibility?*

11. Ask someone in your church who helps poor people to tell what they do.

12. Close with prayer for those who are in need and for God to show ways for the class to help.

Teaching Guide

Unit 1 AMOS: THE GOD WHO WILL BE HEARD Lesson 3 JUDGMENT ON PRETEND WORSHIP



Lesson Focus

Students will examine the meaning of true worship.

Focal Text

Amos 4:4-5; 5:18-24

Memory Verse

“But let what is fair roll down like waters. Let what is right and good flow forever like a river.”—Amos 5:24

Connect with Life

1. Before the class, collect copies of your church’s order of worship. Look in a hymn book for a responsive reading on worship.
2. Begin by asking: *What is your favorite part of the worship service in church?* Give enough time for the class to explain. Share your own response first by saying: *My name is _____. My favorite part of the worship service is _____.*
3. Using the copies of the order of worship, ask class members to name what is done. Ask: *Why do you think the service is like this?*
4. Discuss the style of worship of your church. Suggest that some kinds of worship are: traditional, contemporary, blended. Ask: *Do you think God likes one kind of style more than another? What might be more important?*

Guide the Study

5. Review the three lessons studied in Amos. Write an outline on a poster and say: *These lessons look at ways God was not happy with the sins of Israel.*
 - *Israel looked at the sins of other countries and did not look at their own.*
 - *Israel treated poor people in a bad way. They*

got rich and the poor became more poor.

- *In this lesson, Amos tells Israel how God is not happy with the way they are worshipping.*

6. Read Amos 4:4-5. Explain the word “sarcasm” and show how God was using sarcasm as He told the people to come and worship some more.

7. Read Amos 5:18-24. Discuss answers to the following questions.

- What is the meaning of the phrase, “the day of the Lord?”
- What did God not like about the way Israel worshipped?
- What feasts did the people of Israel observe?
- What was God really looking for from Israel?

8. Ask: *What seemed to be Israel’s greatest problem in their worship and religious practice?* (They were more concerned about the way they did their worship than their heart being right with God.)

Encourage Application

9. Discuss “Things to Think About.”

10. Ask: *How pure are our motives when we come to worship? What keeps us from worshipping? What does “pretend worship” mean?*

11. Copy and ask two members to read:

Worship Leader: (as if speaking to church members) Welcome to all who come with open hearts to worship God in spirit and in truth.

Worshipper: (speaking in a whisper) I thought I would never find a parking place. I had to walk so far and now my feet hurt.

Worship Leader: Oh God, we come with thankful hearts, to give ourselves in worship, to honor you as the one true, living God, to praise you as the One who made all that is.

Worshipper: Look at that funny dress she is wearing. Where did she ever buy such a strange dress.

Worship Leader: As we sing together this new song, notice the ways we can learn about God, and please sing from your hearts.

Worshipper: Why do we have to try to a new song? I don't want to sing a new song.

12. Say: *Some churches have problems deciding what kind of songs they like to sing. Who is the audience in worship? Which do you think is more important to God—the style of worship or the heart of the worshippers?*

13. Give copies of the order of worship used in your church. Ask class to look at it and ask questions such as these: *Why do we have a call to worship? Why do we take an offering? Why do we have someone preach? Why do we have an invitation time? Then ask: What important thing is done in each part of the worship service?*

14. End by reading together the responsive reading you selected concerning worship. Ask the class to pray for the way they will do worship today.

Supplemental Teaching Ideas

Connect with Life

1. Ask class the tell about the first time they ever went to a worship service. Ask: *What do you remember? What meant the most to you?*

2. Discuss the parts of the worship service. Tell about the reasons for doing each one. Be sure to include prayer, offerings, music/praise, Lord's Supper, baptism.

3. Point out that today's lesson shows how the people of Israel were very involved in the worship service, yet Amos brought a strong message from God that their worship was all wrong. They had their hearts wrong.

Guide Bible Study

4. Read Amos 4:4-5. (Demonstrate how to use a sarcastic tone of voice.) Allow class to imitate the tone of voice. Point out that verse 5 shows that they loved the practices of worship more than they loved something which was more important to God. Ask: *What could that be?* Explain that the answer will be given later. Explain how the people of Israel were being selfish.

5. Explain the meaning of "the day of the Lord."

6. Read Amos 5:21-24. After each verse write on the board the elements of worship which God was not pleased with: religious feasts, sacrifices and offerings, songs. Ask: *What were the feasts which Israel observed?* (Passover, Day of Atonement, Rosh HaShanah, etc.) Describe the importance of these feasts. Point out that God even stopped his ears against their music.

7. Read Amos 5:24. Say: *God wants this more than anything else.* Write the sentence on the board, erase one or two words each time the class says it aloud, until the class can say the verse without any words left on the board. Recall from the past two lessons what God did not like: thinking too much of themselves and treating the poor in the wrong way. Say: *No worship, however special, will make up for sins in the heart.*

Encourage Application

8. Ask the class if they have ever heard any one talk about what they don't like about a church service.

Ask: *Who is the audience in a worship service? Is worship supposed to entertain us or is it supposed to be directed toward God?*

9. Write the following scale on the board:

(Low) 1 2 3 4 5 6 7 8 9 10 (High)

Ask the class to rate your church's worship service. Say: *You do not have to answer out loud.* Then ask: *How do you think God rates **your** heart in worship?*

10. Close with prayer, thanking God for allowing us to learn the importance of worship.

Teaching Guide

Unit 1 AMOS: THE GOD WHO WILL BE HEARD

Lesson 4 ISRAEL WILL NOT LISTEN TO GOD



Lesson Focus

Class will discuss how to hear and obey God's message in our age. We must obey God first. A preacher for God must not just say what people want to hear.

Focal Text

Amos 7:7-17

Memory Verse

"So now hear the Word of the Lord..."

—Amos 7:16

Connect with Life

1. Before the lesson, borrow a plumb line from a construction company to use to show the class. Or make one with a string and heavy object tied to the bottom. Or, take to class a picture you have found.
2. Bring a picture of the Leaning Tower of Pisa. Ask the class what is wrong. Discuss that in this case it is the ground making the tower lean, but sometimes builders do not make walls straight.
3. Show the plumb line and ask if anyone in the class knows what it is for. (It is used to make sure that bricks or stones are laid straight. It makes sure that walls and doors are straight up and down. It can be used to make sure a fence post is straight.) Use the plumb line in the classroom to see if the chalk or marker board is straight. Check other things in the room.
4. Tell this story: *A large building was being built. The elevator was on the outside of the building. It was almost finished—several hundred feet tall. A worker noticed that the elevator did not seem straight. The men walked a block away*

to look. The elevator tower was several degrees out of line. Had the tower been completed and an elevator installed, it probably never would have worked properly. If someone had used a plumb line, this would never have happened.

5. Ask: *What is the Christian's plumb line for living right?* Point out that this lesson shows how God used a plumb line to measure how Israel had gone away from obeying His teachings.

Guide the Study

6. Point out that today's lesson contains the dreams or visions of Amos. Ask class members to read Amos 7:1-3. Discuss what God showed Amos. Ask: *What did Amos do after he saw the vision? What did God do?*
7. Read Amos 7:4-6. Use the same questions as above.
8. Read Amos 7:7-9. Ask: *What was the dream? What did Amos do this time?* (He was silent. Perhaps he knew that God would not change His mind.) Then ask: *What was the purpose of the string (the plumb line) God said He was going to use?*
State that Amos may have not spoken because he knew that Israel had not obeyed God. He knew the people would not measure up to God's test. God said, "I will not change My mind again about punishing them" (v. 8).
9. Read Amos 7:10-17. Ask the class to look at what Amaziah said and then compare it with what Amos said. Then explain that Amaziah was the priest at Bethel. Bethel was a city with a temple built by Jeroboam I. King Jeroboam II had given Amaziah his job as priest. Because he had received his job from the king, it is possible that Amaziah was more loyal to the king than he was to God. Amos was loyal to God.

Encourage Application

10. Ask class to imagine what Amaziah would have said in his messages if he had believed what Amos was saying. Ask how Amos might have spoken to Amaziah if Amos had been afraid and not sure that he was speaking for God.

11. Challenge members to listen to what God says to them this week and to measure their lives by what God wants and not what others say.

Supplemental Teaching Ideas

Connect with Life

1. Write the vocabulary words on the board. Teach the idiom “to measure up.” Ask the class to make sentences with the new words.

2. Show the plumb line and say that today’s lesson from Amos is a message of the way Israel measured up to God’s plumb line. Explain the idiom “measures up.”

Guide the Study

3. Read Amos 7:1-9. Point out that these verses deal with three visions or dreams of Amos which are conversations between Amos and God. Ask class to list each vision on the board. Then write down what Amos said and what God said under each one.

4. Read Amos 7:10-15. Write the name “Amaziah” on the board. Ask what the class knows about him. Point out that Amaziah was the preacher paid by King Jeroboam to give messages that pleased the king.

6. Ask if any students have seen court dramas on TV where an expert is paid to tell what he knows. Often different experts say the opposite things, one for the defense and one for the prosecution. Ask: *Is this like Amaziah?* (The one who is paid will probably say what the payer wants.)

7. Ask the class to imagine what kind of sermons Amaziah would preach. Compare them to what Amos said to the people. Ask: *What sort of things would the king like to hear? What would Amaziah not talk about?* (The king’s sins and the way his people were treated badly.)

8. Read Amos 7: 16-17. Ask: *What do you think about how brave Amos was when he spoke to Amaziah?* Point out that Amos had not always been a preacher. He had been a shepherd and had taken care of fig trees. Ask: *How do you think he could be so brave?*

Encourage Application

9. Ask the class to look in their study guide for the story of Thomas Helwys. Discuss how the separation of church and state (government) was important in the times of Amos, Helwys and now. Ask: *What happens when the government can tell the church what to do?*

10. Discuss how Christians should work so that people are treated in the right way. Remind the class that Jesus said to pay to Caesar (our government) the things that are Caesar’s and to God the things that are God’s (Mark 12:17.) We are to respect both, but give God first place.

11. Pray that we will learn to listen to God.

Teaching Guide

Unit 1 AMOS: THE GOD WHO WILL BE HEARD Lesson 5 CERTAIN JUDGMENT—AND HOPE



Lesson Focus

God's judgment on sin is sure. His loving-favor is also sure.

Focal Text

Amos 9: 1-15

Memory Verse

"I will plant My people on their land. And they will never again be pulled up from the land I gave them," says the Lord your God."
—Amos 9:15

Connect with Life

1. Before the class, bring pencils and a pack of 3 x 5 index cards. Ask four volunteers to help with the drama at the end of this teaching plan.
2. Begin the lesson by showing a poster with the outline of Amos as follows:
Amos 1-6 — Words of Amos
Amos 7-9 — Dreams of Amos
Point out that starting in Chapter 9, God does not use Amos to speak. It is God who speaks straight to Israel.
3. Ask the class to recall how a satellite camera can look at the world from space. First you see only the outline of a continent. The camera looks closer, and you can see areas with trees and mountains. Then you can see streets and then perhaps a basketball court. Say: *Even this cannot compare with how God can see even our hidden thoughts and inside our hearts.*

Guide the Study

4. Read Amos 9:1-4. List the places where Israel might try to hide from God. Ask: *Is this possible?*

(There is no place to hide.)

5. Read Amos 9:5-8a. Ask: *Why is there no place to hide from God?* (He is the all-powerful God who made everything.)

6. Discuss why God was so angry with Israel. Review previous lessons. Ask: *What sins did God talk about?* Point out Israel's treatment of the poor.

7. Call on students to read the following. The teacher could model each line with the class repeating, divided into four groups.

Person 1 (Israel)—*boastfully: We're God's chosen people!*

Person 2: *How do you like my new shoes? I got them with the extra money I made from charging very high prices from my customers.*

Person 1: *God loved us so much when He brought us out of Egypt and gave us this beautiful land!*

Person 3: *We obey God's laws so well. We make them even stronger. We are very religious.*

Person 4—(like a rich wife): *Oh, I know we didn't need the extra room, but if we hadn't gotten a bigger house we would have had to pay more taxes.*

8. Read Amos 9:8b-15. As the verses are read, ask the class to look for ways God will help His people if they turn from their sins and turn to Him.

Encourage Application

9. Discuss "Things to Think About" from the study guide.
10. Close by quoting the memory verse and thanking God for the hope He gives.
11. Read these words from the sermon preached July 8, 1741, by the famous preacher, Jonathan Edwards. This was his sermon about God's judgment and wrath.

Edwards said the anger of God is like a black cloud that hangs directly over our heads, “full of the dreadful storm, and big with thunder; and were it not for the restraining hand of God, it would immediately burst forth upon you.” He said that the anger of God “is like the great waters that are damned for the present; they increase more and more, and rise higher and higher, till an outlet is given; and the longer the stream is stopped, the more rapid and mighty is its course, when once it is let loose.”

He said that God’s anger is like a bow that is bent. The arrow is aimed at our heart, ready to sting. “And justice bends the arrow at your heart. And strains the bow, and it is nothing but the mere pleasure of God, and that of an angry God, without any promise or obligation at all, that keeps the arrow one moment being made drunk with your blood.”

Edwards continued, “Oh sinner! Consider the fearful danger you are in: it is a great furnace of wrath, a wide and bottomless pit . . .”

12. Examine the word list; discuss new words. Check to see if there are any others which should also be discussed. Ask the students to record these in their personal word lists for this quarter.

13. Close with prayer, thanking God for His certain judgment and hope. Ask His forgiveness for sin that is in our culture, thank Him for His patience, and ask Him to help us do what He wants where we live and work.

Supplemental Teaching Ideas

Connect with Life

- On the board, write this outline:
Amos 1-6: God’s message through Amos
Amos 7-8: Amos’s dreams of what God does
Amos 9: Amos’s dream of what God says

Guide Bible Study

2. Review Amos 7:1-9, 8:1-3 to find the subject of four of Amos’s visions. Review Amos 1-6 to find the sins of Israel that had so angered God. Use the outline above and list the dreams and sins.

3. Point out that Amos was silent in Chapter 9 as he

listened as God judged Israel.

4. Read Amos 9:1-4 to find out what Israel might do when judged. Ask: *Would Israel be able to escape God’s judgment? Why not?*

5. Read Romans 8:38-39. Ask: *How is Romans 8:38-39 different from Amos 9:1-4?* (Amos 9:1-4 says there is no escaping God’s judgment. Romans 8:38-39 says there is no escaping God’s love.) Ask: *Who will receive the anger of God?* (Those who are not in Christ, those who are not obedient to God.)

6. Ask: *What is the purpose of Amos 9:5-7?* (To show the greatness of God.) Point out that Israel thought that since they were chosen they would not have to be judged. Ask: *Do we do this too?*

7. Explain that the hope God offers in Amos 9:8-15 is only for a few, a remnant.

8. Remind the class of the reason God sent the early preachers (prophets). Point out the purpose for God’s chosen people: to become a blessing to the world. Explain that when they did not obey God, He put into place a new plan, the church, to carry out His work of bringing all people to Himself.

Encourage Application

9. Read 2 Corinthians 5:17-20. Ask: *Who began the work of bringing man back to God? What is the place of the Christian in this work?* Allow time for answers.

10. Ask: *How would God judge our efforts?* Research, before class, numbers of baptisms in the last five years, ministries of church to the poor, building debts, how much of budget is spent on church membership and how much beyond the church.

11. Ask prayer for God to forgive us and lead us.

1. Jonathan Edwards: Basic Writings (New York: The New American Library. 1966), 150-67.

Teaching Guide

Unit 2 HOSEA: A GOD WHO JUDGES AND BRINGS BACK TO HIMSELF Lesson 6 TROUBLE IN THE FAMILY



Lesson Focus

God will judge Israel when they are unfaithful to Him.

Focal Text

Hosea 1:1-9

Memory Verse

“But I will have loving-pity on the people of Judah. I, the Lord their God, will save them...”
—Hosea 1:7

Connect with Life

1. Bring to class a live flower, perhaps a daisy. First, teach the expression, “He loves me, he loves me not.” Repeat the two phrases and pull off one petal after saying each phrase. Say: *Our study today is about real love, even during a time of judgment. God loves us. We do not have to pull the petals off a flower to see if He loves us or not.*
2. Prepare two posters. Use poster board, paper that covers tables, or two white plastic trash bags cut apart—the plastic will stick to the wall. On the top of one write: *Amos*. On the top of the other write: *Hosea*. Write below each word the different ways each told the people about God. See the study guide for background information.
3. Take a poll to see who prefers the way Amos spoke and who prefers the way Hosea spoke. For example, Hosea spoke from his experience with his family.
4. Give a brief talk about what life was like during the time of Hosea. Include how the people were worshipping the fertility god Baal. This worship included ritual prostitution in the hope

that there would be timely rains and enough crops. The kings of Israel were only puppets to the Assyrian Empire. After Jeroboam II, six kings ruled in the next 20 years. Some of them were assassinated, and this caused many problems. The rich got richer, the middle class disappeared, and the poor got poorer. There were many social injustices.

Guide the Study

5. Ask these questions: *What have you made a commitment to in your life? Did anyone tell you that you had to do this?*
6. Ask a class member to read Hosea 1:1-2. Ask: *What was Hosea asked to do? Who asked Hosea to do this?*
7. Give the class time to answer. Ask: *Why do you think God told Hosea to do this?* Remind the class that Hosea did what God told him to do. Discuss if the class thinks this would be easy or hard to do.
8. Point out that this is more than the story of one family. It is the story of God working with his people Israel. Say: *In this book Hosea is a symbol of God and Gomer is a symbol of Israel.* Write on the board: *Hosea = God*
Gomer = Israel
9. Ask if class members have names which have meanings. Call for two or three to tell what those meanings are. Read Hosea 1:4-9. Write the names of each of Hosea’s children on the board. Ask the class to give the meanings of those names. Explain that these names tell what God would do to His people.

Encourage Application

10. Say: *As Christians we talk about God’s grace. We must remember that the Bible also teaches that God punishes sin.*
11. Say: *Even though some people are guilty of*

adultery, many more are guilty of spiritual adultery. Ask: *What are some things in our lives which we place higher than God?*

Supplemental Teaching Ideas

Connect with Life

1. State that Hosea's story is the story of a troubled family. Ask the class to read the lesson title. Point out that this story is also the story of God and His family.

Tell the following story about a mother telling about her children:

One of my children is always going just past doing what is right to do what is a bit wrong. This child reminds me that I do the same thing and do not always do what God wants me to do.

Another of our children wants to do what God wants. She wants her friends to be as strong in their faith. This child reminds me that sometimes I judge other people who do not always agree with what I think.

Our third child is very kind and thoughtful, always willing to help others. Yet this same child can also be angry and lazy. Because of this child, I see in myself that I sometimes do what God wants me to do and sometimes I do what the world wants me to do.

Say: *These children have taught their mother about her faith in God.*

Guide the Bible Study

2. Explain about the times in which Hosea lived. See the study guide.

3. Read Hosea 1:1. Point out that it is God, not Hosea, who is important in this book. Ask: *How well do you listen for a word from God? How does God speak to us today?*

4. Ask: *What would make Hosea marry a woman who was not going to be faithful to him?* Read Hosea 1:2 to find the answer.

5. Comment that Gomer is a picture of Israel, and Hosea is a picture of God. Ask: *Why do you think God chose Hosea to be a picture of God? (He was faithful to God. He listened to what God told him.) How does God choose people to do His work today?*

(Because they listen.) *What are some things Hosea could have done when God spoke to Him? (Hosea was very brave to obey God.)*

6. Point out the comparison of Hosea and Gomer with God and Israel. Remind the class that the laws given Moses were to be obeyed, but Israel was worshipping many gods.

7. Read Hosea 1:2-9. State that Hosea's children's names came as a result of God naming each one.

8. Make three cards with the name of each of Hosea's children on a different card. Tape the card with the name of the first child on the wall. Read Hosea 1:3-5 about the first child. Ask the class to listen for:

- The meaning of the name
- The judgment against Israel for not being faithful to God that comes from that name

For more information, read more about the meaning of the name in 2 Kings 9-10.

9. Continue as above with the names for the next two children. Read Hosea 1:6-7 and 8-9.

Encourage Application

10. Read and discuss the questions in the study guide. Ask: *What do you think God would say about our time that might be like what He said about the people in Hosea's day? Do you think that people today worship false gods instead of worshipping the one true God?*

11. Read the memory verse together. Say it three times.

12. Close with prayer for members of the class and for their families.

Teaching Guide

Unit 2 HOSEA: A GOD WHO JUDGES AND BRINGS BACK TO HIMSELF Lesson 7 RESTORING THE RELATIONSHIP



Lesson Focus

God takes action to bring back people who have gone away from Him

Focal Text

Hosea 1:10-2:5, 14-23; 3:1-5

Memory Verse

“I will put an end to the bow, the sword, and war in all the land. And I will let My people lie down in peace and be safe.”—Hosea 2: 18

Connect with Life

1. Write on the board or a poster: *What does God do when we have sinned?*

2. Ask: *Have you ever had to buy back something that once belonged to you?* Wait for answers or share something which happened to you. Or tell this story:

Mary made a beautiful quilt from material which her grandmother had given her. One day it was stolen from her home. Six months later she was at a flea market. There was her quilt. Mary had to buy back her quilt from the man there because he had bought it from someone else. She said, “I made you and bought you, you are now two times mine.”

3. Point out that in this lesson we will learn how God told Hosea to go and bring Gomer back the second time. God is in the business of restoring relationships. As we study, we will find the answer to the question, “What does God do when we have sinned?”

Guide the Study

4. Read Hosea 1:10-2:1. Ask: *How can we tell*

that God was going to bring Israel back to Himself?

5. Write answers on the board as the class responds to the question above. (Example: LoRuhamah’s name is changed from what meant “not my people” to “children of the living God.”)

6. Remind the class that Israel worshipped Baal, a false god. Ask: *What are some gods people worship today, instead of worshiping the one true God?* (Sports, money, cars, family, etc.) Write these answers on the board.

7. Read Hosea 2:2-5. Ask: *What did Gomer have to do to restore a relationship?* (Her unfaithfulness must end, etc.)

8. Read Hosea 2:6-13. How would God discipline Israel to get them to return and be faithful to Him?

9. Make a poster in advance with the things God would do to bring back Israel to Himself. Cover the words with strips of paper and take off one piece at a time as you are ready to discuss each point:

- *God went after those who wandered away from Him with tenderness.*
- *Those who are not faithful will be brought back to faith.*
- *Peace and safety will be renewed.*
- *Right living, justice, love, mercy and faithfulness are to be a part of the new relationship.*

10. Read Hosea 3:1-5. Ask the class to listen for what God said to do and how this shows God’s love for Israel. Lead the class to look at God’s relationship with Israel and Hosea’s relationship with Gomer. Explain that God was seeking to bring Israel back into a relationship with Him.

Encourage Application

11. Before class, prepare signs and place them

around the room:

- Agree 100%
- Agree 75%
- Agree 25%
- Agree 0%

12. Write this question on the board: *Why have you been saved from your sin to a relationship with God?* Read the following statements one at a time and then ask class to stand under the sign that shows best how they feel. Ask why they chose that sign.

- *To be a good church member and pay my tithe*
- *To raise my children in the church so they will become faithful church members*
- *To continue the ministry of Jesus Christ*
- *To have correct beliefs*
- *To live a changed life*
- *To defend social and moral issues*
- *To be on mission with God*

13. Discuss ways the class or individuals could move from talking about missions to doing missions this week.

14. Close with prayer for courage to join God in His work of bringing people back into right relationship with Him.

Supplemental Teaching Ideas

Connect with Life

1. If you can, bring an old chair or piece of furniture to class. Ask: *Have you ever bought an old piece of furniture and tried to make it look really good again?* Invite members to share their experiences.

2. State that God brings people to Himself who need to be made new again and makes them whole again.

3. Use the story of George Truett in the study guide or use one of your own to begin the study.

Guide Bible Study

4. Write on the board: *God Can Change Names and Lives.* Ask: *What does God do to begin bringing people back to Him?* See Hosea 1:10-2:1.

5. Read Hosea 1:10-2:1 and find the answer to this question: *What do these verses tell us about how God related to Israel?* (God wanted to restore the relationship, and He looked for His people.)

6. Read Hosea 2:2-5. Ask: *What kind of God do you see in these verses?* Wait for answers, and then ask: *What did God say the people would have to do to restore the relationship with Him?* (Israel had to return and be faithful.)

7. Read Hosea 2:14-23. Ask the class to listen for answers to this question: *What would happen when God restored his relationship with Israel?* Wait for answers. Point out that God promised and planned to restore Israel and the blessings that would come.

8. Read Hosea 3:1-2. Ask the class to consider what these verses tell about God's love for us.

9. Read Hosea 3:3-5. Point out that after a time of discipline God was going to restore the people to serve Him again.

Encourage Application

10. Use these questions to guide the class to think about lessons from this study:

- Do you ever think there is a time when a relationship is not worth restoring? Why?
- What relationships with our family, friends, and class members do we need to try to restore?
- How can we be used of God to help others learn how to restore their broken relationships with God, their family, or their friends?

11. Practice the memory verse by writing it on the board. Have everyone read it together and then erasing a few words, read it again with the words missing. Then erase more, until the class can say the verse without any words left.

12. Close with prayer for all those who need to be restored to a right relationship with God.

Teaching Guide

Unit 2 HOSEA: A GOD WHO JUDGES AND BRINGS BACK TO HIMSELF Lesson 8 GOD'S CHARGES



Lesson Focus

What we believe can change our society for the good or for the bad.

Focal Text

Hosea 4:1-12; 8:1-10,14

Memory Verse

"My people are destroyed because they have not learned..."—Hosea 4:6

Connect with Life

1. Ask class members to read 2 Chronicles 7:14 aloud and together. Ask, *Is the United States a nation that is humble before God?* Allow time for class to answer. Then ask: *What differences would we see in the United States if we were people who always followed God?*
2. Review Hosea 1-3 and give a brief preview of Hosea 4-8. State that today's lesson deals with charges brought by God against Israel.

Guide the Study

3. Before the class arrives, try to make it look like a courtroom, with a place for a judge, witnesses, and jury. Make signs for members to put on with the following words:
 - Prosecuting Attorney #1
 - Prosecuting Attorney #2
 - Bailiff
 - Witness #1
 - Witness #2
4. Attach signs to class members and place in position in the room. Seat the rest of the class

members in the "jury box" as an audience. The teacher of the class can serve as judge and director.

5. Bailiff reads Hosea 4:1-12. Ask Prosecuting Attorney #1 to repeat each complaint. Prosecuting Attorney #2 will repeat if this is a charge which can be brought against the United States.

6. If witnesses want to, they can say that they have seen these things happen and that they are true. (Or they may nod "yes" when asked, "Is this true?")

7. Read the verdict in Hosea 8:1-10,14. Ask a foreman for the jury to say: *"Your honor, we find the defendant . . ."*

Encourage Application

8. Ask: *What needs to happen in our country and in our own lives if we are to be declared not guilty by the judge?* Then ask: *What difference would it make in our lives or our country if we really humbled ourselves before God today?*
9. Close with prayer, thanking God for declaring us "not guilty" through the death of Jesus. Ask for Him to make us humble.

Supplemental Teaching Ideas

Connect with Life

1. Write on a poster or on the board these words: *People who are faithful*. Draw a line down the middle under the heading. On the left side, ask class to list Bible people who showed that they were faithful. On the right side list some people in today's world who are faithful to God.
2. Ask: *What does the word "faithful" mean?* Give your definition or bring a Bible dictionary and ask members to read the definition.

Guide the Study

3. Ask: *How should faithfulness to God be shown in*

our day?

4. Give a summary of what we learned about Hosea in Chapters 1-3. Explain what we will learn about him in Chapter 4 and following.

5. Remind the class of how unfaithful the people of Israel had been to God. State that as we study this Scripture, we need to look for ways that Israel and our churches are alike.

6. Ask: *Do you like to hear complaints against you from other people? What if they are true? Say: We will study Scripture today and look for the complaints God had against Israel.*

7. Make a handout sheet with the following four complaints printed on each. Leave space between each complaint for members to write down notes.

- Complaint #1: *You do not know me*
- Complaint #2: *Your land is a land of crime. There is lying and murder and stealing and adultery. You have no respect for My laws and teachings.*
- Complaint #3: *You are killing the land, the animals, the birds, and the fish that I made.*
- Complaint #4: *You are playing religious games with my truth.*

8. Read Hosea 4:1. Ask the class to write down the first complaint God had. Explain what Israel was doing to bring this complaint.

9. Ask: *Do people come to church more for fellowship than to worship God? What do you think is the real reason people come to church today? Do you see people being faithful to God? Is it possible that people are going to church for entertainment and social purposes instead of for worshipping God?*

10. Read Hosea 4:2. Read the second complaint God had against Israel. Explain what Israel was doing to bring about this complaint. Ask: *What were some of the things God was accusing Israel of doing? Are these also in today's churches? How are we breaking God's laws today?*

11. Read Hosea 4:3. State the third complaint God

had against Israel. Explain what Israel was doing to bring about this complaint. Ask: *How much should the church be involved in keeping the environment clean? Does the church need to teach the children and youth to enjoy and take care of the beauty God has made for us? Are the adults in our church setting the right example?*

12. Read Hosea 4:4-12. State the fourth complaint God had against Israel. Explain what Israel was doing to bring about this complaint. Mention that the religious leaders of Israel were corrupt, telling lies, being unfaithful to God, and only pretending to be religious. Ask: *Should church members require that church leaders be faithful?*

13. Read Hosea 8:1-10,14. Write on the board the warnings God gave Israel. Point out that if they continued in the way they were going, they would bring their own destruction.

Encourage Application

14. Read number one under "Things to Think About" in the study guide. Review for the class the plan of salvation presented here. Use this time to make sure everyone in the class understands how to be right with God.

15. Review the word list. Ask class to copy the memory verse.

16. Close with prayer and thank God that He is willing to judge and bring us back to Himself.

To Prepare for Next Lesson:

Ask class member to bring a family picture and be ready to share with the class a favorite memory.

Teaching Guide

Unit 2 HOSEA: A GOD WHO JUDGES AND BRINGS BACK TO HIMSELF Lesson 9 GOD'S YEARNING HEART



Lesson Focus

God does not give up on Israel even though they have sinned against Him.

Focal Text

Hosea 11:1-11

Memory Verse

"They will follow the Lord . . . And I will return them to their homes."—Hosea 11: 10-11

Connect with Life

1. Begin with this story, or tell one you know:

Don and Carol were Christian parents. They wanted their children to know God. Their teenage daughter was tired of rules. She began to do things that did not please her parents. She started smoking, drinking and taking drugs. She came in late and did not want to go to church. She got in trouble at school and made bad grades. It did not matter how her parents tried to punish her, nothing seemed to work. One night she came in late and was drunk. Her parents told her she must change her ways and obey the rules or she would have to leave.

The next night she did not come home until breakfast. They told her she could not come in. She left and they did not hear from her for over 6 months.

They prayed for her every day. One night the phone rang. It was their daughter. She had no money. She had no more friends, and she was sick and hungry. She wanted help.

Her parents brought her home and took care of her. They helped her start a new life.

2. Say: *This is how God welcomed home Israel in*

the lesson today. Israel had rebelled against God and turned away from God. God kept on loving them and wanted Israel to come home.

Guide the Study

3. Review briefly for the class Hosea 9—10:

- How God thought of Israel
- How God was going to punish Israel
- What the prophet said to them

See Hosea 9:1-9; Hosea 9:10-17; Hosea 10:1-8; Hosea 10:9-15.

4. Call several class members and remind them to bring a family picture and be ready to share with the class a favorite memory. Bring one of your own. After their time of sharing, ask: *What pictures can we find of God in Hosea 11:1-4?* Read this passage. Emphasize how God remembered Israel as a child and how the picture of God as a loving father was very difficult for Israel to accept. Share that sometimes family memories are not always pleasant.

5. Remind the class of the story of Dan and Carol. Ask: *How do you feel about what they did when their daughter rebelled?* Point out what God said He would do to punish Israel. Emphasize that they were being punished because they had turned away from a faithful, loving relationship with God.

6. Review for the class Hosea 11:5-7.

7. Read Hosea 11:8-11. Emphasize that the passage tells what God really felt about Israel. Ask the class to look at Hosea 11:9. Review what God said:

- I will not do anything in My burning anger.
- I will not destroy again.
- I will not do anything in anger.

Encourage Application

8. Refer to the story of Dan and Carol again. Ask: *What are some ways our class can help a family that is hurting because of a child that has rebelled?*

9. Ask: *How can our church show that God hates the sin but always loves the sinner and is willing to help to restore a faithful relationship?*

Supplemental Teaching Ideas

Connect with Life

1. Write this statement on the board or a poster: *Love means never having to say you are sorry.*
Ask: *Do you agree or disagree with this statement? Why?*

2. Allow the class to continue discussion by asking: *How do we feel about people who reject our love?*
Share with the class that this lesson tells how God did not give up on Israel even when they rebelled against Him.

Guide the Study

3. Summarize the punishment that God would bring on Israel from Hosea 9:1—10:15. Point out that Hosea preached that Israel should seek the Lord. Tell what Hosea did.

4. Read Hosea 11:1-4. Invite the class to share a happy memory from their childhood or from being a parent. State that not all memories are happy. Ask if they ever did anything they knew was not God's will. Ask: *How did you know you were not in God's will? How did it make you feel?*

5. Point out that God remembered when Israel was a child.

6. Read Hosea 11:5-7. Ask: *Is there ever a time when a parent needs to say "that's enough?" If so, what should a parent do? What finally caused God to say "enough is enough" to Israel?* Ask the class to explain from verses 5-7 why God was saying "enough is enough."

7. Read Hosea 11:8-9. Ask class to re-word these verses in today's language as if it were a parent speaking to a child who was rebelling against God. Emphasize that these two verses reveal the real character of God, which is love.

8. Explain the three statements that God made in verse 9. (I will not do anything in anger. I will not

destroy Ephraim again. I will not come in anger.)

9. Ask the students to read Hosea 11:10-11. Ask the class to find the differences between rebelling and coming home found in these verses.

Encourage Application

10. Review "What We Can Learn" from the study guide.

11. Ask questions from the study guide. Ask class to list ways they could become involved in showing God's yearning heart to those who are far away from God.

12. Look at the pictures the class brought of their families—or let them draw stick figures of their families when they were children. Ask them to imagine how much love God has for his family—more than any loving family has for itself.

13. Read the memory verse together two times. Pair students and let the first student look at the verse while the second says the verse. Then trade places. Ask the class to close their eyes and say the verse without looking.

14. Pray that we will remember the good news that is in Hosea 11 about the warm and tender heart of God. Pray for those who have not returned to the Father yet and for those who do not know God is waiting for them to return.

Teaching Guide

Unit 2 HOSEA: A GOD WHO JUDGES AND BRINGS BACK TO HIMSELF Lesson 10 RETURN TO THE LORD



Lesson Focus

God gives new life to all who return to Him.

Focal Text

Hosea 14:1-9

Memory Verse

“Whoever is wise, let him understand these things and know them. For the ways of the Lord are right, and those who are right and good will follow them, but sinners will not follow them.”—Hosea 14:9

Connect with Life

1. From the internet or a driver’s license manual make road signs for a display. Bring some signs which are blank.
2. Teach the southern colloquial expression, “*Ya’ll come back now, ya’ hear?*” This means, “Please return.” Ask someone to go out of the door while everyone says the expression together. Say: *This was a sincere expression of friendliness.*
3. Ask: *Have you ever received an invitation to something when you did not think the person who invited you really meant it?* Say: *When God gives us an invitation, He does mean it.*

Guide the Study

4. Point to the road signs placed around the room. See how many of the class members can explain. Then ask: *What happens when we do not obey these signs?* Note that Israel had many road signs that warned them of danger, but they ignored these signs.
5. If possible, divide the class into two or more

groups and give them these instructions: *Find signs that Israel had not obeyed. List how Israel was going the wrong way and traveling away from God.* Give each group blank road signs. Ask them to write their findings on the signs using these verses:

- Hosea 11:12—12:14
- Hosea 13

Report findings to the group, or do as a whole class activity. Add comments as needed.

6. Review study guide material from “Warning Signs on the Road Away from God.”
7. Ask: *Can you tell me what repentance means?* Write these commands on a piece of paper and ask the class to stand and act each one out as you say them:

- *ATTENTION!*
- *HALT!*
- *ABOUT-FACE!*
- *FORWARD MARCH!*

Discuss how these commands which soldiers get could be useful as a definition for repentance.

8. Lead class to discuss what we do to substitute for true repentance. (activity and involvement in church without being humble, not offering true words of repentance)
9. Read Hosea 14:4-5. List on the board the three pictures of God found in these verses. (God as Healer, One Who Loves, Life-Giver.)
10. Read Hosea 14:5-8. Discuss what God said He would do if Israel repented.

Encourage Application

11. Ask the class to read Hosea 14:9 and the following paraphrase. Print it out for the class to read together.

God Says: *I do not relate with you through the false worship of idols and being busy at empty religion. I speak with you and I look after you and I am faithful to you directly by My Spirit to your spirit. Your ability to have faith in Me is a gift of Mine. If you are wise, you understand what I am saying. You can tell what I mean with your spirit. You know my ways are right to live and you know how to live by my Laws. You also know that to live any other way will cause your whole life to fall and stumble.*

Say: *Christians know that Jesus said, "Come to Me, all of you who work and have heavy loads. I will give you rest" (Matthew 11:28).*

12. Ask the first question from the study guide.
Say: *Do we see any of the signs of Hosea's time among people of God today? What are we doing about these signs?*

13. In closing, read aloud:

Each Sunday, most Baptist churches give an invitation at the end of worship. The pastor invites people to tell everyone of their decision to follow Jesus Christ as Savior and Lord or another decision. This is a time of worship. Sometimes many follow the leading of God's Spirit to move forward to pray and inform other believers of their repentance.

This says much about our belief that every person is responsible for their own relationship with the Lord. Every week this reminds us of our own walk with the Lord. It should remind us of the need for repentance, throughout all our life, as inspired by the Spirit of God.

Supplemental Teaching Ideas

Connect with Life

1. Bring a dictionary to class. Ask: *Have you ever heard of a church having a revival? What does the word "revival" mean? Ask someone to look up the*

meaning from the dictionary, or copy the definition for everyone.

2. Read the definition of the word "repentance" from the dictionary. State: *In today's lesson we are going to look at some warning signs that revival and repentance are needed. Share that revival and repentance bring change.*

Guide the Study

3. Read Hosea 11:12-12:14. Ask the class to list warnings God was giving Israel about going the wrong way. Write these on the board under the symbol for "no." (⊗)

4. Read Hosea 13. List other warnings.

5. Ask: *Do you see any of the signs of Hosea's time among the people of God today? Which ones? Do you think we are doing a better job today of seeing the warning signs than Israel did? Ask: How or Why not?*

6. Continue: *With all these warning signs, what did Israel need to do? (repent, be restored, experience revival, etc.)*

7. Write the following proverb by Albert Einstein on a poster and ask the class to read it: *Insanity is doing the same thing in the same way over and over and over again and expecting a different result. Ask: Isn't this what we do today? Isn't it time we turned around and repented?*

Read Hosea 14:2-3. Ask: *What is involved in true repentance? Say: One of the big problems for American Christians is the temptation to be active in church and not staying closely in touch with God. Say: You do not need to raise your hands, but how long has it been since you have said real words of repentance to God?*

9. Read Hosea 14:4-7. Ask: *What do you hear that tells about God? (God is healer, One Who Loves, Life-Giver).*

10. Read Hosea 14:8-9. Ask: *How can we know repentance in our lives today?*

Encourage Application

11. Ask: *What are some warnings we need to watch for today?*

12. Explain the invitation held at the end of each church service. Remind the class of our need to search our lives and repent.

13. Pray asking for revival in each person's heart.

Teaching Guide

Unit 3 MICAH: WHAT THE LORD ASKS OF YOU Lesson 11 WHAT HAPPENS WHEN WE COVET



Lesson Focus

God judges people who hurt others as they try to get more things for themselves.

Focal Text

Micah 1:1-7; 2:1-9

Memory Verse

“It is bad for those who make plans to do wrong...” —Micah 2:1

Connect with Life

1. Before class, find pictures of things that might cause people to covet. (Pictures of expensive cars, beautiful people, homes, etc. from magazines and newspaper ads.) Allow the class to make a collage using the pictures and gluing them on a poster board at the beginning of class.

2. Write the “Lesson Focus” on the board and read it together. Ask members to look at the collage and say what they think about the “Lesson Focus” statement.

3. Explain that this lesson is going to uncover what place the desire for things has in our lives. Lead in prayer to begin, asking God to help the class learn what He wants.

Guide the Study

4. Write on the board:
- *The Judge*
 - *The Plaintiff (the person who has been damaged)*
 - *The Defendant*
 - *The Witness*

Read Micah 1:1-7 and 2:1-9 to see how these verses show a court scene.

5. Discuss the part of the role of the defendant. Ask: *Who is the Defendant in this case?* Write down Scripture references on the board. (Possible answers might include Judah, Samaria, all the people of the earth, Jacob, Israel, etc.)

6. Repeat for the role of the plaintiff. Discuss what the Bible says about who God says caused pain or committed sin. (Samaria, Judah, especially the rich and powerful.)

7. Explain the meaning of the term “witness.” Ask: *What might God say about us if God were to witness against us today? What would happen if the people of our country were being called before God?*

8. Ask: *What sins had been committed?* Possible answers include:

- Sex sins/idol worship (Micah 1:7)
- Planning to do harm to others (Micah 2:1)
- Desiring others’ lands and possessions (Micah 2:2)
- Evil behavior towards others (Micah 2:8-9)

9. Discuss the word “judge.” List Bible verses that show God’s actions towards those who commit sins. Possible answers:

- Planning disaster (Micah 2:3)
- Making fun of the people (Micah 2:4)
- Having their land divided and taken from among them (Micah 2:4b)

Encourage Application

10. Explain that Micah wanted to show that God was not pleased that His people were coveting. Ask: *Who is really hurt when people covet? What is the effect on a person’s family when a person covets? Does coveting ever hurt in such a way that it is impossible to repair?*

11. Read Micah 2:1. Ask: *Is it OK to do something simply because we have the ability? Does coveting often lead to sin? What is the harm in wanting a better church building, more members for the choir, or a larger budget?*

12. Discuss coveting. Use this question from the study guide: *“Greed says, ‘I want things.’ Coveting says, ‘I want your things.’”*

Supplemental Teaching Ideas

Connect with Life

1. Explain that for the next four lessons, this will be a study of what God asks of us as Christians in today’s society. Say: *Today’s lesson is about coveting and what happens to the church when members covet.*

2. Read Micah 1:1 and give a summary for the setting of the book of Micah. Display a map with the land of Israel shown in Micah’s time.

Guide the Study

3. Read Amos 1:2-4. Write down how God will show His coming judgment.

4. Ask: *Why was God bringing judgment and speaking against the nation?* Explain the word “witness” to the class.

5. Read Micah 1:5-7. Comment on why God was angry with the people of Samaria. Point out that this word against the people is different from the one against Judah found in Micah 2. Answers might include idolatry, unfaithfulness, etc.

6. Give a summary of Micah 1:8-16.

7. Read aloud the “Lesson Focus”: *God judges people who hurt others as they try to get more things for themselves.* Read Micah 2:1-2 and ask the class to tell in their own words what Israel was doing that was wrong.

8. Ask class to explain the meaning of the word “power” in Micah 2:1. Ask: *If something is in our power to accomplish, does that mean we should do*

it?

9. Read Micah 2:3-4. Ask the class to talk about the actions of the people. Discuss the importance of owning land (property) to the people of Israel. Discuss how this type of coveting is possible today also.

10. Read Micah 2:3-5 to learn how God would respond to the sin of the people. Write the responses on the board. Possible answers might include:

- God would destroy their land.
- God would not allow them to have pride.
- God would allow their enemies to rule them.

Encourage Application

11. Ask the class to discuss if Christians should try to live a life where they try to get along with less. Ask: *What happens to our lives if we covet, as did the people in the time of Micah?*

12. Ask: *What is one way we can keep from coveting things in our lives?* Read or sing the hymn “Count Your Blessings.” Read again the third stanza. Discuss if it would help to count our blessings, instead of wanting more and more.

13. Read the memory verse and close the lesson with prayer thanking God for His blessings and asking God to help us learn not to covet.

Teaching Guide

Unit 3 MICAH: WHAT THE LORD ASKS OF YOU Lesson 12 BAD LEADERS



Lesson Focus

God says that leaders are responsible for acting in the right way and leading people in the right way.

Focal Text

Micah 3:1-12

Memory Verse

“But as for me, I am filled with the Spirit of the Lord, with what is fair, and with strength.”—Micah 3:8

Connect with Life

1. Play a short game of Follow the Leader around the classroom. Or play Simon Says. After a couple of minutes, ask: *How should leaders act so that people would want to follow them?* Write responses on the board.

2. Ask members to give examples of leaders who have influenced large groups of people. Write those names on the board. Compare the names of the leaders with the list made from number one above. Then ask: *Which of these ways do you think God would want a leader to have?*

3. Write the “Lesson Focus” on the board and read it together. Explain to the class what it means to be a leader who is responsible.

Guide the Study

4. Review the last portion of Micah 2. Remind the class that God was bringing judgment on Judah for their sin of coveting. Read Micah 3:1-2a. Ask: *Who was Micah talking about? Was Micah talking to the same people in the beginning of Chapter 3 as in Chapter 2?*

5. Explain the word “know” found in Micah 3:1. Micah was asking that leaders act responsibly. Read Genesis 4:1, and then ask: *What was Micah saying about the spiritual life of the leaders?* (The leaders knew more about their own desires than they knew about the will of God.)

6. Read Micah 3:2b-3. Invite comment about these verses. Ask: *Do Christians treat one another this way also?*

7. Read Micah 3:4. Ask: *What are some things that Christians might do that would cause God to hide His face from them?* After the class has commented, point to the board where they have listed what makes a good leader.

8. Write two columns on a poster:

- *Preachers (Prophets)*
- *Government leaders*

Read Micah 3:5-12. Ask the class to list actions for each group that God did not want. Then, read again and list what would happen because of those actions. Explain the phrase “lead astray.”

9. Point to the “Preachers” list and ask: *In what ways do these actions make God sad?*

10. Point to the “Government leaders” list and ask: *In whom or what were these leaders placing their trust?* Allow time for response. Then ask: *What would this do to the people?* Point out that the leaders wanted more money. Ask: *Does this ever happen to churches, when they desire money more than pleasing God?*

11. Read Micah 3:8. Explain that Micah was showing that he was responsible to God. He separated himself from the false preachers because he knew God. Look at both of the lists again. Decide if they were acting responsible to God. What two ideas could the class give that might help leaders today?

Encourage Application

12. Discuss that even though Hosea's message was given to both groups, he spoke to the preachers and religious leaders first. Ask: *What does this say to religious leaders today?*

13. Use the following questions, allowing time for response:

- *How can we tell if we are thinking the wrong way about money?*
- *How can we tell if a church is thinking the wrong way about money?*
- *Is a church a good church just because it has a lot of people and lots of money? Who is the church responsible to?*
- *What is the difference between a church leader and a leader of a large company? Who is the church leader responsible to?*
- *How can we be the kind of leaders that God wants?*
- *How can we encourage our leaders to be the kind of leaders that God wants?*

14. Close with prayer, asking that the Holy Spirit fill each life so that we can live the way God wants.

Supplemental Teaching Ideas

Connect with Life

1. Before the class arrives, write on the board the names of several well-known leaders in history. Write this question on the board: *What makes a leader a leader?*

2. Read the "Lesson Focus" for the class. Say: *Leaders are responsible not only to the ones they lead but first, and most of all, to God.*

3. Lead the class to pray, asking God's help to understand what kind of leaders God wants.

Guide the Study

4. Ask: *What did Micah say the nation was doing wrong in Chapter 2?* (The people were coveting.) Point out that in this lesson, Micah continued to tell the nation about their wrongdoing. Micah told the religious and government leaders how they were doing wrong. Read Micah 3:1-4.

5. Write on the board the wrongs of the leaders:
- *Lovers of evil/haters of good —Micah 3:2*
 - *Eaters of people—Micah 3:4*

Comment on the words "love" and "hate."

Say: *The word pair "love and hate" has a deeper meaning than just the ways we use them to describe emotions in English. Everyone Micah spoke to understood that he was talking about a deeply held personal preference for, acceptance of, and disposition toward one thing in opposition to another. So these leaders had shown by their actions that they preferred to do evil.*

6. Read Micah 3:5-8. Help class members find the differences between the messages of the false preachers and the message of Micah. Ask: *Why were the false preachers promising peace when Micah was promising God's judgment.*

7. Read Micah 3:6-7. Write these words on the board: *prophets, seers, diviners*. Under "prophet" write: *preacher*. Under "seers" write: *those who tell what is going to happen in the future*. Under "diviners" write: *those who learn about the future using their special ways.*

8. Read Micah 3:9-12. Ask members to listen for the sins of the leaders. Ask: *How were these leaders bringing judgment on themselves?* Compare their attitude with the attitudes of the false preachers in Micah 3:5-8. Ask: *How were these two groups alike?* (greed)

9. Read Micah 3:11 again. Ask: *How could these leaders feel that no harm could come to them?*

Encourage Application

10. Summarize the lesson, explain how important it is for leaders to be responsible to God.

11. Ask: *If you were praying that the Holy Spirit would fill your life with one thing, what would it be?*

12. Ask the class to list five unhealthy ways a leader can act.

13. Close with prayer, thanking God for worthy leaders and asking for your church to have a healthy attitude towards money.

Teaching Guide

Unit 3 MICAH: WHAT THE LORD ASKS OF YOU Lesson 13 PEACE IS COMING



Lesson Focus

God will give peace to people who are faithful to Him.

Focal Text

Micah 4:1-8; 5:2-5a

Memory Verse

“...Then they will beat their swords into plows, and their spears into cutting hooks. Nation will not lift up sword against nation, and they will never learn war any more.”—Micah 4:3

Connect with Life

1. Prepare a poster from the headlines and pictures cut from recent newspapers and magazines. Include conflict in the world, or fighting between nations or groups of people. Cover all the poster except for a space at the top. Title it: *When Will There Be Peace?*

Place the poster so that it can be seen easily by the class, or bring the items to class for the class to make a poster at the beginning of the class.

2. Ask: *Is peace really an option in the world today?* Allow time for the class to respond. Then invite the members to give their definitions of peace.

3. Write the “Lesson Focus” on the board and read it together. State that the aim of this lesson is to share God’s idea of His kind of peace. Help the class understand that God’s peace is available when we are faithful Him. Pray for God to help each person make that commitment.

Guide the Study

4. Explain that Micah 4:1-4 is different from Micah 3:12. Say: *Micah 4 is a beginning and*

Micah 3 is an ending.

5. Read Micah 4:2-4. Write the following on a poster before class and show it at this time:

- *Who is included in this prophecy?*
- *Who is not included?*
- *Why might some people not be included?*
- *Describe the contrast between God’s house (Micah 4:2) and Jerusalem under the control of the people (Micah 3:12.)*

After reading the passage, discuss the questions above.

6. Ask: *Is this vision of peace something that is far in the future or is it a possibility for now?*

7. Read Micah 4:5-7. Look for the following. Make a sign for each and hold it up as each is talked about.:

- The contrast between people placing their trust in false gods and placing their trust in the One True God (4:5)
- Who God calls to be His remnant (4:6)
- The position of those who once were driven away (4:6-7)

8. Read Micah 4:8-13 and use these questions:

- What is the important promise of verse 8? (Israel and Judah will one day be restored.)
- Who is being redeemed in verse 10?
- Who is going to win in the end according to verses 11-13?

9. Ask the class to share the emotions they might have felt if they had been living when these words were first spoken.

10. Read Micah 5:2-5. Then ask members to find where the following are in the passage:

- Promise of ruler to come from the least of Judah’s family (Answer: verse 2)
- Time of arrival for this ruler (Answer: verse 3)

- What the ruler would do (Answer: verse 4a)
- The lives of the people then compared to the lives of people that were come in the future (Answer: verse 4b)

11. Ask: *How will this ruler bring about the promises Micah tells about?*

Encourage Application

12. Read Matthew 5:9. Ask: *Is it possible to live in peace with others?*

13. Tell the following story: *Suppose your 8 year-old child has a fight with a playmate. Your child was called bad names. There were more ugly words and the children shoved one another. The other child was the one who started the fight. Is there anything you could teach your daughter about how and why to be a peacemaker? Could you get over angry feelings towards the other child?*

Supplemental Teaching Ideas

Connect with Life

1. Inform class members that this lesson continues the study of Micah telling of God's faithfulness. Copy the "Lesson Focus" on the board and read together: *God will give peace to people who are faithful to Him.*

2. Read this quote from Thomas a Kempis: *First keep the peace within yourself, then you can also bring peace to others.* Ask the class to think about whether their lives bring peace to others.

3. Say that today's lesson helps us understand the peace God gives and commit our lives to Him. Lead the class to pray, asking God to give understanding to the lesson and especially God's desire for peace in our lives.

Guide the Study

4. Read Micah 4:1-5. Point out how much hope is in these verses compared to Micah 3. God told Micah what would happen if the people did not repent. He always offered a chance to change the judgment. Ask: *Do you think these verses are just for Israel or are they for people from many nations?*

5. Read Micah 4:6-8. Ask members to look for the following:

- Who was being gathered (Micah 4:6)
- The purpose of the gathering (Micah 4:7)
- What Jerusalem would be like at this time (Micah 4:8)

6. Ask the class to tell about those God chose to gather. (the weak, lame, sad, etc.) Ask: *Who are these people?*

7. Read Micah 5:2-5. Ask the class to retell these verses in their own words. Compare Micah 4:1-4 with Micah 5:2-5. Explain that the message of peace is present in both.

8. Ask: *What was the purpose of the promised ruler? How would this ruler change the lives of the people?* Point out that the rule of the Shepherd Ruler would not depend on military might, but on God's peace.

9. Read from the study guide the word list definition for "peace." Say: *The Hebrew word for peace is "Shalom."* Ask the class to give examples of how the Shepherd Ruler would bring peace to the people.

10. Read Matthew 5:9 and ask class members to give examples of how to be peacemakers.

Encourage Application

11. Encourage members to look at their own lives and decide how they can practice living peacefully with others.

12. Ask someone in the class to share how they or someone they have seen has done something to bring peace.

13. Close the lesson in prayer, asking God for guidance and thanking God for His peace.

Teaching Guide

Unit 3 MICAH: WHAT THE LORD ASKS OF YOU Lesson 14 GOD'S CHARGES AGAINST HIS PEOPLE



Lesson Focus

God gives us grace so we can express our faithfulness to Him by showing fairness and kindness to other people.

Focal Text

Micah 6:1-8

Memory Verse

“...What does the Lord ask of you but to do what is fair and to love kindness, and to walk without pride with your God.”—Micah 6:8

Connect with Life

1. Write on the board: *Hopes and Plans*. As members arrive, ask them to think about some hopes and plans which have been made for them by others. Ask: *What Does God Ask of You?* Say: *These words are from the memory verse and the unit title.* When class begins, share what a teacher or friend or your parents have expected you to do. Then ask the class to share.

2. Ask: *Have you ever been expected to something and then you did not do it? How did that make you feel? How did it make the other person feel?* Explain that this lesson will discuss the hopes and plans God had for His people. The lesson will discuss what our response is to be to what God asks of us.

3. Read aloud the “Lesson Focus” above. Lead the class in prayer, asking God to show His plan from this lesson.

Guide the Study

4. Point out that once again, this lesson is about a court case. Read Micah 6:1-2. Ask members to look for the following:

- Who is speaking against the people of

Israel? (God)

- Who is to be the jury for the charges? (the mountains and the deeps of the earth)
- Why were the charges made? (Israel kept breaking the covenant they had with God by disobeying Him)

5. Read Micah 6:1-5. Discuss the following questions. Think about these questions as if they were being heard by God and then by Israel:

- Have you broken the covenant?
- How did you try to make the covenant work?
- Are you guilty or not guilty?

6. Read Micah 6:4-5. Review the story of Balak and Balaam. Tell how the people of Israel were able to go from Shittim to Gilgal. Ask members to share how God has helped them through hard times.

7. Explain the meaning of the word “know” in verse 5. This is the personal, intimate meaning of the knowledge of God’s faithfulness.

8. Read Micah 6:6-7. Point out that the first sacrifice gift would be possible by most people. Then the sacrifice increases so that only the richest could give it. The final suggested sacrifice was unthinkable—a sacrifice of a child. Ask: *What are ways we would rewrite these words in today’s language? Are people trying to establish a relationship to God with their own work? What is wrong with working to get God’s favor?*

9. Read Psalm 24:3 and Psalm 15:1. Compare these verses to Micah 6:6-7. Ask the following questions:

- What are the differences between Micah and Psalms?
- Do you agree that the people Micah wrote about were saying, “What is it going to cost me?”
- Do you think God is concerned with our hearts or our sacrifices?

10. Read Micah 6:8. Ask class to put their name in the place of the word "you."

11. Read Micah 6:8. Use these questions to guide further discussion:

- How can we practice doing what is fair?
- How can we show that we love kindness?
- How can we tell that someone is walking with the Lord?

Encourage Application

12. Divide the class into three groups and ask each group to explain the meaning of one of these phrases: *Do what is fair; Love kindness; Walk without pride with the Lord.*

Ask each group to prepare a drama which shows what their phrase means to them.

13. Ask: *Which of these do you do?*

14. Close in prayer, asking God to show the class ways to show others this week their thankfulness for God's grace.

Supplemental Teaching Ideas

Connect with Life

1. Begin by asking the class to think of someone they know who walks without pride with the Lord.

2. Explain that this lesson will help us learn that God has done nothing to break His relationship with us. But when we have done wrong, we can ask God to teach us how to put His will into practice, by showing fairness and kindness to all.

3. Lead the class in prayer, asking the Holy Spirit to teach us how to do what is fair, love kindness, and walk with no pride with God.

Guide the Study

4. Read Micah 6:1-2. Explain who those are in the court scene. Prepare a poster with the following:

- *God* (He brings the charge against the people)
- *The mountains and the deep places* (They act as the jury)
- *The people of Israel* (They have broken their promise, covenant, with God)

5. Read Micah 6:3-5. Ask these questions:

- *How does God feel when His people disobey?*
- *How had God been active in the lives of His people since the time of being made free in Egypt?*
- *What can we learn from this for today?*

6. Read Micah 6:5-6. Explain the importance of Moses, Aaron, and Miriam to the covenant history of Israel. Explain the other examples of God working in the lives of His people throughout history. Point out God's faithfulness and grace towards them.

7. Ask: *What is the importance of knowing what God has done in the past? Why should we be concerned with what God did more than two thousand years ago?* Allow time for discussion.

8. Read Micah 6:6-7. Discuss what sacrifice matters most to God. Ask: *What are some ways that people today have tried to have a relationship with God through their own work? Do these ways work?* Read Ephesians 2:8-9: *For by His loving favor you have been saved from the punishment of sin through faith. It is not by anything you have done. It is a gift of God. It is not given to you because you have worked for it. If you could work for it you would be proud.*

9. Read Micah 6:8. Ask: *Does this verse mean, giving of things or giving of self?* Explain the phrases in verse 8. Read the study guide's explanation of these phrases.

Encourage Application

10. State that believers need to show how God is present in our lives by how we interact and react to the world around us. Use the following questions and write answers from the class under each one.

- What are some ways to do what is fair?
- How can we love kindness?
- How do we act when we walk without pride with God?

2. Close with prayer that nothing would break our relationship with God.