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 title, Scripture passages, memory verse, focus and study aim, 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 least three “Additional Teaching Ideas” are provided under those same headings. A picture sequence set is also included with each lesson as an additional teaching resource. You as teacher may pick and choose from these helps to use along with the lesson comments to fit the lesson to your class members’ abilities and needs.

The Bible text printed in the lessons 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 procedures, 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 Study” or teaching procedures, however, the familiar expression may be used to help students add it to their vocabulary.

Suggestions are included in the procedures for various ways of using the Picture Sequence and Core Sentences pages. This set takes the main thoughts from the Bible text and illustrates them with simple drawings. These give class members a mental picture to better grasp the thought and sequence of the Bible text. Perhaps the best method of displaying the picture page is by use of an overhead projector. They may also be redrawn on newsprint or a chalkboard, and may be enlarged using a photocopier. Individual copies of the core sentences may be printed or copied so that each member of the class may have one.

Generally, you or a class member will read the core sentences and refer to the respective picture panels on the projection. A volunteer from the class may then be asked to retell the lesson using only the picture sequence drawings. This method or any one of the ideas suggested for one lesson may be used with any other lesson. Picture sequence sets may be used to create interest, summarize after the main lesson, or as a basis for teaching the entire lesson.

Prayer is not normally suggested in the teaching procedures but 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 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.

Bob Coder wrote the introduction and all thirteen lessons of the teaching procedures for this study. He and his wife, Lenora, live in Dallas and are members of the First Baptist Church of Richardson. After taking early retirement, Bob and Lenora served more than four years with the International Mission Board in London and Zimbabwe. They now teach English as a Second Language (ESL) classes at a Spanish language church near downtown Dallas. Bob wrote several quarters of lessons and teaching procedures for youth through the Sunday School Board (now Lifeway) during the 1970’s and 1980’s. The Coders have a son and three daughters and twelve grandchildren.
Teaching Guide: Unit 1, Lesson 1

Session Title:
THE GOOD NEWS AND 
THE ONE WHO TELLS IT

Focal Text: Romans 1:1-17
Background Text: Romans 1:1-17

Memory Verse: “The Good News tells us we are made right with God by faith in Him. Then, by faith we live that new life through Him. The Holy Writings say, ‘A man right with God lives by faith.’” --Romans 1:17

Main Focus: God’s power provides wholeness of life to broken people of whatever background or circumstance when they receive the gospel.

Study Aim: To lead students to summarize the meaning of the gospel for their lives.

Connect with Life:
1. To introduce the new study theme, ask, “Do we live in a troubled world?” Encourage class members to identify specific local, national, or international problems facing the world today. Write randomly on the chalkboard the places, crises, disasters, or types of violence mentioned.
2. Comment that in our previous study of Acts, we saw that the apostle Paul lived in troubled times as well. Recall some instances of these troubles, such as the persecution of Christians, the killing of Stephen, the arrests and beatings of the apostles, and so on.

Guide the Study:
3. Erase a strip through the center of the chalkboard to provide just enough space to write the title of the new study theme, “Romans: Good News for a Troubled World,” leaving some of the world’s troubles listed around it as a frame. Remark that today we begin a study of the book of Romans, which (point to the title of the study theme on the board) tells us about God’s Good News for this troubled world. Explain that Paul wrote Romans in about 57 A. D. as a letter to the Christians in Rome. Suggest that Paul did not know when he wrote the letter that it would be considered by many as the most important letter in history, or that it would become a part of God’s Holy Bible.

4. Refer to the introduction to Romans on page 3 of the lesson comments. Use this information to briefly preview the study theme and, especially, Unit 1.

5. Enlist a student to read Romans 1:1-7. Then, write on a sheet of newsprint these four words: Paul, Servant, Missionary, Chosen. Remark that the name Paul means “little.” Recall that Paul was called Saul before he became a Christian. Explain that Saul was also the name of the first king of Israel and would have been a name that meant power and greatness to the Jewish people. Suggest that Saul the missionary (apostle) may have changed his name to Paul to make himself “little” compared to the greatness of Jesus.
6. Request that someone read the first two paragraphs under “PAUL TELLS WHO HE IS” on page 5 of the lesson comments. Enhance this as needed to comment on the last three words listed in Step 5 to show that Paul considered himself a slave “owned by Jesus Christ” and a missionary (apostle in other translations) chosen by God when Jesus appeared to him on the road to Damascus.

7. Remark that verse 7 is a personal greeting by Paul to those who are “set apart” as God’s own people in Rome. Explain that it includes common ways of well-wishing from both the Greek (Gentile) and Hebrew (Jewish) languages. Add that the Greek greeting was similar to the word which means loving-favor, or grace, while the Hebrew word shalom is a common Jewish greeting meaning peace. Define loving-favor as a gift that we can do nothing to earn but which is given to us freely by God. Describe peace as a comfort of the heart that comes only from knowing God. State that, because Paul grew up as a Jew in a Greek city, he could relate to both groups of people.

8. Direct students to follow the printed Bible text in the lesson comments as you read Romans 1:8-16. Suggest that they listen as if they are there among the early Christians in Rome hearing this letter read to them for the first time. After reading the passage, remind students to answer from the viewpoint of Christians in Rome and ask these questions:

   • How did this letter make you feel about your church?
   • How do you feel that Paul’s visit will help you and your church?

- What does Paul think about you as Christians in Rome and his relationship to you?
- Why do you think Paul wants to visit your church in Rome?

9. Mention that the last verse of the Bible text is the “Memory Verse” for this week. Ask a student to read Romans 1:17. If you have several students in the class who speak the same language (other than English), you may want to let them read this verse from their language version of the Bible. Or, you may allow three or four students to read it in English. Use the last two paragraphs under “Why Paul Wants To Visit The Christians” (page 6 of the lesson comments) to elaborate on this verse.

Encourage Application:

10. Instruct class members to look again at the memory verse (Romans 1:17). Request volunteers to use this verse as a guide to summarize the meaning of the gospel for their lives.

Additional Teaching Ideas

Connect with Life: The Good News. Comment that there is bad news and there is good news in our lesson today. State that Paul gives us the bad news first: The whole human race is in trouble! All people are sinners and deserve God’s anger and judgment. Say: “But the Good News is that Paul tells us of a way to escape God’s anger and punishment of sin. All we have to do, he says, is to put our trust in Jesus Christ as our Lord and the One Whom God raised from the dead to save us from the punishment of sin.”
Connect with Life or Guide the Study: Communication. Remark, “In the world of telephones, e-mail, worldwide postal deliveries, and air express services, it is hard for us to imagine the way a letter was delivered in biblical times. Explain that there was no mail service. State that the only way Paul had of sending his letter to the Christians in Rome was to have someone hand carry it as they walked, rode a horse or donkey, or traveled by ship to deliver the letter. Add, “And first he had to find someone going to Rome who would be willing to carry the letter.” Mention that a letter in that day would have been a scroll written on a long strip of leather or heavy paper, and that it would have been very bulky to carry. Comment that Paul sent his letter to the Romans by Phoebe, “a helper in the church at Cenchrea,” a seaport near the city of Corinth where Paul wrote the letter (see Romans 16:1-2). Use a map to locate Cenchrea and Rome, and suggest that such a trip may have taken several weeks at that time.

Guide the Study: Picture Sequence Story. Refer to the Core Sentence and Picture Sequence pages that came with this lesson. See also the general instructions in the “Introduction for Teachers” on page 3 of this teaching guide. Enlist someone to first read the sequence number and then the statement for each of the core sentences, in order. If you have the picture sequence sheet displayed, point to the corresponding picture panel as the sentence is read. Finally, ask a volunteer to retell the story as you point to the pictures in sequential order.

Guide the Study: Jumbled Picture Sequence. Make several photocopies of the Core Sentence and Picture Sequence sheets (before making copies of the pictures, use white out to cover the panel numbers on the original or a photocopy master). Cut each picture sheet into individual panels and rearrange each set in random order. Allow class members to work individually or in small groups to use the core sentences as a guide to put the picture panels back in the correct sequential order. Provide cellophane tape or paste and blank sheets of paper for students to tape or paste the pictures back together in sequence.

Encourage Application: Questions and Answers. Read to the class the questions under “Things To Think About” on page 8 of the lesson comments. Encourage students to respond to each question as it is read.

Encourage Application: Prayer. Comment that it is evident from his letter to the Romans (verses 7, 8 and 10) that Paul prayed regularly for them. Note that in verse 14, he is concerned for both the believers and those who have not had a chance to hear the Good News. Ask: “How often do you pray for people who have not yet trusted in Christ? What churches or persons do you care enough about to pray for regularly?”

Encourage Application: Responsibility. Read Acts 1:14 and emphasize the “I must” Paul uses at the beginning of both sentences. State that Paul felt it was his duty to tell everyone he could about Jesus. Ask, “How does this apply to us today?”
How to use Picture Sequence Stories and Core Sentences

Picture sequence stories are a versatile teaching tool provided as a supplement to the Bible Study in Basic English Teaching Guide. These sheets are based on a concept developed by Alexander Lipson, Harvard University professor, who learned that students become more involved in conversation when they see the story in pictures.

Description: Two sheets of material accompany each of the 13 lessons in this study of Romans, as follows:
1. A list of Core Sentences that relate the basic thoughts from the Bible story in simple language.
2. A picture sequence sheet that illustrates each Core sentence in a like-numbered picture panel.

Presentation Methods: Use one of these methods to make the Core Sentences and Picture Sequence Stories available to class members:
(a) Print or photocopy a sheet for each person.
(b) Use an overhead or PowerPoint slide on a screen.
(c) Copy the drawings onto sheets of newsprint or a large chalkboard or whiteboard.
(d) Use a photocopier to enlarge the picture panels. Use a marker pen to retrace the drawings, and paste them onto a sheet of poster board.

Suggestions for Use: The Core Sentences and Picture Sequence Stories may be used in a many ways. Using different methods will make them more interesting to students. Begin by displaying the Picture Sequence Page and reading the Core Sentences in order. Then let students repeat each Core Sentence after you, one sentence or phrase at a time, as you point to the portion you are reading. The final step is to ask a class member to retell the story in his or her own words. Picture Sequence Stories may be used as a basis for teaching the entire lesson or simply as a tool to review and summarize the story. Other methods of using these tools include:
(a) Use the Picture Sequence Stories as a “Connect with Life” activity at the beginning of each session to create interest. Ask students what story the pictures are telling.
(b) Write the Core Sentences onto poster board strips. Mix them up and lay them on a table. Then ask a class member to compare them to the Picture Sequence Sheet and put them in the correct order.
(c) Retype the Core Sentences and leave blank spaces in the place of key words. List the missing words at the bottom of the page. Make and distribute copies to class members and instruct them to write in the missing words.

The writers of the Core Sentences for Romans are Bob Coder (Lessons 1-9) and Phyllis Merritt (Lessons 10-13). Phyllis also wrote Unit 4 of the student lessons. The picture sequence illustrations were drawn by Marcia Miller. She was a missions volunteer in Southeast Asia and the Caribbean.

Lesson 1 Core Sentences
Romans 1:1-17

1. This letter is from Paul, a servant of Jesus chosen to preach the Good News.

2. The Good News promised by the early preachers tells about God’s Son, Jesus.

3. Jesus was born as a person in the flesh to the family of King David.

4. The Holy Spirit proved that Jesus was the Son of God by raising Him from the dead.

5. By the loving-favor of Jesus, we are made missionaries to preach to all people that they should trust in Him.

6. God loves you and has chosen you to be set apart to receive His loving-favor.

7. I thank God for your faith which is known everywhere, and I pray that I might visit you so that we may strengthen one another.

8. I want to share the Good News with you people in Rome as I have done in other places.

9. The Good News tells us that we are saved from the punishment of sin by faith in God and, by that faith, we have new life through Him.
Lesson 1 Picture Sequence Stories

ROMANS 1:1-17

1. To the church in Rome
   "Hi Paul....."

2. In that day the nations will turn to the Cross from the family of Jesus. He will be honored by the people as someone special to see. And his place of rest will be full of his shining greatness.

3. The people are gathered around the cross.

4. A question mark is depicted.

5. Faces with questions marks.

6. A question mark with exclamation marks.

7. A person appearing to be asleep.

8. A person holding a fruit.

9. People are running and playing with each other.
3. Appoint a student to read Romans 1:18-20. Remark that human anger and God’s anger are different. Explain that people get red in the face, lose their tempers, and sometimes get violent. Express the thought that God’s anger is not emotional like that of people. Suggest that God’s anger is simply the response of His holiness to the evil and sin that people do. Emphasize that He first shows people His love. Then, when they rebel against Him and do wicked things, God just gives them up to the punishment of sin that they bring upon themselves.

4. Comment that Paul charged all people with being sinful. Explain that we will look at the sin of the Jewish people next week, but that in this lesson we will focus our attention on pagans. Define a pagan as someone who has no religion. State that the pagans Paul was talking about did not know about the Law of Moses, and they had not heard of Jesus Christ. Ask, “So, how could they be guilty of sin?”

5. Refer to verses 19 and 20 in which Paul says that God can be known even to people who have not heard the Good News. State that verse 19 implies He can be known through our consciences. Describe conscience as the knowledge of right and wrong that God has put into our hearts and minds. Add that it also includes a natural feeling within us that lets us know there is a God. (Emphasize that this is not the saving knowledge that we get when we hear the Good News and put our trust in Jesus, but only a basic understanding that God exists.) Then point out how verse 20 states that God can be known through nature and the things that God, in love, has given us.
Lesson 2 Teaching Guide

ROMANS
UNIT 1
Page 10

6. Ask students if they know what the word “foolish” means. Use their responses to help them understand that it means dumb, silly, stupid or senseless. Explain that a person who does foolish things is probably not very smart or wise.

7. Split the class into small groups of 3-5 persons. Enlist one student in each group to read Romans 1:21-23 as the other group members follow the printed Bible text in the lesson comments. Instruct all of the groups to identify the things these people did wrong even though they knew about God. Allow five minutes, then ask each group to name one of the wrongdoings until all of the following have been identified: (1) they did not worship God, (2) they did not thank God, (3) they claimed to be wise when they weren’t, (4) they thought and did foolish things, and (5) they worshipped false gods.

8. Read Romans 1:24-32 yourself, or direct a helper to read it. After the reading, say, “Wow!” and shake your head in disbelief. Ask, “Did they miss doing any kind of sin at all?” Call attention to verse 30 and remark that, if all those sins were not enough, they would even “think of new ways to sin.” Note that they were also happy when other people did these sins too (verse 32). Point out that verses 24, 26 and 28 all say that, because of their sin, God “gave them up” or “let them follow their sinful desires.” Comment that sometimes people go so deeply into sin and suffer so much because of their sin that they give it up (repent) and turn back to God.

Encourage Application

9. State that people try to justify doing wrong by making up their own ideas about how to decide between right and wrong. Give these examples:

- Becky believes that what feels good is right and what feels bad is wrong.
- Hans says that you can decide what is right or wrong based on the situation at the time.
- Angelina has the opinion that there are no exact rules for right or wrong, but that every person can decide for himself or herself what is okay to do and what is not.

Ask, “Why are these not good ways to decide what is right or wrong?” Follow with, “What do you see that is wrong with the ideas of these four people?” Lead students to understand that these are some of the foolish ideas that people come up with when they reject God and do not honor Him. Comment that Paul tells us in this lesson that there is no excuse for not knowing God and honoring Him in whatever we think and do.

Additional Teaching Ideas

Connect with Life: God’s Creation. Ask students what they think of when they see:

- a vast mountain range
- a roaring waterfall
- the ocean
- a rainbow
- a blue sky on a warm summer day
- the moon and stars at night
- snow-covered hills
- a field of spring flowers
- a beautiful sunrise or sunset
- animals in the wild
- a newborn baby

Use students’ responses to identify these as elements of God’s miraculous creation. Ask, “Can you imagine that all of this “just happened?” Comment that, in the lesson today, Paul tells us that anyone in the world should be able to look around and see enough evidence to know that there is a God Who created all of these things.
Connect with Life: Religions. Refer to the “Word Study” definition of religion. Indicate that religion means belief in and worship of a god or gods. Read the opening paragraph on page 9 of the lesson comments in which the word religion is used several times. Ask one or two students to make up a sentence using the word religion. Emphasize that people around the world who have a religion but do not trust in Jesus as the risen Lord need to hear the Good News.

Guide the Study: Picture Sequence Review. Use the Core Sentence and Picture Sequence sheets that came with this lesson as a way to review the lesson and emphasize the key points. See the “Introduction for Teachers” on page 3 of this teaching guide for general instructions.

Guide the Study or Encourage Application: Idol Worship. Refer to the last three paragraphs of the section, “What People Do When They Know About God,” on page 10 of the lesson comments. The writer relates two stories about worship of false gods. Read or tell these stories to the class. Then read the last paragraph to relate how the worship of idols is still happening. Ask the class to tell about any instances of the worship of idols or false gods in the world today.

Encourage Application: New Ways to Sin. Call attention to the statement in Romans 1:30 that “They think of new ways to sin.” Comment that Paul had a long list of sins in his day, but that we are still adding new ones. Ask, “What kinds of sin do we have today that did not exist in Paul’s lifetime?” Lead students to identify such things as internet pornography, nude beaches, topless dance clubs, lotteries, drugs, child pornography, sex scenes on television, X-rated movies, shoplifting, hijacking, embezzlement, bad language in movies and on TV, and sex in books and magazines. Say, “See, we are still thinking up new ways to sin!”

Lesson 2 Core Sentences Romans 1:18-32

1. God shows His anger against sinful people who keep the truth from being known.

2. From the beginning of the world, people could see the nature and power of God through the things He has made.

3. But they do not honor God. They think they are wise, but show only their foolishness.

4. They made false gods that looked like people, and gave honor to birds and animals and snakes rather than to God.

5. So God gave them up and let them follow the desires of their own sinful hearts.

6. They keep on doing all kinds of sins.

7. They know God has said that all who do such things will die.

8. But they keep on doing these things anyway, and are happy when others do them also.

9. People who do not honor God are without excuse when they face their punishment on the day of God’s anger.
Lesson 2 Picture Sequence Stories
Romans 1:18-32

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look at the lesson, and that we will now study the Bible text in more detail.

Guide the Study
3. Before beginning the lesson, review the definitions in the “WORD STUDY.” Give additional descriptions as needed to ensure understanding, as some of these words are used often during the lesson.

Encourage Application
4. Write on the chalkboard:
   They Think Having the Word of God Is Enough
   They Think Doing Religious Acts Is Enough
   They Think Obeying Religious Rules is Enough

State that these are the titles for the three sections of the lesson comments. Ask, “Who are “they” in these titles? Lead class members to identify the Jews as the subjects of these titles


Remark that the Roman Christians had agreed with Paul about the guilt of the pagans and God’s right to judge them (last week’s lesson). Suggest that, in doing so, they showed that they had knowledge of God and knew right from wrong. Say, “Yet, they were guilty of the same sins as the pagans.” Ask “Did they think they could escape God’s judgment while the pagans were punished for their sins?”

6. Refer to the section, “They Think Having The Word Of God Have A Problem” on page 13 of the lesson comments. Request someone to read the first paragraph of that section to the class. Ask students to scan through the rest of that section and identify the three things that were wrong about the thinking of the people. Help students identify that (1) they thought other people were guilty, (2) they thought that God would not say they were guilty, and (3) they thought they would not be punished for their sin.

7. Call attention to the “Memory Verse,” Romans 2:11. Permit two or three class members to
Lead students to realize that the speed limit (the law) applies to everyone in the same way, and that at no time does the law allow anyone to drive faster that the posted speed limit. Ask, “Why, then, when you are driving at exactly the posted speed limit, does one car after another pass you?” Explain that the answer is, of course, that all of these speeding drivers are **breaking the law**. Add that, if you go one mile per hour over the speed limit, you are just as **guilty** of breaking the law as someone who goes 10 or 15 miles per hour over the limit. State that, in today’s lesson, Paul tells the Jews that they are just as guilty as the people who are not Jews of breaking God’s Law.

**Guide the Study: God’s Chosen People.** Give this brief synopsis of God’s relationship to the Jews:

- God made the Jews His chosen people to take the word of God to all people. He did this by making special agreements with the ancestors, or early fathers, of the Jews, beginning with Abraham (Abram). God told Abraham to leave his relatives and go to a land far away. He promised to bless Abraham and make of him a great nation. Then He told Abraham that, as a sign of this agreement, all the males of his family should be circumcised (Genesis 17:9-12). God later gave His Law to Moses as a guide for righteous living for the Jews. He also helped the Jews in many ways, but they were stubborn and hard-hearted. When God sent His Son, Jesus, they would not listen to Him. They made it look like they were obeying the Law, but their hearts were not right with God. So God used the missionaries (apostles) and the people of the church to tell the Good News to people who were not Jews. Because of His promise to Abraham, God still thinks of the Jews as His special people, but this does not make them more favored by God or less guilty of sin. God is still trying to get the Jews to be sorry for their sins and to turn away from them. He wants them to put their trust in Jesus as the Christ promised by their early preachers (prophets) and the One through Whom they can have life that lasts forever.

**Encourage Application**

10. Direct attention again to the three section titles on the chalkboard. Ask for a volunteer to explain why having the Word of God, doing religious acts, or obeying religious rules does not make us right with God.

**Additional Teaching Ideas**

**Connect with Life: The Law.** Remark that the speed limit posted on a city street is 40 miles per hour. Ask students if any of the persons listed below should be able to drive faster than that:

- A woman who is late to pick up her children at school?
- A pastor who is rushing to a funeral service he is supposed to lead?
- A young man who will be fired from his job if he is late again?
- An executive who is due at an important business meeting?
- The mayor who is rushing to a city council meeting?

Guide the Study: God’s Chosen People. Give this brief synopsis of God’s relationship to the Jews:
Lesson 3 Core Sentences
Romans 2:1-13, 28-29; 3:19-20

1. If you say someone else is guilty, then you also are guilty for doing the very same things.

2. Do you think God will punish others for doing wrong and let you keep on sinning?

3. You know that God is trying to get you to be sorry for your sins and turn away from them.

4. Because you will not do that, you will be punished even more on the day of God’s anger.

5. Those who keep on doing good and are looking for His greatness and honor will receive life that lasts forever.

6. But God’s anger will be upon those who love only themselves and do not obey the truth.

7. God will give His greatness and honor and peace to those who obey the truth, whether they are Jews or not.

8. God does not show favor to one person more than another.

9. Everyone is guilty before God, and the Law just shows us how guilty we are.

Encourage Application: Call for Repentance.
Read aloud the last paragraph under “They Think Obeying Religious Rules Is Enough” on page 16 of the lesson comments. Encourage anyone who is not yet a Christian but wants to trust in Christ now to talk with you or a church staff member about that decision.

Encourage Application: All Are Guilty.
Comment that we must be careful not to think like the Jews Paul talked about in his letter to the Romans. Recall all of the sex sins and evil acts Paul named in last week’s lesson. Remark that it is easy to sit in our places at church and judge people who do those things. Remind students that one of the things Jesus did which angered the proud religious law-keepers (Pharisees) was to eat with the tax gatherers and sinners. State that we don’t want to become so religious and righteous that we look down on anyone else as guilty without realizing that we are just as guilty of sin as they are.

Extra Additional Teaching Ideas
Connect with Life: No Excuse. Write on the chalkboard, “Ignorance of the law is no excuse.” Below that, write, “Not knowing the law is no reason to break the law.” Mention that the top line is a common saying, and that the bottom line is an explanation of the saying. Suggest as an example that, if someone gets pulled over for speeding, telling the police officer that you didn’t know the speed limit will not keep you from getting a ticket and fine. Comment that God’s Law is like human law, and that people, whether or not they are Jews, should know and follow what they know in their hearts and minds is right so that they do not sin.

Guide the Study: Who Are the Jews? This explanation of the name “Jew” may be helpful to students who are new to the gospel: The name “Jew” comes from Judah, one of the twelve sons of Jacob, who became leaders of the twelve tribes of Israel (another name for Jacob). King David and Jesus came from the tribe of Judah. In the New Testament, the term Jew came to be applied to all of the people of Israel, especially for religious purposes.
Lesson 3 Picture Sequence Stories
Romans 2:1-13, 28-29; 3:19-20
Guide the Study

3. Direct students to look at the Bible text printed in the lesson comments. Recall that Romans 3:19 from last week’s lesson said, “…No one can say that he does not know what sin is. Yes, every person in the world stands guilty before God.” Mention that verse 21 (today’s lesson) begins, “But now...” State that Paul had painted a dark picture of our situation. Suggest that the words “but now” signal a change of direction. Remark that Paul now gives us a sign of hope.

4. Ask a class member to read Romans 3:21-26. Remark that in verse 21, Paul says that there is a way to be right with God, but it is not a new way. Relate that the Law and the early preachers (the Old Testament writings) told about it hundreds of years earlier. Explain that in verses 22-23, Paul tells us that God’s righteousness is made available to everyone, but only through faith in Jesus Christ. Emphasize that all people need to trust in Him since all have missed the shining-greatness of God.

5. Write on the chalkboard:

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<th>The Charge: Sinning against God</th>
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<tbody>
<tr>
<td>Guilty</td>
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<td>Not Guilty</td>
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Explain verses 23-26 as follows: It’s as if we were charged with sinning against God (draw a line under those words on the chalkboard). We stand before a righteous Judge, knowing that we are guilty (circle the word guilty). But because of what Jesus did for us no the cross and our trust in Him, the verdict of the righteous Judge is “Not Guilty” (erase the word “Guilty”). Not only are we declared not guilty, but the charge is removed from our record (erase the entire chalkboard). It’s as if
Encourage Application

9. Recall that the title of this unit is, “The Problem We Cannot Solve.” Ask, “What is the problem?” Allow class members to respond as they will. Refer to the “Memory Verse,” Romans 3:23, and say, “That is our problem, we have sinned and missed the joy of receiving God’s glory.”

10. Ask: “So, what can we do to receive God’s shining-greatness (glory)?” Is faith in God enough? Isn’t something else required for us to be saved? Shouldn’t we be baptized, work in the church, help other people, and follow all of God’s rules?” Lead class members in a discussion leading to the conclusion that nothing more than faith (or trust) is required to be right with God, but that we do all of these other things because we love and honor God.

Additional Teaching Ideas

Connect with Life: God’s Standard. Write the “Memory Verse,” Romans 3:23, on the chalkboard. Explain that what this verse says is that no one measures up to God’s standard. Ask, “What exactly is God’s standard?” Without pausing, say, “His standard is perfection.” Suggest that if God allowed anything less that perfection, heaven would soon be just as sinful as earth. Remark that, “Yet, Paul said that we all ‘have sinned and missed the shining-greatness (glory) of God.’” Ask, “So, is there any hope for us to meet God’s requirement of perfection?” State that the lesson today tells us about the only way to do that.

Guide the Study: God and the Jews. If you didn’t use the item, “God’s Chosen People” under “Additional Teaching Ideas” in last week’s lesson, it could be used with this lesson as well.

Guide the Study: Six Steps to Righteousness. In “God’s Way Of Making People Right” on pages 17-21 of the lesson comments, the writer names six ways God uses to make people right.

we never had been charged. We have a clean, or “perfect” record (you may want to use a damp cloth to wipe the chalkboard perfectly clean to emphasize this point).

6. Inform the class that in the next part of the Bible text, Paul asks and then answers a series of questions. Request a class member to read Romans 3:27-31. Ask the students to identify two key words that Paul mentions several times in these verses and contrasts one to the other. Lead them to identify trust (faith) and Law as the two words. Then ask these questions:

- How is a person made right with God? (By putting his or her trust in Christ.)
- How do we relate to the Law? (We follow the Law because we trust in God, not to make ourselves right with God.)

7. Advise students that Paul next gave an example of faith that the Jews could readily understand. Instruct class members to follow in the printed Bible text as you read Romans 4:1-12. Mention that Abraham is held in high regard for his faith by Jews, Christians and Muslims. Affirm that Paul could not have chosen a better example of faith to prove his point. Read or relate the information in the second and third paragraphs of “GOD’S WAY IS ALWAYS THE SAME” on page 21 of the lesson comments. Emphasize that Abraham was not circumcised until long after he became right with God by faith and that it was not keeping the rules of the Law but faith that made Abraham right with God.

8. Remark that Paul used a second example of a person known to all Jews. Ask, “Who else did Paul mention as an example of faith?” Help students identify David, the beloved king of the early Jews, as this person. Note that David lived after the Law was given to the Jews, but that faith was what made him right with God too.
with Himself. Lead class members to identify these factors. List them on the chalkboard in brief form as they are named.

Guide the Study: Picture Sequence Review. Use the Core Sentences and Picture Sequence sheet to review the lesson. Enlist one student to read the core sentences to the class. If the pictures are projected or displayed, ask another student to point to each picture panel as the corresponding sentence is read. Or, if students have been given photocopies of the picture sheets, ask them to follow the story in pictures as the sentences are read.

Guide the Study: Saving Faith. Say, “Some people worry that their faith is not strong enough to save them.” Suggest that these people miss the point. Comment that it is Jesus Christ Who saves us, not our own feelings or actions. Explain that as new Christians, we may start out with only a little faith, but that Jesus has all the strength needed to save us. State that Jesus offers salvation as a gift, and that it is not something we must earn by what we do or how we feel. Assure students that a simple belief that Jesus died on the cross and was raised to new life as our Savior is all that is required to have life that lasts forever.

Guide the Study: Faith and Forgiveness. Remark that King David was guilty of some serious sins—adultery, telling lies, and what amounted to murder; yet, God forgave him. Comment that we, too, can receive forgiveness when we:
- Realize that we have sinned and admit our guilt.
- Confess to God and ask His forgiveness.
- Believe that God has forgiven us and let go of our guilt.
Comment that this may be difficult when our sin is very serious or has become deep-rooted over a long period of time. Reassure students, however, that Jesus has the power and is willing to forgive all sin, no matter how bad. Explain that all we have to do is trust in Him, ask forgiveness, and live a life that is right with God.

Lesson 4 Core Sentences Romans 3:21-4:12

1. God has made another way than the Law to make people right with Himself.
2. The Law and the early preachers told about it.
3. People may now become right with God by putting their trust in Jesus Christ.
4. All men have sinned and missed the shining-greatness of God.
5. But anyone can be made right with God by the free gift on His loving-favor.
6. God gave Jesus to the world so that, when people trust Him, God forgets their sins done in the past.
7. It is not because a person is a Jew or keeps the Jewish Law that he or she is made right with God, but because that person trusts in Jesus.
8. We do not do away with the Law when we put our trust in Christ, but realize that it is an important guide to living in a way that pleases God.
9. There is nothing new about being made right with God through faith because Abraham, the father of all Jews, did so before he went through the religious act of becoming a Jew.
Lesson 4 Picture Sequence Stories
Romans 3:21-4:12
Teaching Guide: Unit 2, Lesson 5

Session Title:

**REJOICE!**

Focal Text: Romans 5:1-11

Background Text: Romans 5:1-11

Memory Verse: “By putting our trust in God, He has given us His loving-favor and has received us. We are happy for the hope we have of sharing in His shining-greatness.” (Romans 5:2)

Main Focus: God’s act of making us right with Himself through faith enables us to rejoice in this new relationship with God now and forever.

Study Aim: To lead students to recognize and rejoice in the

Connect with Life

1. Write the word “Rejoice!” on the chalkboard. Mention that this is the one-word title of the lesson today. Inquire to see if class members know what the word means. Help them define the word as meaning “to feel and show great joy or delight; to be very glad or happy.” Remark that the exclamation point following the lesson title indicates a *strong feeling* of excitement and joy.

2. Invite students to identify some of the events or reasons that cause people to rejoice. Write these on the chalkboard, if you wish, as they are mentioned. Help class members identify such reasons as something new (a newborn baby), finding something that was lost (mention the rejoicing in the three parables of Luke 15: the lost sheep when found, the lost coin when found, and the father’s joy over the return of his lost son), a discovery, a miracle, a reuniting of people, and winning a prize or award.

3. Ask, “What do you have to rejoice about in your life?” Allow students to respond briefly before moving into the lesson.

Guide the Study

4. Introduce Unit 2 by presenting a visual on poster board or newsprint of the lesson titles and a brief summary statement, as follows:

*Lesson 5* Rejoice!…in our new relationship with God.

*Lesson 6* Free at Last!…from being a slave to sin.

*Lesson 7* Victory Is Ours!…through the power of God’s Spirit.

5. Suggest to the class that we now look at what Paul said we should rejoice about. Point out that the word *rejoice* is used three times in the focal passage in some versions of the Bible. Explain that it is not used in the New Life Version printed in the lesson comments, but that the idea is expressed as “we are happy” (verse 2), “we are glad” (verse 3), and “we give thanks to God” (verse 11).
6. State that Romans, Chapter 4, ends with verse 25 in which Paul tells us that, “Jesus died for our sins. He was raised from the dead to make us right with God.” Then read Romans 5:1-2. Emphasize the words “to make us right with God” in verse 4:25 and “…we have been made right with God” in verse 5:1 to provide the connection between the two chapters.

7. Comment that three words in verses 1 and 2 tell us about the new relationship we have with God as a result of faith in Jesus Christ. Provide these explanations of the words:

*Peace.* Before we trust in Jesus, we are at battle with God. This may be like the pagans described in Romans 1:32 (read this verse from a Bible). Or, it may be like the Jews Paul told about in Romans 2:1-3:20 who were very religious but did not honor God. But when we are made right with God through trust in Jesus, we are no longer at battle and there is peace between us and God.

*Access.* This may be a new word to you. Access means a way in, freedom to enter, or an open door. Think of it as a key to let you in. The Bible text printed in the lesson says (in verse 2a) that God “has received us.” Thus, He has given us access to Himself. Now, because of “what our Lord Jesus Christ did for us” (verse 1b), we have access to God. Jesus takes us into the presence of God.

*Hope.* Faith in Jesus Christ causes us to rejoice in the hope of sharing in God’s shining-greatness (glory). Because we have been made right with God, we have comfort in knowing that we are at peace with Him. We are gathered into the circle of God’s loving-kindness (grace) and await with hope the joy of sharing in the shining-greatness of God.

8. Enlist a student to read Romans 5:3-5. Ask, “Does it surprise you when Paul says that, ‘We are glad for our troubles also.’?” Follow up with the question, “How do our troubles benefit or help us?” Use responses as a lead-in to describe how Paul builds his case, as follows:

- Troubles help us learn not to give up (verse 3)
- If we don’t give up, we stand the test (verse 4a)
- When we have stood the test, it gives us hope (verse 4b)

Summarize this by saying, “Every time we stand strong in the face of trouble, we grow in Christian character and gain confidence that God will not let us down in times of future trouble.”

9. Comment that in the next part of the Bible text, Paul compares human love to God’s love. Write the questions below on the chalkboard and instruct class members to read Romans 5:6-11 silently to find the answers:

1. How does Paul describe the weakness of human love?
2. How did God prove His love for us?
3. How do we benefit from God’s love?
When students are ready, allow them to respond to the questions. Help them determine that (1) rarely does a person love enough to give up his or her life for someone else (verse 7), (2) God proved His love for us by giving up His Son, Jesus, to die for our sins (verse 8), (3) we are saved from punishment of sin and from God’s anger (verses 9-11).

Encourage Application

10. Remark that we have been made right with God through faith in Jesus Christ. Read Romans 5:2 aloud, then conclude with, “Isn’t that reason enough for us to ‘rejoice!’”

Additional Teaching Ideas

Connect with Life or Encourage Application: Music. Enlist a soloist or duet to sing, “Rejoice the Lord Is King,” page 197 of the Baptist Hymnal.

Connect with Life: Rejoice. On the chalkboard or a large sheet of paper, write at the top, bottom, each side and each corner one of these words: glad, hope, grace, glory, love, peace, trust, and happy, leaving an open space in the center. Remark that these are all words related to the lesson today and which represent some of the benefits of the Christian life. Comment that there is one “benefit” that may come as a surprise to you. Write the word “trouble” in the open space at the center of the visual. Explain that Paul says that we should rejoice in our troubles (Romans 5:3) along with all of the other benefits. Ask, “Why do you think Paul believed that trouble was good for us?”

Guide the Study: Picture Sequence. Write the core sentences on poster board strips. Use one or both of these activities:

• Select nine class members and give one sentence strip to each in random order. Display the Picture Sequence sheet. Explain to the students that you will call out the sequence number of the pictures, in order. Instruct the nine students to identify the picture panel which your sentence strip matches and, as that number is called, to (1) move into the correct order from left to right and (2) read aloud the sentence strip you are holding.

• Mix the sentence strips up and lay them on a table. Then ask a class member to compare them to the Picture Sequence sheet and put them in order.

Guide the Study: Bible Translations. Utilize other translations to help more advanced students profit from the rich words in this text that represent benefits of the Christian life. Read all of the focal text or specific verses to familiarize students with the different translations. Define words and explain concepts as needed. Give particular attention to Romans 5:3-8 and how perseverance (patience or endurance) builds character and character produces hope. Also clarify the meanings of difficult words such as justification and reconciliation.

Encourage Application: The Story of Yong Son. Read or tell the true story of Yong Son related by the lesson writer beginning in the opening paragraph on page 22 of the lesson
comments. Remark that the writer obviously rejoiced in being able to teach this young Korean girl and in seeing her become a Christian. Refer also to the conclusion of this story on page 25 under the subtitle, “Yong Son Knows That God Loves Her” Suggest that Young Son no doubt rejoiced in her faith in God. Use the questions under “Things To Think About” and others to help students recognize and rejoice in the benefits of being made right with God.

*Extra Additional Teaching Ideas* (Add or substitute for existing ideas)

**Connect with Life: Seeking Happiness.** On newsprint or poster board, make a list of these words: wealth, power, sex, knowledge, politics, fame, drugs, alcohol, sports, wisdom, business success, family, beauty, strength, and love. Question class members about what these words have in common. Lead them to identify all of these as ways that people seek happiness. Ask if any of these achievements ever provide lasting joy or pleasure. Mention some of the movie stars, sports figures, business leaders, and politicians who seem to “have everything,” and then commit suicide, get caught in a scandal of some sort, or get convicted of a crime. Help students realize that none of these earthly methods assure lasting happiness, but that this lesson teaches us how we can have peace, hope and joy through faith in God.

**Guide the Study: Joy Words.** Compare the words or phrases used in various Bible translations to express joy, as follows:

<table>
<thead>
<tr>
<th>Bible Version</th>
<th>Romans 5:2</th>
<th>Romans 5:3</th>
<th>Romans 5:11</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Life</td>
<td>are happy</td>
<td>are glad</td>
<td>give thanks to God</td>
</tr>
<tr>
<td>New International</td>
<td>rejoice</td>
<td>rejoice</td>
<td>rejoice</td>
</tr>
<tr>
<td>New Rev. Standard</td>
<td>boast</td>
<td>boast</td>
<td>boast</td>
</tr>
<tr>
<td>American Standard</td>
<td>exult</td>
<td>exult</td>
<td>exult</td>
</tr>
<tr>
<td>Phillips</td>
<td>in happy certainty</td>
<td>can be full of joy</td>
<td>hold our heads high</td>
</tr>
</tbody>
</table>

**Lesson 5 Core Sentences**

**Romans 5:1-11**

1. Since it is by faith that we are made right with God, we know that we have peace with God through our Lord Jesus Christ.

2. We are happy for the hope we have of sharing in the shining-greatness of God.

3. We accept our troubles also because they strengthen us and make us better persons with even greater hope.

4. Hope will never disappoint us because we feel the love of God in our hearts through the Holy Spirit Whom God gave us.

5. We had no power to help ourselves, then Christ came at just the right time and gave His life for all sinners.

6. Most people are not willing to die for even a good person, though a few have given their lives for someone else.

7. But God proved His love for us when Christ died to save us from the punishment of sin.

8. If Christ died for us while we were still sinners, we have no reason to fear God’s anger now that Christ has brought us back to God.

9. We give thanks to God through our Lord Jesus Christ Who brought us back to God.
Lesson 5 Picture Sequence Stories

ROMANS 5:1-11
lesson we found that we could *rejoice* in a new relationship with God. Mention that this relationship gives us *peace* with God, *access* to God, and *hope* that we can share in God’s shining-greatness (glory)—all because of what Jesus did for us. Relate that in the rest of Romans 5, Paul went on to explain how the first man, Adam, sinned, but through Christ, our sin is forgiven. Point on the visual to Lesson 7 and mention that after gaining our freedom this week, we are going on next week to victory!

3. At this point, display or distribute to class members the Core Sentence and Picture Sequence sheets for this lesson. Through the rest of this lesson, where indicated as in this example, [#1], refer to the core sentence and picture sequence panel for that number. Let a different student each time read the core sentence. As you point to the picture, ask the student to describe what he or she sees and how it relates to the sentence just read.

4. To set the stage for today’s lesson, read Romans 5:20 from a Bible. [#1] Direct students to look now at the Bible text printed in the lesson comments. Instruct them to follow as you read Romans 6:1 to ask with Paul the question he poses. Comment that God is very generous with His grace, and that he has enough love and grace to forgive all of our sins. Say, “Perhaps then, in order to receive more grace, we should sin even more.” Ask, “If God is so loving and willing to forgive, should we not just sin more to give Him more to forgive?” [#2]

5. Remark, “Let’s see how Paul answers this question.” Request a class member to read Romans 6:1-4 (repeating verse 1 which you previously read in Step 4). [#3] State that Paul says very strongly that we are not to sin just to receive more grace from God. Explain that he says, indeed, if we are dead to our old sinful nature, then we cannot possibly want to live in sin.
6. Note that Paul next raises the matter of baptism.  
   [4] Ask, “According to Paul, what was the purpose of baptism?”  
   Listen to responses and, if needed, refer to verse 3a for the answer.  
   See also the activity titled, “Baptism,” in the “Additional Teaching Ideas” on page 00 of this teaching guide.

7. Enlist a student to read Romans 6:5-10.  
   [5] Ask class members if they have any problem understanding what Paul said in these verses.  
   Explain how Paul used the metaphor of slavery to describe how sin was our master before Jesus came into our lives.  
   Suggest that the most common way a slave could escape the bonds of slavery was through death.  
   When a slave died, he or she became free from slavery.  
   Explain that after our old sinful nature died with Christ on the cross, we likewise became free from slavery to sin.

8. Use the two sections of the lesson comments entitled, “NO LAWS IN THE PAGAN WORLD” and “THE NEW LIFE,” to compare the progressive increase in either lawlessness (sin) or righteousness (obedience to God) depending on who is your master.

9. Read, or allow a helper to read Romans 6:11-14.  
   [6] Comment that Paul tells us here how the new life is lived by faith.  
   Summarize this passage by saying, “We are not to let sin rule, but rather offer ourselves to God to do His will.”  
   [7] Note that Paul mentions once again, in verse 14, that we are not living under the Law, but under grace.

10. Comment that we now come to some of the most powerful and important verses that Paul or any of the other biblical writers wrote.  
    Ask a student to read Romans 6:20-21.  
    [8] Ask students to answer these questions silently: “Was Paul right?  Can you recall something you did in the past of which you are now ashamed?”

11. Request that same student to now read Romans 6:22-23.  
    [9] Call for someone to read verse 23 from a version of the Bible that contrasts “the wages of sin” on the one hand to the “free gift of God” on the other.  
    Call attention to the further contrast in the result of “death” in the first instance to “life” in the other.

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**Encourage Application**

12. Remark, “Payday is coming.  Are you ready to collect your wages?  State that Paul challenges us to look at our own lives.  Encourage class members to decide now if they are free from the bonds of sin and if they think they live a lifestyle that honors God.

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**Additional Teaching Ideas**

**Connect with Life: Feeling Free.** Write on the chalkboard these situations: a convict released from prison; a person who retires after 45 years of work; young people who leave their parents’ homes to live alone; a teenager who graduates from high school’ and a prisoner of war who is set free.  Question class members about what these people all have in common.  Lead them to recognize that all of these people have a new freedom from something that has held control over their lives for a long period of time.  Refer to the lesson title, “Free at Last!,” and explain that Paul, in the lesson today, tells how we can experience a freedom like this from the control of sin.

**Guide the Study: Who’s in Control?**  
State that, in his letters, Paul often introduced the concept of an inner struggle in the Christian between the “old self” and “new self.”  
Mention other terms used elsewhere, like “flesh,” “old man” or “old nature” and “spirit,” “new man” or “new nature” to describe the same ideas.  
Advise class members that the old self is controlled by the habits and desires of sin, while the new self is subject to the will of God.  
Explain that the Christian, though controlled by the new self, at times still feels the pull of the old self to sinful things.

**Guide the Study: Dead to Sin.** Use this illustration of being dead to sin: Suppose that a man who is an alcoholic dies.  Before he died, the very smell of alcohol made him thirst for a drink.  
After he died, you could hold a bottle of alcohol under his nose and there would be no reaction.  He
was dead to his addiction, and no longer desired alcohol. In like manner, a person who is dead to sin should no longer want to sin. Though sinless perfection is not possible in this life, the Christian should no longer “thirst” for sin. One who trusts in Christ is dead to sin.

Guide the Study: Baptism. Explain the practice of baptism by immersion as follows: The word baptism comes from a Greek word meaning to dip, plunge, or immerse in water. Baptism is for people who have trusted in Jesus. It does not save a person, but makes the person a part of those who believe in Jesus, the church. Baptism is a picture of the death and raising from the dead (resurrection) of Christ. We are “buried in baptism as Christ was buried in death” (Romans 6:4a). And, “As Christ was raised from the dead by the great power of God, so we will have new life also” (Romans 6:4b). If Christ had just been buried, there would be no new life. Likewise, if we are dipped under water only, then we will drown. Because Jesus Christ was raised by God to victory over death, we rise from the waters of baptism to victory over sin.

Extra Additional Teaching Ideas (Add or substitute for existing ideas)

Encourage Application: Poster. Make and display a poster of suggested ways to resist sin, as follows:

How to Deal with Sin
- Know your weaknesses.
- Be aware of things that tempt you.
- Avoid situations where you may be tempted.
- Choose friends who do not sin.
- Stand strong against sinful feelings.
- Pray for strength to avoid and resist temptation.
- Find a place of service in the church or community.
- Study God’s Word regularly.
- Rely on God’s love and grace.
- Let God’s Holy Spirit rule in your heart.

Lesson 6 Core Sentences Romans 6:1-14, 20-23

1. The more people sin, the more God’s loving-favor is needed to make them right with Him.

2. Does this mean that we should sin as much as we want so that we can use more of God’s loving-favor.

3. Certainly not! If we are dead to sin, how can we keep living in sin?

4. We were baptized into death much like Jesus was buried in the tomb, and we are raised to new life just as He was.

5. If we shared in His death, let’s not forget that our old, sinful selves died with Jesus on the cross and were raised to a better life.

6. Therefore, sin no longer controls us, but we have new life because of Jesus Christ our Lord, and are living this new life for God.

7. Do not, then, let sin have any power over your bodies, for sin is not to be your master.

8. When you were servants of sin, you did things that cause you to be ashamed now that you have become a servant of God.

9. The payment for sin is death, but the free gift that God gives is life that lasts forever in Jesus Christ our Lord.
Lesson 6 Picture Sequence Stories
Romans 6:1-14, 20-23

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1. **Picture 1:**
   - Triangle above a horizontal line with figures below.

2. **Picture 2:**
   - Triangle with arrows pointing down to figures.

3. **Picture 3:**
   - Triangle with arrows pointing in different directions, figures below.

4. **Picture 4:**
   - Triangle with a cross through it, a baby and figure in a circle.

5. **Picture 5:**
   - Cross with a figure above it.

6. **Picture 6:**
   - Triangle with arrows pointing up and down, figures below.

7. **Picture 7:**
   - Cross through a horizontal line.

8. **Picture 8:**
   - Hand holding a heart.

9. **Picture 9:**
   - Gift with a bow.
Comment that Paul is even bold enough to use his own life as an example of the struggle between his old nature of sin and his new nature in Christ. To illustrate Paul’s feeling of conflict, relate what he says in Romans 7:21 (from the New Life Version of the Bible), “This has become my way of life: When I want to do what is right, I always do what is wrong.” Ask students if they ever have such feelings as this themselves. Explain that Paul goes on to say in Romans 7:25 that, “God’s Law has power over my mind, but sin still has power over my sinful old self. I thank God I can be free through Jesus Christ our Lord!”

4. Invite a student to read Romans 8:1-2. Remark that Paul has mentioned the Holy Spirit in the first seven chapters of Romans only four times, but now turns his attention to the work of the Spirit. Suggest that students count the number of times the Holy Spirit’s name appears in the printed Bible text (11). Direct students to read silently the section, “THE HOLY SPIRIT MAKES US FREE” on page 29 of the lesson comments.

5. Request a class member to read Romans 8:12-17. Use the narrative under “SONS AND DAUGHTERS OF CHRIST” on page 29 of the lesson comments to explain the adoption process in the First Century. Mention that the emphasis in the Bible is on sons because daughters were not normally heirs to the family estate unless there were no sons. Thus, the adoption of a son where there were no other sons was a very important matter.

6. Comment that verse 14 says, “All of those who are led by the Holy Spirit are sons of God.” Add that as a child of God, you are an heir to God (be sure students understand what the word heir means). Ask, “What does it mean to be an heir of God?” Lead them to understand that as children of God, we receive along with Christ all of the rights and responsibilities of sonship. Point out that, as stated in verse 17, we may expect to share in
the suffering as well as in the glory.

7. Choose a student to read Romans 8:18-25. Comment on these verses, as follows:

**Verse 18.** Paul suggests our sufferings because of following Christ amount to nothing compared to the shining-greatness (glory) God will one day give us. Note that the sufferings here do not include our troubles because of illness, accidents or disasters, but only those that result from following Christ.

**Verse 19-21.** The whole natural creation suffered when Adam sinned against God in the Garden of Eden. All of nature now anxiously awaits the day God makes His children known. The natural order has hope that it will be set free from its bondage to decay and pollution when this happens.

**Verse 22-23.** Paul refers now to what Eve did in the Garden of Eden. Because she ate the forbidden fruit, God told her that women would suffer great pain in childbirth (Genesis 3:16). Paul said that the whole earth now suffers such pain because of the sin of people.

**Verse 24-25.** Although we as Christians have been adopted by God as His children, there is a final stage in the adoption process yet to be completed. We must continue to live with hope that God will make us His full sons and daughters through Christ in the power of the Holy Spirit.

8. Ask, “Have you ever tried to talk to God through prayer and couldn’t find the right words to express your feelings?” Remark that Paul tells us in Romans 8:26-27 that we get help from the Holy Spirit in that situation. Read those two verses and explain that while we struggle with putting our pleas into words, the spirit translates our thoughts and feelings so that God knows what is in our hearts and minds. Also refer students to the section, “How Do We Pray?,” on page 31 of the lesson comments.

9. Comment that the next verse in the Bible text is one of the best-loved verses of Scripture. Select a student to read Romans 8:28. Ask, “Do you think that this means we will be pleased with the way things turn out? Allow a brief discussion of this question and guide students to the understanding that: (1) Not everything that happens will be good, and (2) we may not always be happy with the way things turn out. Assert, however, that God will take all of the things that affect your life, along with good and bad things that affect others, and work them all together for the common good of those who love Him.

Remind students that God has all of the Christians in the world to deal with, many with ideas different from ours, and that He is working things together for the good of them all.

10. Remark that yet another of Paul’s memorable writings is found in our study today. Instruct students to look at Romans 8:38-39 and to identify those things Paul said cannot separate us from the love of God. As class members respond, group their answers in categories of opposites and list them on the chalkboard, as follows:

<table>
<thead>
<tr>
<th>Death</th>
<th>Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavenly powers</td>
<td>Earthly powers</td>
</tr>
<tr>
<td>Things now</td>
<td>Things in the future</td>
</tr>
<tr>
<td>World above</td>
<td>World below</td>
</tr>
</tbody>
</table>

Note that, to be sure he had not left anything out, Paul added that nothing else in all creation could keep us from the love of God.

### Encourage Application

11. Make a random list on newsprint or poster board of words or phrases related to the lesson; for example, old sinful self, suffering, shining-greatness/glory, those who belong to Christ, struggles of life, heirs with Christ, creation/nature, sons (children) of God, adopted, slave, hope, prayer, Father, common good, love of God, Holy Spirit, victory.

Display the list and ask class members to choose one or more of the words or phrases to tell how people who love God benefit from those factors.

12. Comment that just knowing about these benefits does not bring us under the control of God’s Holy Spirit. Encourage students to give the Spirit control of their lives so that they may become victorious in the struggles of life and share in God’s glory.

### Additional Teaching Ideas

**Connect with Life or Encourage Application**

**Application:** *Victory Song.* Enlist someone to sing “Victory in Jesus,” *Baptist Hymnal*, page 000. Instruct students to listen carefully to the words as well as the feeling of victory expressed...
Lesson 7 Core Sentences
Romans 8:1-2, 12-28, 38-39

1. In my mind, I belong to God. But sin still has power over my old, sinful self. I thank God I can be free through Jesus Christ our Lord!

2. Now, because of this, those who belong to Christ will not suffer the punishment of sin.

3. So then, Christian friends, we must not do what our old, sinful selves want us to do. If you do, you will die in sin.

4. But if you depend on the power of the Holy Spirit within you, you will have life.

5. Those who are led by the Holy Spirit become like children to God.

6. If we are children of God, we will receive everything He has promised to us.

7. We will share with Christ all the things that God has given to Him.

8. But we must share in His suffering if we are to share in His shining-greatness.

9. No powers from heaven or earth can keep us away from the love of God which is ours through Christ Jesus our Lord.

Connect with Life: Adopted Child. Invite someone to present a personal experience story related to adoption. This may be done by someone who was adopted as a child, parents who adopted one or more children, a judge who handles adoption cases, or a social worker involved in the placement of children for adoption.

Guide the Study: Fill in the Blanks. Retype the core sentence sheet leaving blank spaces in the place of key words. These words are suggested for removal: (1) sinful, (2) belong, (3) die, (4) life, (5) Holy Spirit, (6) children, (7) Christ, (8) suffering, and (9) love of God. List these words at the bottom of the page from which students may select the words to fill in. Print or photocopy enough sheets for each student to have one, and provide pencils or pens as needed. Display the Picture Sequence page and ask a student to read the completed sentences as you (or a second student) point to the respective picture panel when the sentence is read.

Extra Additional Teaching Ideas (Add or substitute for existing ideas)

Guide the Study: Adoption. To clarify Paul’s reference to adoption in Romans 8:14-17, explain the practice in New Testament times, as follows: Among the Greeks and Romans, a man who had no sons was permitted to adopt one. The child adopted was often one of his slaves. An adoption ceremony was held, and the man paid some money to the boy’s family. The adopted son took the name of the father, and was thereafter treated in every way as a son. His name was changed to that of the man, and he was allowed to call his former master “father.” We are entitled to become sons and daughters of the Father only by the free gift Of God through trust in Christ. When we do become adopted children of God, we pass completely from the status of slave (to sin) into a new relationship with God whereby we can call Him “Father.”
Lesson 7 Picture Sequence Stories
Romans 8:1-2, 12-28, 38-39
Teaching Guide: Unit 3, Lesson 8

Session Title:
GOD’S GIFT AND OUR RESPONSE

Focal Text: Romans 9:1-8, 10:1-21
Background Text: Romans 9:1-10:21

Memory Verse: “There is no difference between the people who are Jews and the people who are not Jews. They are all the same to the Lord. And is Lord over all of them. He gives of his greatness to all who call on him for help.” (Romans 10:12)

Main Focus: People are responsible for accepting and sharing the message of the gospel that God has chosen them to receive.

Study Aim: To lead students to know that God chooses whom He wants, but we are each responsible for how we respond to the gospel.

Connect with Life

1. Read this case study to the class:
   A woman received an expensive gift from a friend. She didn’t open it. She just stuck it in a closet and forgot about it. She never sent a thank-you note or showed gratitude in any way.
   Ask these questions to stimulate discussion:
   “Do you think the woman would have opened the gift if she had known its value?”
   “How do you think the friend felt about not being thanked?” “Why would anyone be so foolish as not to open a valuable free gift?”

1. Comment that in the lesson today, Paul wonders too why anyone who has been offered the free gift of God’s loving-favor (grace) would not receive and thank God for something of such great value.

Guide the Study

1. Provide a brief introduction to Unit 3. Note that there are only two lessons in this unit, entitled, “We Can Count on God.” Use the unit information on page 32 of the lesson comments to give the lesson titles and an overview of the content.

1. Call on someone enlisted prior to the session to read the words of Paul in Romans 9:1-8. This text should be read with the deep sense of love and concern that Paul obviously felt when he wrote his letter to the Romans. Remark sadly, “Poor Paul. He wanted so badly for his fellow Jews to trust in Christ.” Explain that in verses 4-5, Paul listed several advantages the Jews had that made their rejection of Christ all the more tragic. Ask the students to look at those two verses and to identify the advantages of the Jews mentioned by Paul. Help them identify these advantages: they were Jews chosen by God to be His people; they had the shining-greatness, or visible glory, of God (as seen in the cloud and fire of the Exodus); they had the Law that God gave to Moses; they had a way to worship (the worship services of the temple); they had the promises (covenants) of God; they had the early preachers (prophets) through whom God spoke; and, of course, they had Jesus Christ Who was born into this family. Remark, “And with all these advantages that the non-Jews did not have, the Jews still refused to believe that Jesus was the Messiah, or Christ.”
2. Direct attention to verses 6-8. Explain that, while Abraham was the early father (ancestor) of all Jews, only those who were born into the family of Abraham’s son, Isaac, were part of God’s promise (covenant) with Abraham. Say, “God has the power and right to choose whom He will to be His people.” Comment that we don’t understand why God chooses some, but not others. Add that we do know (1) He does everything in love, (2) He wants all people to turn to Him, and (3) we all have the freedom to choose between God and evil.

1. Select a class member to read Romans 10:1-4. Write on the chalkboard, “They couldn’t see the forest for the trees.” Ask students if they have ever heard this expression. Lead them to understand that it implies someone can’t see the beauty of the forest because there are so many trees blocking the view, or that the person is not able to see what is really important. Question class members about how this expression applies to the Jews and why Paul was so concerned. (They had a strong desire to make themselves right with God, but were so intent upon keeping the rules of God’s Law they overlooked that Jesus Christ was the new way God had provided for sinners to be made right with Himself.)

1. Read Romans 8:5-13 yourself and make these points:

- There are two ways of being right with God, by following the Law (verse 5) and by trusting in Christ (verse 6a). Both require faith in God. The problem with the Law is that people (the Jews) put their trust in the Law rather than in God. By trusting in Christ, we live in the spirit of the Law because we have the loving-favor (grace) of God to make us right with Him.

- We do not need to look to heaven for Christ because He has already been born in the Person of Jesus (verse 6b). And we do not need to seek Him in the grave because Jesus has already risen from the dead (verse 7). Why look in the realms of heaven or the depths of earth when the Good News is near us? (verse 8)

- Verses 8-13 make it very clear. Regardless of who we are, if we believe and confess that Jesus is the Christ Who was raised from the dead, we will be saved from the punishment of sin.

1. Request that a student reread Romans 10:13, and then continue reading through verse 15. Note how each of the questions in this text builds on the previous question; i.e., call-trust-hear-tell-sent. Ask, “What do these verses suggest about the need for missionaries?” Question class members further with: “What about the people where you work or go to school? What about your neighbors? Who will be sent to tell them about God so that they can hear about God then trust and call on Him?” Encourage students to think of themselves as missionaries to their neighbors and friends, for “The feet of those who bring the Good News are beautiful” (verse 15b).

1. Read (or ask a helper to read) Romans 10:16-21. Summarize this passage, as follows:

- Faith comes to people through hearing the Good News preached.
- The Jews did have the opportunity to hear the Good News.
- Because most of the Jews did not listen, God gave the Good News to the people who were not Jews (Gentiles).
Encourage Application

1. Comment that from this lesson we see how God is in control. He chooses whom He wants to be His people, and He chooses whom He wants to speak for Him. Continue, saying that we in turn choose whether to obey God and put our trust in Him. State that we can be like the Jews who chose not to listen to God, or we can make the right choice to trust in God through Jesus Christ. Say: “God has given us a valuable gift.” Ask, “Will you open it…or will you throw it in a closet to be forgotten?”

Additional Teaching Ideas

Connect with Life: No Passport Required. Review the introduction to the study on page 32 of the lesson comments regarding the difficulty in some countries of obtaining a passport (visa) to come to the United States, Canada or Australia. Ask if anyone has a story to tell about the process of getting a passport or visa to enter another country. Note the Chinese woman’s pleasure in knowing that you don’t have to go through such a process to enter the holy nation (kingdom) of God. Suggest that God’s grace and mercy provide free access to His kingdom through faith in Christ.

Guide the Study: Chosen. Ask: “Does God choose us? Do we choose Him? Or does he choose us and then let us choose Him?” Raise also these questions: “Why does God choose some people and reject others?” (Romans 9:10-13) “Why does He harden the hearts of some people so that they work against Him?” (Romans 9:18) “Does God simply look into the future and know who will accept or reject Him?” Comment that these are questions with which even people who teach and study the Bible in schools (theologians) have problems. State that Paul struggles with this problem in Romans 9 and 10, from which our lesson today is taken. Explain that he does not solve the problem, but stresses that God’s purpose always moves forward through both those who accept and those who reject Him. Add that God’s purpose is always one of love and grace. Explain further that God gave us the freedom to choose between what is right and what is wrong, and that we are responsible for our choices.

Guide the Study: Picture Sequences. Display or distribute the Core Sentences and Picture Sequence pages. Ask different students to read one of the core sentences (in order) and then to talk about the sentence and related picture briefly. This talk may be to describe the picture, mention some point from the lesson, or ask questions about any word or point that she or he does not understand. When all nine sequence numbers have been discussed in this manner, request a volunteer to use the Picture Sequence page to review the lesson.

Extra Additional Teaching Ideas (add or substitute for existing ideas)

Encourage Application: Commitment. Invite class members to listen carefully as you read Romans 10: 9-10 again. Direct students to read and to think about the section, “HAVE YOU ACCEPTED JESUS AS YOUR LORD AND SAVIOR?” on page 35 of the lesson comments. Suggest that they also look at the “THINGS TO THINK ABOUT” following that section. Allow a minute or two for them to scan the material. Remind students that we are each responsible for how we respond to the gospel.
Lesson 8 Core Sentences
Romans 9:1-8; 10:1-21

In his letter to the Romans, Paul said:

1. There is deep sorrow in my heart for my people, the Jews, whom God chose to be His people.

2. They are my own flesh and blood, and I would gladly cut myself off from Christ if they could be saved from the punishment of sin.

3. They have a strong desire for God, but their desire is not with the knowledge of Christ.

4. They do not know how God makes people right with Himself through Christ, but instead keep trying to prove their own goodness.

5. Moses wrote that the man who perfectly obeys the Law will find life in it, but people who trust in Christ are made right with God.

6. If you say with your mouth that Jesus is Lord, and believe in your heart that God raised Him from the dead, you will be saved from the punishment of sin.

7. There is no difference between the Jews and the people who are not Jews. They are all the same to the Lord.

8. Everyone who calls on the name of the Lord will be saved from the punishment of sin.

9. But how can they call on Him if they have not put their trust in Him? And how can they put their trust in Him if they have not heard of Him? And how can they hear of Him unless someone tells them? And how can someone tell them if he or she is not sent?
Lesson 8 Picture Sequence Stories

ROMANS 5:1-11
Teaching Guide: Unit 3, Lesson 9

Session Title:

**GOD’S MERCIFUL KINDNESS**

Focal Text: Romans 11:13-36

Background Text: Romans 11

Memory Verse: “God has said that all men have broken His Law. But He will show loving-kindness on all of them.” (Romans 11:32)

Main Focus: Christians should humbly remember that they are saved only by God’s merciful kindness and do not deserve salvation more than any other person.

Study Aim: To lead students to describe God’s intended relationship between believers and other people.

Connect with Life

1. Ask class members to decide if the following statements are true or false:
   - God chose you because you are basically good.
   - The harder you work for God, the more you deserve to be saved.
   - God loves Jews more than He loves non-Jews.
   - God cut off the Jewish people so that they cannot be saved.
   - God loves you more when you obey His Law.
   - Some people are so bad that God could not possibly save them.

   Write and display the sentences on newsprint, if possible, so that students can see and study them before responding. Lead students to realize that all of the statements are false because God’s loving-favor (grace) is a free gift to anyone who trusts in Christ, and is a gift that cannot be earned. State that His love is the same for all people and all nations.

Guide the Study

2. As background information, mention that in Romans 11:1 Paul asked, “Has God put His people, the Jews, aside?” And again in Romans 11:11 he asked, “Did the Jews fall so they would be lost forever?” State that in both cases he answered his own question very strongly with, “No, not at all!” (quotations from NLV) Explain that Paul went on to explain that there was a remnant, or small number, of Jews in the church (he was one himself) who had been “chosen because of God’s loving-favor.” (Romans 11:5)

3. Comment that, after Paul had shown that there were a few faithful Jews in the church, he turned his attention to the people who were not Jews (the Gentiles). Before reading Romans 11:13-24, appoint listening teams to listen (and watch as they follow in the printed Bible text) for answers to these questions:
Team 1. How did Paul think his job of preaching to the people who were not Jews (Gentiles) would benefit the Jews? (Verse 14. It would make the Jews jealous so that some of them would turn to God.)

Team 2. How did the people who were not Jews benefit because God put the Jews aside? (Verse 15. Many of them had been saved from the punishment of sin.)

Team 3. In the illustration of the olive tree, what did Paul warn the people who were not Jews (Gentiles) about? (Verses 18-20. Not to be proud lest they be removed as branches of the tree.)

Team 4. What did Paul say it would be like when the Jews were gathered along with the non-Jews into the church? (Verse 15. Paul said it would be “like the dead coming back to life.”)

Allow a minute or two, if needed, for teams to reread and check their answers. Then call for responses by team. (Verse references and answers are provided in parentheses for the teacher’s benefit only.)

4. Enlist two class members to read from the printed Bible text, the first to read Romans 11:25-27 and the second to pick up with Romans 11:28-32. Make these comments:
   • Paul mentioned a mystery, or truth, which had been secret before, but that God had now given him special knowledge to tell so that the non-Jews would not think themselves too wise.
   • The mystery (truth) was that many of the Jews would continue to be hardened to the Good News until a certain number of non-Jews turned to Christ.
   • At that time, God will turn all of the Jews (all Israel) back to Him to be saved from the punishment of sin. Then the Jews who trust in Christ may have God’s loving-kindness (grace) also.

To summarize this passage, quote from verses 25a and 32, as follows: “Christian brothers, I want you to understand the truth which is no longer a secret...God has said that all men have broken His Law. But He will show loving-kindness on all of them.” (NLV) Note that verse 32 is the “Memory Verse.” Instruct students to work in pairs for three or four minutes reading and saying the verse to one another.

5. Explain that the last part of the Bible text is a statement (doxology) of praise taken in part from the Old Testament. Read Romans 11:33-36 yourself as a praise and conclusion to the Bible study.

**Encourage Application**

6. Write on the chalkboard, **“Everyone needs to know Christ.”** Suggest that students imagine themselves in a large crowd. Ask, “Does it humble you to think that everyone in this crowd needs to hear the Good News?” Ask, “What is the relationship that God intends us as believers to have with other people?”

**Additional Teaching Ideas**

Connect with Life and Guide the Study: Creativity. Display, or provide copies to students of, the Core Sentences page. As you read each sentence, ask students for ideas as to how the sentence could be pictured, as on the Picture Sequence sheets of previous lessons. If one of your students is artistic, let him or her illustrate the ideas on newsprint with quick sketches or stick figures. Otherwise, just list brief descriptions of the ideas on newsprint. As the last step under “Guide the Study,” display the Picture Sequence page for this lesson and compare it to the students’ ideas or drawings. Finally, ask a student to retell the main points of the lesson using both the Picture Sequence page that came with the lesson and the ideas/drawings of the students.
**Guide the Study:** *Bible Study.* Organize the class into small groups of 2-4 persons. Distribute pencils and copies of the Core Sentences page to each student. Instruct them to compare the core sentences to the printed Bible text in the lesson comments. Explain that the purpose of this activity is to identify which Bible verse or verses each core sentence was taken from. Mention that most of the core sentences follow the order of the Bible text, but that this is not always true. Point out that in sentence 8, the fact of God’s plan is taken from Romans 11:12, which is not included in the printed Bible text. When they have completed the assignment, compare reports from the different groups to see how nearly they agree. Exact identification of verse numbers is not necessary. The important purpose is to involve the students in studying the Bible text.

**Encourage Application:** *United Around Christ.* Comment that Paul imagined a church in Rome with Jews and non-Jews united in love of God and trust in Christ. Suggest that there were plenty of spiritual blessings for everyone, and neither Jew or non-Jew could claim to have all the truth as their own. Explain that Paul saw a healthy, beautiful olive tree with both Jewish and non-Jewish branches growing. Ask student to think of how this vision of Paul’s compares to your church or group. Then ask, “What are our responsibilities as a church to people in our community and around the world who are not yet believers?”

<table>
<thead>
<tr>
<th>Lesson 9 Core Sentences</th>
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</thead>
<tbody>
<tr>
<td>Romans 11:13-36</td>
</tr>
<tr>
<td>Paul speaks to the people who are not Jews:</td>
</tr>
</tbody>
</table>

1. I work hard as God’s missionary to you people who are not Jews in the hope that it will make my own people, the Jews, jealous so that some of them might also be saved from the punishment of sin.

2. Because the Jews have been set aside for now, many people who are not Jews have been saved from the punishment of sin.

3. When the Jews are once again made right with God, it will be like the dead coming back to life.

4. Think of an olive tree. If the roots are holy, then all of the branches are holy. If some of the branches (who are Jews) are broken off and non-Jewish ones put back in their places, then the non-Jewish branches share in the holiness of the tree.

5. But do not be proud! Unless you non-Jews keep on trusting Him, God will cut you off too.

6. If the Jews will put their trust in Christ, He will also put them back as branches of the tree. He has the power to do that.

7. Remember this. God still loves the Jews as His chosen people and because of the promise He made to their early fathers.

8. While some Jews are now fighting against the Good News, God has a plan for them.

9. When enough people who are not Jews turn to God, then God’s loving-kindness will turn the Jews to Him also.
Lesson 9 Picture Sequence Stories
Romans 11:13-36
Session Title:

**GIVE YOUR VERY SELVES - TOGETHER**

Focal Text: Romans 5:1-11
Background Text: Romans 5:1-11

Memory Verse: “Christian bothers, I ask you from my heart to give your bodies to God because of His loving-kindness to us. Let your bodies be a living and holy gift given to God. He is pleased with this kind of gift...” (Romans 2:1)

Main Focus: In light of God’s great mercy, Christians individually and together are to give their very selves in service to God.

Study Aim: To lead students to decide on ways they will give themselves to God in response to God’s great mercy.

Connect with Life

Write the word “TEAM” on the chalkboard, leaving a space at the top for the lesson title to be added later. Encourage class members to mention any teams of which they or someone in their family are a part. Ask, “What does the word team mean to you?” Help students bring out the idea of a group of people working together for a common purpose.

2. Write the lesson title, “Give Your Very Selves—Together,” on the chalkboard above the word, “TEAM.” At the bottom of the board, write the statement, “The church is a team of God’s people giving of themselves together for the common purpose of leading others to trust in Christ.” Relate the words giving, themselves, and together in the statement to the similar terms in the lesson title. Ask students if this statement correctly states the purpose of a Christian. Encourage discussion about what a Christian is and what responsibilities the Christian has through the church.

Guide the Study

3. Give a quick review of Romans 1-11 previously covered by this study theme, as follows:

**Romans 1-3.** Paul described the sinfulness of men and their need to be made right with God.

**Romans 4-5.** Paul examined the faith through which a person is made right with God.

**Romans 6-8.** Paul showed how faith lets the power of the Holy Spirit do what the Law could not do to make people right with God; that is, to change people from within.

**Romans 9-11.** Paul told how God had been fair with the Jews and that there was still hope for them to be saved from the punishment of sin.
4. Comment that we now come to the last unit—the last four lessons—in our study of Paul’s letter to the Romans. Note that these lessons are important because they tell us how we as Christians should put the gospel to practice in our lives through God’s church. Add details from the unit page on page 39 of the lesson comments to further describe the unit and lesson contents.

5. Ask a class member to read Romans 12:1-2. Remark that when we decide to live for the Lord, we begin a process of inner change that gives us a new attitude toward life. Read—or tell in your own words—the contents of the section, “Responding To God’s Loving Kindness,” from page 40 of the lesson comments.

6. Request students to name some of the parts of the human body. State that all of these parts have a purpose and are useful to the body as a whole. Add that they are gifts from God. Select a class member to read Romans 12:3-5. Point out that Paul compared the church to the human body. Question students about what Paul said in verse 4 about the body (the body is made up of different parts, and none of the parts has the same use). Ask class members how the church is like our bodies (there are many members—parts of the church body—all different but all useful in some way to the purposes of the church as a whole).

7. Indicate that Paul cautioned the Romans not to think too highly of themselves (verse 3). Explain that regardless of what you do in the church, it is no more important that what any other members does. Like the human body, each church member, though different, is useful to the church body. Emphasize that all are needed and all are important.

8. Enlist a student to read Romans 12:6-8. Instruct students to look back through these verses and identify the seven different gifts mention by Paul. List the gifts on the chalkboard as they are named. Comment that these gifts are special abilities or powers God gives to believers to help them serve the church.

Encourage Application

9. Ask “Why did God give us these gifts?” Request someone to look in the middle of verse 6 for the answer (“We are to use them”) and to read it to the class. Remark that God gives us gifts so we can use them to build up His church. Explain that, in order to do this, we must...

…be aware that all gifts and abilities are given because of the loving-favor (grace) of God.

…recognize that we all have different gifts and that no one has all of the gifts.

…know what our interests and abilities are and what we do best.

…use our gifts in God’s service, not just for personal success.

…work with others in the church as a team, each using his or her gifts for the common purpose of sharing God’s Good News with others.

Encourage students to decide how they will use their gifts in response to God’s great loving-kindness (mercy).
Additional Teaching Ideas

Guide the Study: Spiritual Gifts. Call attention to the “Read This Week” section on page 42 of the lesson comments. Suggest that students read these Scripture texts sometime during the week to learn more about the gifts God gives people.

Encourage Application: Gift Responses. Explain to the class that church members have different gifts and therefore respond to a situation in different ways. Tell students to imagine that a poor family attends your church’s worship service next Sunday. Direct students to look at the list of gifts Paul listed in Romans 12:6-8 (see also the list on page 42 of the lesson comments under “GIFTS ARE TO BE USED”). Say, “How do you think members of the church who have each of these gifts could respond to this family’s visit?”

Encourage Application: Use It or Lose It. Mention that in Romans 12:6, Paul tells us that we should use the faith God has given us. Note that the last line of the lesson comments reads, “When we obey and use our gifts, God gives us power to do more for Him.” Restate this as, “The more we use our gifts and abilities, the more skilled and confident we become with them.” Express the thought that a gift is like any other talent or skill, if you don’t use it, you lose it.” Encourage students to decide how they can use God’s gifts to them in response to God’s loving-kindness (mercy) in giving the gifts to them.

Guide the Study: Student Teacher. Enlist a willing student to teach the lesson. Display the Picture Sequence page and provide a copy of the Core Sentences sheet. Instruct the student to use these as a guide to teach the lesson. Permit the student teacher to also use the printed Bible text (or a Bible), the lesson comments, and perhaps even a copy of this teaching guide. The student may teach a quick lesson at the beginning of the class, as a review at the end of the session, or take the full lesson time. You may provide the teaching materials for the student to study ahead of time, or (for the short lesson) when you are ready for the student to teach.

Guide the Study: Review. Use the Picture Sequence and Core Sentences pages to review the lesson. Display the picture page and recruit a class member to read the core sentences. Point to the respective picture panels as the core sentences are read. Finally, allow a volunteer to stand by the picture sequence display and relate the lesson panel by panel.

Connect with Life: Questions. Refer to the four question under “Things To Think About” on page 42 of the lesson comments. Read and discuss the questions one by one to create interest in the Bible study. Keep the discussion at a general, non-personal level on the first two questions. Or, simply ask them as thought questions, to be answered silently. Then seek verbal answers to the last two questions.

Guide the Study: Review. Use the Picture Sequence and Core Sentences pages to review the lesson. Display the picture page and recruit a class member to read the core sentences. Point to the respective picture panels as the core sentences are read. Finally, allow a volunteer to stand by the picture sequence display and relate the lesson panel by panel.
Lesson 10 Core Sentences
Romans 12:1-8

1. True worship is to give yourself to God.

2. Let God give you a new mind. You will know what God wants you to do and you will not act like the people of this world.

3. Do not think more of yourself than you should.

4. Our bodies have many parts with different uses. The body of Christ has many different people who belong to Him.

5. God has given us different gifts to use.

6. Some preach.

7. Some help or teach.

8. Some speak words of comfort, others share what they have.

9. Some lead and others show kindness.
Lesson 10 Picture Sequence Stories

ROMANS 12:1-8
Session Title: **LIVE THE WAY OF LOVE**

Focal Text: Romans 12:9-1; 13:8-10

Background Text: Romans 12:9-21;

13:8-14

Memory Verse: “Work for the Lord with a heart full of love for Him.” (Romans 12:11b)

Main Focus: Living in response to God’s grace calls for shaping all aspects of our lives by love.

Study Aim: To lead students to identify at least one specific way in which they will put love into practice in their lives.

Connect with Life
1. Begin with the question, “If you needed to summarize Christianity in just one word, what word would you choose?” Listen for someone to mention the word love, or suggest it yourself. Write “LOVE” in big letters on the chalkboard. Ask, “Does that do it…does that describe what Christianity is all about?” Direct someone to read 1 John 4:8 from a Bible. Remark that if “God is love,” then surely love is at the heart of Christianity.

Guide the Study
2. Remind students of the unit title, “How Should We Live?” Remark that the first answer to that question was found in last week’s lesson; that is, we should make our bodies a living gift to God. Comment that today’s lesson suggests a second answer to the question. Ask for a volunteer to read today’s lesson title, and then to read the memory verse.

3. Raise the question, “If we truly lived by love, how would we live?” Instruct class members to read silently Romans 12:9-13. Watch for signs that the students are through reading, then repeat the question above. Ask students what suggestions Paul had to answer the question. Help class members identify the characteristics named by Paul or permit them to add their own ideas.

4. Remark that it would certainly be nice if all the people in the world lived like that with an attitude of love for themselves and everyone else. Express regret that, unfortunately, there are some mean and disagreeable people out there. Ask, “How do we deal with such people?” Answer that Paul again has suggestions for how to respond to people who are basically bad.

5. Request a class member to read Romans 12:14-21. State that the way to respond, according to Paul, is not to return evil for evil, bad for bad, hurt for hurt. Explain that Paul’s idea was to be good and kind even to bad people, and to try to live in peace with them. Paul advised us to, “Let the anger of God take care of the other person (verse 19).” Urge students to share any practical methods they would suggest for dealing with bad people or situations in which they have actually experienced or witnessed such dealings.

6. Read Romans 13:8-10 one verse at a time, and comment as follows:

*Verse 8.* Paul said, “Do not owe anyone anything…” Does that mean that we should not borrow money to buy a home,
Lesson 11 Teaching Guide

Additional Teaching Ideas

Connect with Life: Free Association Quiz. Write the word LOVE on the chalkboard. Ask, “What does this word bring to mind?” Encourage class members to recall Bible verses, stories, feelings, other words, or anything else related to love. Refer to the lesson title and memory verse to lead into the Bible study.

Connect with Life: Expressing Love. Ask, “What are some of the different ways we show love to others?” Help students identify as many ways as they can to express love to family, friends, co-workers, and even to strangers. Use the lesson title and memory verse to introduce today’s Bible study.

Guide the Study: Types of Love. Comment that the Greek language in which the New Testament was written uses different words for love. Display a chart listing these words, as follows:

<table>
<thead>
<tr>
<th>Greek Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>eros</td>
<td>sexual love</td>
</tr>
<tr>
<td>storge</td>
<td>love of family</td>
</tr>
<tr>
<td>philia</td>
<td>brotherly love</td>
</tr>
<tr>
<td>philanthropia</td>
<td>love of people (mankind)</td>
</tr>
<tr>
<td>agape</td>
<td>God’s kind of love</td>
</tr>
</tbody>
</table>

Comment that we are mostly concerned in today’s lesson with the agape kind of love that God has for us.

Guide the Study: Vengeance. Read Romans 12:16-21. Involve students in a discussion of “paying back” someone who has done them wrong. Raise such questions as: “Do things get better or worse when you repay evil with evil?” “What is the likely result when you are kind to your enemies?” “How do you think God will punish people who do evil things?” Lead students to understand that when people try to “get even” with someone else, it is not clear exactly what he means. It would at the least indicate that we should not enter into debt knowing that we cannot pay back what is owed. But Paul is clear about our debt of love. We can keep on paying back the love God has shown us by showing love and kindness to other people. But we can never pay in full the debt we owe to God.

Verse 9. Paul quotes the last five of the Ten Commandments, those which apply to our relationships with people. Then he summarizes these in the one statement, “… love your neighbor as yourself.” Ask, “And who is our neighbor?” Recall the story Jesus told of the Good Samaritan. Add that the advantages of modern travel and communications now make the whole world our neighborhood.

Verse 10. Here Paul says that you will not hurt or do wrong things to other people if you have love. And you keep the spirit of the Law when you show such love.

7. Display (or distribute copies of) the Picture Sequence page and Core Sentences sheet. Instruct students to look at the sentences and pictures for a moment. Suggest that they think of any specific situation they know of in which one of these acts of love was actually demonstrated. Cite one of the personal stories by the lesson comments writer under “Love Is Something You Do” or “God Will Take Care Of Evil People” as examples.

Encourage Application

8. Refer again to the core sentences and picture sequence exhibits. Ask class members to choose one sentence or idea that they will personally make an effort to put into practice. Encourage students to make a complete break with sin and to let their lives be examples to other people of God’s unending love.
who has done them wrong, they destroy the “good” they have tried to defend. State that evil grows on evil, and only God can properly punish people who do evil.

Guide the Study: Circle of Love. Draw a circle on the chalkboard. Ask, “How is God’s love like a circle?” Allow class members to suggest answers to the question. Then distribute these statements on numbered slips of paper to four students:

1. God is Himself love (1 John 4:8).
2. God in love sent His Son, Jesus, to save the world (John 3:16).
3. Through His Holy Spirit, God enters the hearts of people (Romans 5:5).
4. So, through Christ, people come to love God more than anything else (Matthew 10:37; Luke 16:13).

First, read the Bible text given in parentheses yourself. Then, call on the students, in order, to read the statements. On the chalkboard, as each respective statement is read, write “God” at the top of the circle, “Jesus” at the 3:00 position, “Holy Spirit” at 6:00, and “people” at 9:00. Draw clockwise arrows from God to Jesus, Jesus to Holy Spirit, Holy Spirit to people, and people to God, and say, “God’s love flows all around the circle.” Note that there is no end to the circle; that is, love just keeps going round and round and round. Explain further that God’s love applied to people causes them to love one another as God in Christ through the Holy Spirit has loved them.

Encourage Application: Family Love.
Direct class members to look back through the Bible text of today’s lesson. Instruct them to look for verses that would apply to family situations. As they locate such verses, ask them to (1) read the verse aloud, and (2) tell how application of the verse in love would improve family living.

Lesson 11 Core Sentences
Romans 12:9-21; 13:8-14

1. Love each other and hate what is sinful.
2. Work hard for the Lord with a heart full of love.
3. Pray and do not give up.
4. Share with others, give them meals and a place to stay.
5. Pray for those who make trouble for you. Feed and give water to the one who hates you and you will make him more ashamed.
6. Be happy with those who are happy and sad with those who are sad.
7. Live in peace with each other and do not think with pride.
8. Never pay back someone for the bad he has done. Let God take care of them.
9. Do not let sin have power over you, but let good have power over you.
10. Do not owe anyone anything but love.
11. Obey with love all of the Law: “Love your neighbor as your self.”
12. The time is coming when we will be taken up with Christ so stop doing sinful things --let every part of you belong to Jesus.
Lesson 11 Picture Sequence Stories
Romans 12:9-21; 13:8-14

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<td><img src="image12" alt="Image" /></td>
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</table>
Session Title: CHRISTIANS AND GOVERNMENT
Focal Text: Romans 13:1-7
Background Text: Romans 13:1-7

Memory Verse: “…There is no power given but from God.” (Romans 13:1b)

Main Focus: Christians are to submit themselves to human government as it fulfills its God-given role.

Study Aim: To make students aware of the proper relationship between church and state, Christians and government.

Connect with Life

1. Remark that every country of the world has a government of some kind. Suggest that some are good governments and some are bad governments. Ask class members to name some examples of good and bad governments existing now or at any time in history. Ask, “What makes governments good or bad?” For good governments, bring out such ideas as strong leaders, fairness, serving the people, equality, reasonable taxes, freedom of the press, freedom of speech, and freedom of religion. As for what makes bad governments, the causes might include harsh treatment of citizens, heavy taxation, favoring the wealthy and powerful, greed, religious restrictions, government-controlled press, no criticism of government allowed, and military control.

2. Question students as to why we need governments. Discuss the services governments provide; for example, military and defense systems, money and banking controls, schools, roads, courts of law, postal service, police and fire protection, and parks. Query class members as to what life would be like if there was no government or organization at all and if we had total freedom to do whatever we wanted. Remind students that it would not be just you who had these freedoms, but that everyone else would also be doing as he or she pleased.

3. Comment that the lesson today deals with how we as Christian citizens relate to government and to the leaders of the nation in which we live.

Guide the Study

4. Call on a student to read Romans 13:1-7. Ask class members to comment on these verses, and remind them that it is okay to talk about the government in this country. Set Paul’s remarks in context by pointing out that he was writing to the Christians in Rome. Mention that these people lived in the capitol city and the heart of the mighty Roman Empire. Explain further that the Romans thought of Christians as a sect of Judaism, and both Jews and Christians were considered troublemakers by the Romans because they claimed Christ as their King and would not honor Caesar as their god. Note also that all Jews at times had been forced to leave Rome when they were blamed for causing trouble.

5. Continue the discussion by stating that Paul may have been warning the Christians to be careful in their relationships with the Roman government. Explain that this was a government in which men became leaders because they were born into wealthy and
important families  State that the common people could never expect to have power or success, or to improve their lifestyle. Indicate that their only hope was to live quietly under Roman rule and the protection it provided them; yet, some of them may have had rebellious spirits. Note that Paul, who as a Roman citizen came from at least a somewhat wealthy and influential family, would have well understood the situation. Suggest that his purpose may simply have been to urge the Romans to live quietly and not call attention to themselves.

6. Divide the class into three groups to study and report on the Bible text, as follows:

**Group 1.** Read Romans 13:1-2 from the printed Bible text and “Obey Those Who Are Leaders” on page 47 of the lesson comments. Refer to Titus 3:1 and 1Peter 2:13-17 in a Bible. Answer these questions: (1) Why is there a need for governments? (2) What is the source of power for all governments? (3) What will happen to those who do not obey the laws and leaders of the government?

**Group 2.** Read Romans 13:3-4 from the printed Bible text and “What The Leader Must Do” from page 47 of the lesson comments. Refer also to Acts 5:27-29. Answer these questions: (1) What is the job of government leaders? (2) Who should be afraid of government leaders or officials? (3) Who should a Christian obey as the highest authority?

**Group 3.** Read Romans 13:5-7 from the printed Bible text and “We Do What Is Right Because Of Fear…” on page 48 of the lesson comments. Refer also to Mark 12:13-17 in a Bible. Answer these questions: (1) What are two reasons to obey government leaders? (2) What should a Christian’s attitude be towards paying taxes? (3) Under what conditions should a Christian not obey government leaders?

Prepare the assignments before the session, and be sure that pencils and notepads are available if needed. Request volunteers from each group to read the questions, respond to the questions, and add any other comments they wish.

7. Comment that one good thing about our government is what’s called “separation of church and state.” Explain that state simply means government. Indicate that what this means is that the citizens of our country have the freedom to worship in any way they wish and that no religious group may control the government. Note that Baptists had much to do with making religious freedom one of our constitutional guarantees. Remark that Baptists take great pride in being the good citizens described by Paul in Romans 13:1-7.

**Encourage Application**

8. To review the main points of the lesson, display the Picture Sequence page and present the Core Sentences sheet to students as a display or individual copies. Read the sentences one by one as a volunteer from the class points to the respective picture panel. Encourage class participation by asking questions or recalling points made during the class discussions.

9. From a Bible, read 1 Timothy 2:1-2. Urge class members to make a habit of praying for leaders not only in our country, but all around the world that peace may prevail. Call attention to the item, “A Prayer for Leaders,” on page 49 of the lesson comments as an example. Remind students that God answers the prayers of His people.

**Additional Teaching Ideas**

**Connect with Life: Authority.** Assist the class in identifying some of the social situations in which they submit to authority by asking these questions:
- What are some situations in which a person must follow directions of someone in
authority? (Family, school, work, sports, government)

- In each of those situations, who are some of the leaders you must obey?
- Where and how do these people get their authority?
- How do you feel about obeying these leaders?
- What are some situations in which you might refuse to obey one of these leaders?

Comment that the lesson today centers on the authority of governments and Who gives that authority.

**Encourage Application: World Citizens.**

Remark that with the advantages of automobiles, trains, buses and airplanes, many people now travel outside of the countries in which they are citizens. Lead the class in a discussion of our responsibilities to obey laws, respect customs, and honor the authorities wherever we travel. Mention the possibility that we may someday become world citizens, and consider how that may affect governments, money, language and other factors. Evaluate especially how this trend might be useful in spreading the word of God to all countries of the world.

**Encourage Application: Lawbreakers.** In the light of today’s lesson, consider the question, “Is it a sin when you break any law your government makes?” Follow with another question, “How might you be punished by man or God (1) if caught by police or government authorities, and (2) if guilty, but not caught by the authorities?”

**Encourage Application: Think About.** Refer students to the three items under “AGREE OR DISAGREE” on page 49 of the lesson comments. Let three different students each read one of the statements. Wait a moment for class members to decide whether they agree or disagree, then allow volunteers to respond.

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**Lesson 12 Core Sentences**

**Romans 13:1-7**

1. Every person must obey the leaders of the land.

2. God allows leaders to have power.

3. Anyone who does not obey works against God and will be punished.

4. If you do what is right, you do not have to be afraid.

5. If you do what is wrong, you have to be afraid.

6. Obey leaders to keep from God’s anger. Your heart will have peace.

7. Pay taxes because the leaders are workmen for God.

8. Fear and respect those you should fear and respect.
Lesson 12 Picture Sequence Stories
Romans 13:1-7
Session Title: 
ACCEPT CHRISTIANS WHO ARE DIFFERENT FROM YOU

Background Text: Romans 14:1-15:3

Memory Verse: “Receive each other as Christ received you. This will honor God.” (Romans 15:7)

Main Focus: Christians should follow Christ in accepting people who practice their faith in Christ in different ways.

Study Aim: To lead students to identify and get rid of any judgmental attitudes they may have toward other Christians.

Connect with Life
1. Relate the fact that when Jesus died, there were about 120 followers (Acts 1:15), and that from that handful of believers the first church was born. Note that the church grew to “about 5,000 men” (Acts 4:4) and “The many followers acted and thought the same way” (Acts 4:32).
2. Write on the chalkboard and ask, “What went wrong?” Comment that we now have many different church groups (denominations), many different beliefs, and even individual churches have disagreements and split up. Suggest that some of these are major differences in beliefs (doctrine), but most of the church’s problems begin because Christians can’t accept people who think or act a little differently than themselves. State that in this lesson Paul tells the Romans—and us—that we should accept Christians who think and act differently than we do. Refer to and read the “Memory Verse.”

Guide the Study
3. Mention that this is the last lesson in the unit titled, “So How Should We Live?” and also in the study of Romans. Briefly review the three previous lessons of this unit, and announce that next week we begin a study of the Old Testament.
4. Question students first about who Paul was writing to (the Christians in Rome), then who was in the church at Rome (both Jews and people who were not Jews, or Gentiles). Let someone else read from page 50-51 of the lesson comments the entire section titled, “The Strong And The Weak Christians Have Different Ideas.”
5. Observe that people like to be with other people who think and act like themselves. State that we “belong” to certain groups because we have the same interests and follow the same rules as other people in the group. Comment that Paul, in verses 1-4, focused on one problem facing the Roman church, the eating of meat. Explain that Christians in the church with Jewish backgrounds (“the weak”) were very particular about the kinds of meat they would eat and how it was prepared. Indicate that, because they did not know whether meat bought at the market was okay for them to eat, they just didn’t eat meat at all, so did not take a chance that they might sin. Mention that church members who were not Jews (“the strong”) felt that freedom in Christ replaced the old Jewish laws of what people could eat or not eat, and thus would not accept those who still followed those laws. Add that in Romans 14:6 and 21, Paul mentioned two other matters church members argued about, (1) the observance of special days—the Sabbath, or Saturday, instead of Sunday plus certain Jewish holy days, and (2) the drinking of wine.
6. Ask class members what Paul meant in verse 4 with his mention of the servant-owner relationship. Lead them to understand that:
Lesson 13 Teaching Guide

ROMANS* UNIT 4 Page 57

- We are all God’s servants.
- No one servant is better or worse than another servant.
- We are all responsible to God, Who is our Owner.
- It is God’s responsibility to judge His servants, not ours.

7. Request a class member to read Romans 14:13-19. Instruct class members to read back through these verses and decide what the main point was that Paul wanted to make here. Advise students also to look for help under “Keep Your Eye On What Is Most Important” on page 51 of the lesson comments. Request one or two volunteers to identify Paul’s main point. (Though other ideas may be suggested, verse 19 probably states the point adequately.)

8. Now turn attention to Romans 15:1-7. Advise students to follow the printed Bible text as you read it. Direct attention to the servant attitude Paul stresses in verses 2a and 3. Note again that verse 7 is the memory verse for this lesson, and that we are to receive, or accept, others who trust in Christ even though there may be differences in the way we show honor to God.

Encourage Application

1. Use the “Agree Or Disagree” activity on page 52 of the lesson comments to help students identify some of the judgmental attitudes they may have toward other people, especially Christians. Either cut a copy of these statements into strips to hand out, or simply refer to them by number. Ask the student to read the statement aloud and decide whether he or she agrees, partly agrees, or disagrees with the statement. Allow other students to add any comments they wish.

2. Observe that this activity causes us to realize that we sometimes judge people and do not accept them if they think or act differently than we do. Ask, “How can we get rid of those attitudes that make us want to judge others?” and “What can we do to help others who are weak in faith become strong?”

Additional Teaching Ideas

Connect with Life: The Strong and the Weak. Present this case study to the class:

Peter Nkomo is a new Christian in an African church. He went to a tribal witch doctor for help in curing a long illness. Christians know that witch doctors are evil, but the Africans have relied on witch doctors for hundreds of years. When some stronger Christians learned what Peter did, they wanted to make him leave the church. If you were the pastor of this church, how would you try to resolve this problem?

Allow class members to discuss the response briefly. Then announce that today’s lesson is about a similar problem in the early Roman church.

Connect with Life: Judging Others. Relate the case studies below. Emphasize that all of these people are Christians who attend their church’s services regularly.

- Romano is a young single man who occasionally goes with his friends to a bar. He drinks only soft drinks, and goes mainly to help his friends who drink alcohol get home safely.
- Joe often mows his lawn on Sunday afternoon. He does not think of this as work, but as a way to exercise and rest his mind.
- The Colberts are an older couple who enjoy ballroom dancing. At dances, they try to sit with people who do not drink alcohol, and usually dance only with each other. They like “getting out” and believe that dancing keeps them active and fit.
- Maria attends a worship service that meets on Saturday rather than Sunday. Saturday fits her schedule better, and she doesn’t believe the day you choose for worship and rest really matters to God.
Lesson 13 Core Sentences
Romans 14:1-4, 13-19; 15:1-7

1. Do not argue with anyone about those things which do not matter.

2. Do not hurt another believer by what you do.

3. The holy nation of God is not food and drink, but being right with God.

4. Work for peace and help each other become stronger.

5. Help the weak.

6. Live to please your neighbor.

7. God helps you not to give up and gives you strength.

8. Together thank God.

9. Receive each other as Christ received you to honor God.
Lesson 13 Picture Sequence Stories
Romans 14:1-4, 13-19; 15:1-7