

Activity Pages

Winter Quarter
2021–2022

Justice, Law, History

THESE ACTIVITY PAGES ARE DESIGNED TO:

- Engage students in a way that lecture and open-ended discussion don't.
- Gain insight on what has been learned and what hasn't.
- Encourage students to learn from one another and build vital relationships, in keeping with Proverbs 27:17 and Galatians 6:2.

TIPS FOR USING ACTIVITY PAGES:

- Instructions are on each lesson's "Involvement Learning" page (for teachers) and Activity Page (for students).
- Use these pages as optional alternatives for "Involvement Learning" activities.
- Limit individual work time and focus on facilitating discussion among learners.
- Encourage students to complete take-home work by discussing their results in the next class session.

MAXIMIZE GROUP ACTIVITY TIME!

- Instead of viewing group activities as empty time for you as the teacher, look for opportunities to encourage and challenge your students.
- Pray silently during the activity for the participants' spiritual growth! Pray for them by name, calling on the Lord to bless each person.
- Circulate among the groups of learners and observe their interactions to discover your learners' level of spiritual maturity.
- Pray for the Spirit to lead as your students grow in their knowledge of the Word—that they may be filled with passion to boldly proclaim the good news.

JUSTICE AND OBEDIENCE

Lesson 1, Deuteronomy 5:1b-3; 10:12-13; 27:1-10, KJV

HEAR HERE

More than once in the book of Deuteronomy we read the admonition for God's people to listen and heed. Use the following chart to examine some instances. How might each of these commands serve as a message for Christians today?

Text	The Command's Intent	Application for Today
5:1		
6:4-5		
9:1		
20:3		
27:9		

DOING WHAT GOD WANTS

Think prayerfully about each of the five admonitions in Deuteronomy 10:12-13. List at least two specific ways you could heed each of them this week.

WHAT GOD WANTS

WHAT I CAN DO

JUSTICE AND KINDNESS

Lesson 2, 2 Samuel 9:1-7, 9-12, KJV

WHY BE KIND?

Find six synonyms or near-synonyms to the word *kindness* in the puzzle below. Then rank-order those six words in the blanks to the right in terms of how close they are to the biblical idea of kindness.

Q T S Z U O E D T R A Q K F R
 B K N V K M L V N G R Z E L R
 J G V E Z Q E E E T W Z K J P
 L H B N L V B E C I E U D F M
 G E N E R O U S I I F Y P K E
 E V W V G Q V N F F P Q U L Q
 N G V H Y N S E E K W E B W B
 E T A R E D I S N O C A S I O
 Q E U B T L I Z E E T Q U D Z
 Q B W T R A P Z B I B T B D E
 P K R V C V V F R K P X C K L
 G Z K Q D W J A U D O B I U L
 J A B W P C H T B L L N Z F R
 Y M Q P R C D K N T R T U F T
 I W T E G S L L P N X O A M Q

1. _____ (closest to biblical idea of kindness)

2. _____

3. _____

4. _____

5. _____

6. _____

(most distant from the biblical idea of kindness)



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Imagine that Ziba and Mephibosheth wrote blogs. Considering today's Scripture text, which social-media shorthand below would Ziba use but Mephibosheth would not? How about the reverse?

	Z. would use but M. wouldn't	M. would use but Z. wouldn't	Why?
BFF best friends forever.	<input type="checkbox"/>	<input type="checkbox"/>	_____
F2F face-to-face	<input type="checkbox"/>	<input type="checkbox"/>	_____
FTW for the win!	<input type="checkbox"/>	<input type="checkbox"/>	_____
FUTAB feet up, take a break.	<input type="checkbox"/>	<input type="checkbox"/>	_____
IMHO in my humble opinion.	<input type="checkbox"/>	<input type="checkbox"/>	_____
IRL in real life	<input type="checkbox"/>	<input type="checkbox"/>	_____
LMS like my status.	<input type="checkbox"/>	<input type="checkbox"/>	_____
LOL laughing out loud	<input type="checkbox"/>	<input type="checkbox"/>	_____
TBH to be honest.	<input type="checkbox"/>	<input type="checkbox"/>	_____
TIL today I learned.	<input type="checkbox"/>	<input type="checkbox"/>	_____
TMI too much information.	<input type="checkbox"/>	<input type="checkbox"/>	_____

LOOKING AT THE LIGHT

Fill in this chart to discover more of what Isaiah says about light.

Isaiah	Paraphrase	Application for Today
5:20		
8:20		
9:2		
42:6		
45:7		
50:10		
58:10		
60:19		

NO SANTA

The truth of today's Scripture offers a welcome sentiment for a Christmas greeting that doesn't include fictions, such as Santa Claus.

On the blank card to the right, sketch an image and include a greeting that offers the light and hope promised by Isaiah 9.



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JUSTICE AND DELIVERANCE

Lesson 4, Nahum 1:1-3, 6-8, 12-13, 15, KJV

OUR JUST GOD

As you read today's Scripture, notice stark contrasts between God's promise to punish the wicked and His promise to restore fellowship with His people. Jot the specifics of those contrasts by making lists under both of the following headings.

Behaviors that call forth God's wrath

Behaviors that ensure God's deliverance

GOOD NEWS

Other Scriptures reflect ideas contained in today's text. In the space below, summarize each verse listed, then answer the questions at the end.

Psalm 101:8

Isaiah 52:7

Romans 10:15

What do these verses suggest about God's view of evangelism? obedience? those who don't know Him?

CROSSROADS

In the two blank boxes, propose different outcomes if Cain had adopted a different attitude.

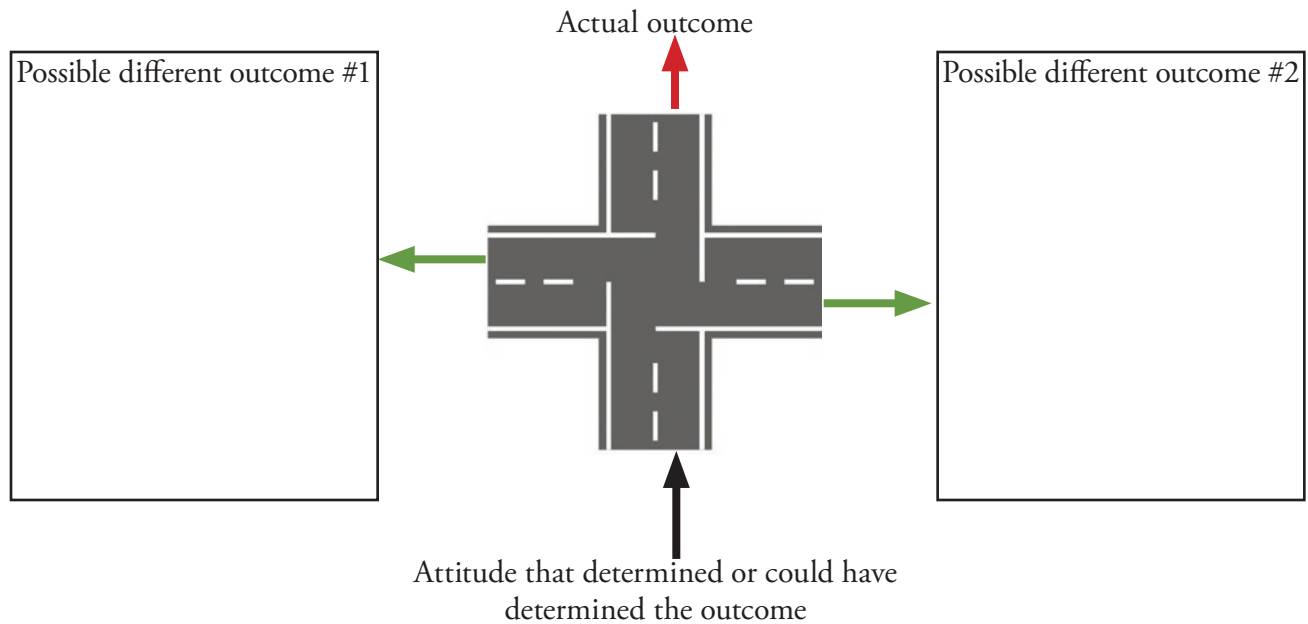


Photo © Getty Images

ANGER TWO WAYS

Describe a time when you allowed anger to control your actions and lead you into sin. What were the consequences of your anger and sin?

Recall a time when you ruled over anger and chose to do the right thing. How did those consequences differ from when you allowed anger to take over?

Write a prayer of repentance for the first instance and a prayer for strength to continue to learn to control your anger as in the second.

RELATIONSHIP DYNAMICS

Read Genesis 21:8-20. Then draw 15 relationship lines, 1 each between every individual below. Make the line (1) straight to indicate a congenial relationship or (2) jagged line for a tense relationship or (3) dotted for an unknown relationship.

God

Abraham

Sarah

Hagar

Isaac

Ishmael

What insights does this bring? Jot ideas below.

HAGAR AND GOD

The book of Genesis records two encounters between Hagar and God. Read both accounts and answer the questions to compare and contrast.

Genesis 16:7-15

Genesis 21:14-20

1. Where did God meet Hagar? _____
2. What did God ask Hagar? _____
3. What did God command Hagar to do? _____
4. What did God promise to Hagar? _____
5. What do you learn about God based on His interactions with Hagar?

JUSTICE AND FAIRNESS

Lesson 7, Exodus 23:1-12, KJV

TO DO OR NOT TO DO

Restate each “Thou shalt not” command in Exodus 23:1-9 with at least one possible “Thou shalt” alternative.

Thou shalt not...	Instead, thou shalt...
1. Raise a false report.	
2. Be an unrighteousness witness.	
3. Follow a multitude to do evil.	
4. Be biased.	
5. Be automatically favorable to the poor.	
6. Wrest the judgment of thy poor in his cause.	
7. Slay the innocent and righteous.	
8. Take [a] gift [bribe].	
9. Oppress a stranger.	

WHO IS MY NEIGHBOR?

What people come to mind when you hear those words? Fill in as many boxes as you can.

Exodus 23:1-12 →	POOR	INNOCENT	ENEMY	STRANGER
Globally				
In my country				
Locally				

Which single area of the 12 could you have the most influence in for promoting fair treatment? Why?

What will you do to get started?

JUSTICE, JUDGES, AND PRIESTS

Lesson 8, Deuteronomy 16:18-20; 17:8-13, KJV

JOB DESCRIPTION

Use Deuteronomy 16:18-20; 17:8-13 as a guide to create a job description for an ideal judge today.

Job Title and Purpose: _____

Accountable to: _____

Oversee these functions: _____

Primary Duties: _____

Secondary Duties: _____

Prerequisite Qualifications: _____

Preferred Character Qualities: _____

PERSONAL STATEMENT

In the space below, list your own credentials for the position described above.

What evidence could you provide of your fitness for the office?

What areas require further education or experience on your part?

How do 1 Timothy 3:1-7; 2 Timothy 2:15-26; and Titus 2 inform your conclusions?

JUSTICE AND THE MARGINALIZED

Lesson 9, Deuteronomy 24:10-21, KJV

COLOR CODING

Color-code Deuteronomy 24:10-21 based on the key below:

Red—What *not* to do.

Green—What to do.

Blue—Reason for action.

- 10 When thou dost lend thy brother any thing, thou shalt not go into his house to fetch his pledge.
11 Thou shalt stand abroad, and the man to whom thou dost lend shall bring out the pledge abroad unto thee.
12 And if the man be poor, thou shalt not sleep with his pledge:
13 In any case thou shalt deliver him the pledge again when the sun goeth down, that he may sleep in his own raiment, and bless thee: and it shall be righteousness unto thee before the LORD thy God.
14 Thou shalt not oppress an hired servant that is poor and needy, whether he be of thy brethren, or of thy strangers that are in thy land within thy gates:
15 At his day thou shalt give him his hire, neither shall the sun go down upon it; for he is poor, and setteth his heart upon it: lest he cry against thee unto the LORD, and it be sin unto thee.
16 The fathers shall not be put to death for the children, neither shall the children be put to death for the fathers: every man shall be put to death for his own sin.
17 Thou shalt not pervert the judgment of the stranger, nor of the fatherless; nor take a widow's raiment to pledge:
18 But thou shalt remember that thou wast a bondman in Egypt, and the LORD thy God redeemed thee thence: therefore I command thee to do this thing.
19 When thou cuttest down thine harvest in thy field, and hast forgot a sheaf in the field, thou shalt not go again to fetch it: it shall be for the stranger, for the fatherless, and for the widow: that the LORD thy God may bless thee in all the work of thine hands.
20 When thou beatest thine olive tree, thou shalt not go over the boughs again: it shall be for the stranger, for the fatherless, and for the widow.
21 When thou gatherest the grapes of thy vineyard, thou shalt not glean it afterward: it shall be for the stranger, for the fatherless, and for the widow.

EXAMPLES TO FOLLOW

Answer these three questions after reading each passage listed below:

1. Who was marginalized and why?
2. Who was generous and compassionate and why?
3. How can you apply the passage in becoming more compassionate?

Day 1

2 Samuel 9:1-13

Day 2

Ruth 2:1-16

Day 3

Luke 10:30-37

Day 4

Acts 9:36-43

Day 5

Ephesians 2:1-7

NATHAN CONDEMNS DAVID

Lesson 10, 2 Samuel 12:1-9, 13-15, KJV

SAUL VIS-À-VIS DAVID

Compare and contrast these two accounts, especially their outcomes.

	SAUL (1 Samuel 15:13-29)	DAVID (2 Samuel 12:1-15)
1. What sins are named in these passages?		
2. What was the initial response to the prophet's confrontation?		
3. What was God's response to these two?		
4. What were the consequences for the kings' sins?		
5. How did all this affect the kings' relationship with God?		

What were the key differences between the heart attitudes of Saul and David?

How might Saul's life have been different if he had responded as David did?

PSALM 51

Read Psalm 51 daily for five days. Focus on a different aspect of the psalm each day in your prayer time.

DAY 1, verses 1-4: What sin do you need to confess to God? Take some time to consider the nature of this sin and ask Him to have mercy on you.

DAY 2, verses 5-6: What temptations and weaknesses do you struggle with? Consider the person God desires for you to be. How is He working to recreate and redeem you?

DAY 3, verses 7-14: What did David desire for God to do for him? Which words resonate with you? Make them your prayer today, for life change and renewal.

DAY 4, verses 15-19: Think about the ways that you can present your heart and body to God as a living sacrifice (Romans 12:1); spend time practicing this today.

DAY 5, write your own psalm of confession to God, using Psalm 51 as a guide.

THE EFFECTS OF GOD'S WORD

As you read Psalm 19:7-11, fill out the chart below.

Verse	Description of the Effect	Modern-Day Result
7a		
7b		
8a		
8b		
9a		
9b		
10a		
10b		
11		

LOOKING FORWARD

What are some ways that you personally can pass a spiritual inheritance to someone of the next generation?

How will you intentionally begin to do so this week? Write your ideas.

What part will prayer play in this?

BILDAD MISSPEAKS GOD'S JUSTICE

Lesson 12, Job 8:1-10, 20-22, KJV

FACT-CHECK THE SPEECH

There is one word wrong in each verse below. Actually, there are a lot of words wrong because Bildad didn't speak rightly about God (Job 42:7). But what we're interested in is one word in each verse that a reporter on the scene would have heard wrong. Find that wrong word, cross it out, and put in the word that Bildad actually said. You score 1 point for each wrong word identified and 1 point for each correct word substituted—24 points total possible.

- 2 How long wilt thou speak these things? and how long shall the words of thy mouth be like a weak wind?
- 3 Doth Satan pervert judgment? or doth the Almighty pervert justice?
- 4 If thy parents have sinned against him, and he have cast them away for their transgression;
- 5 If thou wouldest seek unto God betimes, and make thy supplication to the Angels;
- 6 If thou wert unholy and upright; surely now he would awake for thee, and make the habitation of thy righteousness prosperous.
- 7 Though thy beginning was small, yet thy latter end should greatly decrease.
- 8 For enquire, I pray thee, of the former age, and prepare thyself to the search of their mothers:
- 9 (For we are but of tomorrow, and know nothing, because our days upon earth are a shadow:)
- 10 Shall not they teach thee, and tell thee, and utter words out of their mouth?
.....
- 20 Behold, God will not cast away a perfect woman, neither will he help the evil doers:
- 21 Till she fill thy mouth with laughing, and thy lips with rejoicing.
- 22 They that hate thee shall be clothed with shame; and the dwelling place of the wicked shall come to fruition.

SAY WHAT?

Consider these popular—but superficial, or even downright wrong—beliefs held by Christians. What Scriptures and/or logic would you use to point out problems with them?

1. There is no place for mourning in the Christian life.
2. Cleanliness is next to godliness.
3. Everything happens for a reason.
4. God loves the sinner but hates the sin.

NEW PERSPECTIVE

Page 224 of the teacher guide explains the use of these images.

Image 1

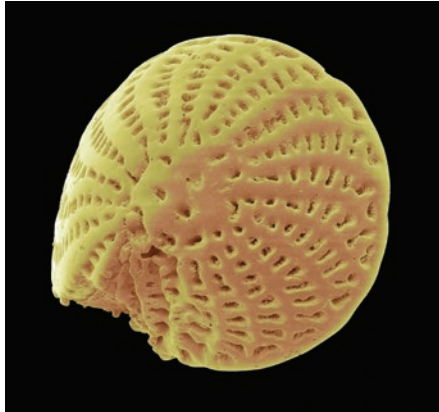


Image 2



Image 3



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A SINCERE PRAYER

Read Job 42:1-6. Write down the words in Job's response to God that relate to each category below.

PRAYER RESPONSE

JOB'S WORDS

1. Confessing the truth _____
2. Admitting personal wrong _____
3. Reflecting on relationship _____
4. Acknowledging understanding _____
5. Responding with action _____
6. Reflecting Job's "head knowledge" _____
7. Reflecting Job's "heart knowledge" _____

Lesson 1

Hear Here: responses and applications will vary.

Doing What God Wants:

responses and applications will vary.

Lesson 2

Why Be Kind? Words to find are *beneficent, benevolent, charitable, considerate, generous, helpful.*

Q T S Z U O E D T R A Q K F R
 B K N V K M L V N G R Z E L R
 J G V E Z Q E E E T W Z K J P
 L H B N L V B E C I E U D F M
 G E N E R O U S I I F Y P K E
 E V W V G Q V N F F P Q U L Q
 N G V H Y N S E E K W E B W B
 E T A R E D I S N O C A S I O
 Q E U B T L I Z E E T Q U D Z
 Q B W T R A P Z B L R T B D E
 P K R V C V V F R K P X C K L
 G Z K Q D W J A U D O B I U L
 J A B W P C H T B L L N Z F R
 Y M Q P R Q D K N T R T U F T
 I W T E G S L L P N X O A M Q

[Option: to make the puzzle less time-consuming, you can give students a list of the six words to be found.]

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responses and applications will vary.

Lesson 3

Both activities: responses and applications will vary.

Lesson 4

Our Just God: responses expected per the lesson's Scripture text.

Good News: responses will vary.

Lesson 5

Both activities: responses will vary.

Lesson 6

Relationship Dynamics: responses will vary.

Hagar and God

1—By a fountain of water in the wilderness / In the wilderness of Beersheba; 2—"Whence camest thou?" and "Whither wilt thou go?" / "What aileth thee, Hagar?" 3—"Return to thy mistress, and submit thyself under her hands." / "Fear not; ... Arise, lift up the lad, and hold him in thine hand." 4—"I will multiply thy seed exceedingly." / "I will make him a great nation." 5—[Various answers possible.]

Lesson 7

To Do or Not to Do: possible responses among others are 1—Tell the truth; 2—Be a trustworthy and righteous witness; 3—Do what is good; 4—Speak up for what is right; 5 and 6—Make judgements based on facts and the law; 7—Advocate for the life of an innocent person; 8—Refuse bribes and expose the practice of bribery; 9—Extend hospitality to those who need it.

Who Is My Neighbor? responses will vary.

Lesson 8

Both activities: responses will vary.

Lesson 9

Examples to Follow:

	Day 1	Day 2	Day 3	Day 4	Day 5
Marginalized:	Meph.	Ruth	Samaritan	widows	us
Generous:	David	Boaz	Samaritan	Tabitha	God
Result:	[responses per the text]				

Lesson 10

Saul vis-à-vis David: 1—Saul did not destroy everything as God commanded; David committed adultery and murder. 2—Saul denied and excused his disobedience; David repented. 3—Saul was rejected as king; David received forgiveness along with consequences. 4—Saul experienced God's tearing the kingdom from him; David's family would experience conflict and death of a child. 5—Saul had a broken relationship; David's relationship was restored.

Lesson 11

The Effects of God's Word: Responses in the "Description of Effect" column are to be drawn directly from the text of Psalm 19. Responses in the "Modern-Day Result" column will be individualized and therefore highly variable.

Lesson 12

Fact-Check the Speech

2—*weak* should be *strong*; 3—*Satan* should be *God*; 4—*parents* should be *children*; 5—*Angels* should be *Almighty*; 6—*unholy* should be *pure*; 7—*decrease* should be *increase*; 8—*mothers* should be *fathers*; 9—*tomorrow* should be *yesterday*; 10—*mouth* should be *heart*; 20—*woman* should be *man*; 21—*she* should be *he*; 22—*fruition* should be *nought*.

Say What?

1—The ability to express grief or to mourn is a God-given emotion. It can't be a sin because Jesus himself wept (John 11:35); 2—Not in the Bible; 3—See Luke 13:1-5; 4—See Proverbs 6:16-19; 12:22.

Lesson 13

New Perspective: *Image 1*—microscopic grain of sand; *Image 2*—pile of sand; *Image 3*—sand in a desert.