

Beginner Teacher Guide – February 2020



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Dare to Care and Share

Get Excited!

Below are the instructions for the warm-up activity – Watch Lil’ Money Mike’s “Bully Proof” video.

Watch the YouTube video “Bully Proof” at <https://youtube.com/watch?v=MMZZgAPQBmI>.

Scripture Summary

God called the prophet Amos, a shepherd from the southern kingdom of Judah, to deliver a message of judgement to the northern kingdom of Israel. According to Amos, God’s judgement was not just on Israel’s enemies, but on Israel too because they had fallen into great sin and treated the poor and oppressed unfairly. Showing injustice to others like the poor or helpless doesn’t please God.

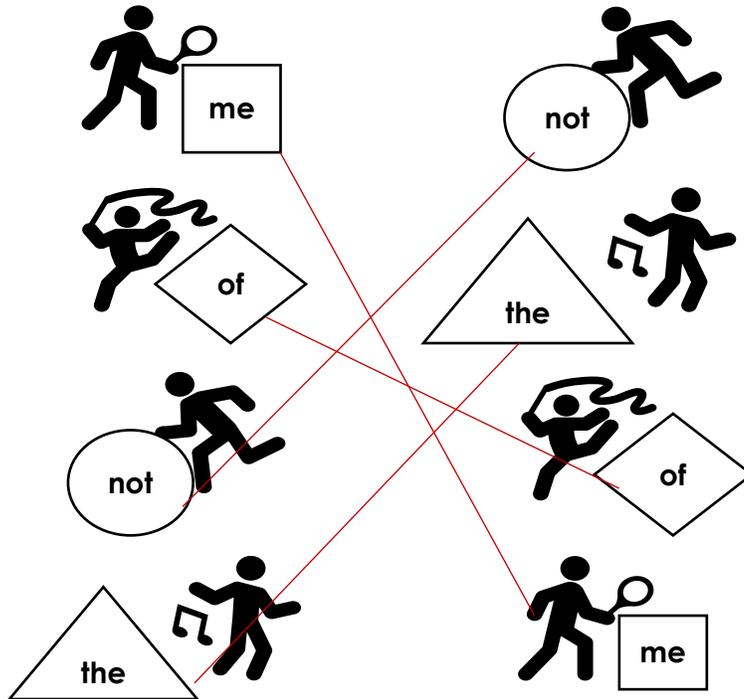
Key Verse Exercise

Read the verse to remember aloud.

Take away from me the noise of your songs; I will not listen to the melody of your harps. (Amos 5:23)

Tell students to draw a line to connect the matching shape and character that have the missing words in the verse to remember.

Take away from me the noise of your songs; I will not listen to the melody of your harps.



Read and Learn!

Read *Adventures of the Faithful Five: Episode 1* aloud. Review key words.

Adventures of the Faithful Five – Episode 1: Bully Proof

It was bullying prevention week at school and Mrs. Riley, the school counselor, was visiting every classroom to talk to the students about bullying. Today, she visited the Faithful Five’s classroom. The class sat attentively as Mrs. Riley began her presentation.

“Good Morning everyone,” said Mrs. Riley. “Since this week is bullying prevention week, I wanted to come and talk to each class about what bullying is and what you can do when you or someone you know is being bullied. Before I get started, can anyone tell me something about bullying?”

Jahari raised his hand, so Mrs. Riley called on him to speak. “Bullying is being mean repeatedly to someone by **verbally** or **physically** hurting them,” said Jahari.

Mrs. Riley replied, “That is correct. It can include teasing, talking about hurting someone, spreading rumors or lies, excluding someone from a group or physically hitting or yelling at a person. Bullying can also happen on social media by texting or sharing embarrassing information about someone. That is cyberbullying. Intimidating and hurting others are acts of **injustice**.”

Mrs. Riley could see the rest of the Faithful Five wanted to say something too. She turned to where they were sitting and asked, “Would you all like to share your thoughts?” she said. They stood quickly. “We watched a video on YouTube the other day by Lil Money Mike. It was called Bully Proof. Two things he talked about in his video was that God gives us confidence to stand up to bullying and that we should do unto others as we would have them do unto us. It’s called the Golden Rule and reminds me of what Jesus said in his sermon on the mount.” said Zakiyah. The rest of the Faithful Five shook their heads in agreement.

“That’s right!” said Mrs. Riley. “Do you know where we can find this video?” she asked. The Faithful Five helped their teacher pull up the video on the computer so that it could be shown on the projector screen. Everyone was excited and danced as they watched the video. They felt more confident about protecting themselves and others against bullies.

key words

verbally

through the use of words

physically

through bodily contact

injustice

an act committed by an unkind person

Rise Up!

Answers to questions in *What Do You Think* are underlined.

Why did God see judgement against Israel? They had fallen into great sin and treated the poor and oppressed unfairly.

Do you think God views bullying as injustice? (Answers may vary but ensure students know God does not like bullying and God would see it as unjust actions.)

Complete the Superhero Challenge if time permits.

Tell students the Faithful Five want to show the favor of justice. Help them by coming up with acts of justice and acts of injustice. (Hint: Make the scale tip more for justice.)



Below are the instructions for the Time to Create activity – Make an anti-bullying slogan.

Materials: Construction paper, crayons or markers, large flip chart

Instructions: Ask students to brainstorm sayings to prevent bullying. (Example, “Hands are for helping, not hurting”, “Be bully-proof”). Write the suggestions on a large flip chart. Give each student one piece of construction paper. Allow them to use the markers or crayons to creatively write one of the anti-bullying sayings on the construction paper. Younger students may need assistance with writing.

Close the lesson with prayer.

Lord, we thank you that your word shows us how we should worship you. Forgive us for when we have shown injustice and unrighteousness in your sight. Help us to remember that when we show injustice that you are not pleased with our actions. In Jesus’ name, we pray. Amen.

Make a Change, Now!

Get Excited!

Below are the instructions for the warm-up activity – Play “Red Light, Green Light.”

Play a game of red light, green light but make the students wait a long time before you change the light to green. Watch for their impatience. Then ask them if they ever prayed for something and didn’t see an answer for a long time? Or what did they do when it seemed as if God was not listening to their prayer? Emphasize how it is important for us to wait and trust God.

Scripture Summary

The prophet Habakkuk takes up a complaint with God because he felt God needed to do something about the evil, corrupt and sinful living of Judah. Habakkuk did not think God was paying attention to what was happening, but God was. God told Habakkuk that he was going to use Babylon to destroy Judah. Habakkuk argued that Babylon’s evil was greater than Judah’s! He didn’t understand why God would do such a thing. God answered Habakkuk and told him that he would take care of Babylon’s injustice and save the people of Judah. Habakkuk prayed for God’s justice to prevail.

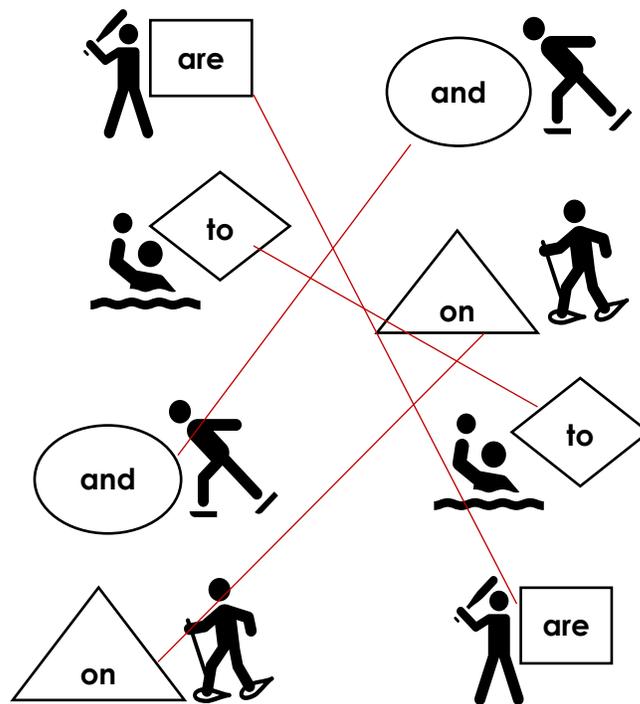
Key Verse Exercise

Read the verse to remember aloud.

Your eyes are too pure to behold evil, and you cannot look on wrongdoing. (Habakkuk 1:13)

Tell students to draw a line to connect the matching shape and character that have the missing words in the verse to remember.

Your eyes are too pure to behold evil, and you cannot look on wrongdoing.



Read and Learn!

Read *Adventures of the Faithful Five: Episode 2* aloud. Review key words.

Adventures of the Faithful Five – Episode 2: It’s Not Fair!

Every Monday morning, a new line leader is chosen for the week. Ashanti had been waiting patiently for her turn. Her teacher always had a special way she **acknowledged** the line leader. Every Friday after school, she would tape a yellow star under the desk of the student she chose to be next week’s line leader. Ashanti rushed to her seat as soon as the bell rang. She just knew today would be her turn.

“It’s me! It’s me!” exclaimed one of Ashanti’s classmates. “This can’t be true,” exclaimed Israel, “Why would she choose Henry to be line leader?” she said loudly. Ashanti was upset that her classmate had been chosen as line leader and not her.

“Ashanti, may I have a word with you,” asked her teacher. “Excuse me class we will be right outside the door,” she said. Ashanti met with her teacher outside their classroom door. She asked Ashanti what was wrong with her.

“Why did you choose Henry? I have shown good behavior every day in our class and Henry is always talking out of turn, **disrupting** the class and misbehaving. I don’t understand! Why would you choose someone like Henry to be line leader when he doesn’t deserve it?” said Ashanti.

“Ashanti, I know you probably think that it is unfair, and I can’t say that I disagree with you. Yes, Henry hasn’t shown the best behavior to be rewarded with such a task as line leader, but today I decided to give Henry a chance. I had a talk with him on Friday morning and told him that if he worked hard on his classwork and payed attention that I would give him a chance to be line leader and he did. Yes, it doesn’t make up for all those times that he continually got in trouble, but maybe having the task to lead the line will help him to see how important it is to behave, especially when you are leading others,” her teacher said.

“I’m sorry. You’re right! I learned at church that God doesn’t always act the way we think God should act toward others that have done wrong, but God definitely knows best. Thank you for talking with me. I hope being line leader with help Henry. I will pray for him tonight,” said Ashanti. As they went back into the classroom Ashanti stopped at Henry’s desk and said, “**Congratulations.**”

key words

acknowledged

recognized as being good

disrupting

interrupt by causing a disturbance or problem

congratulations

expression of praise for an achievement

Rise Up!

Answers to questions in *What Do You Think* are underlined.

Why did Habakkuk complain to God? He wanted God to do something about the evil, corrupt and sinful living of Judah.

Did Habakkuk think it was fair for God to use evil Babylon to punish Judah? No because he thought Babylon’s was evil was worse than Judah’s.

How did Ashanti respond to Henry after speaking with her teacher? She prayed for Henry and congratulated him for being selected as line leader.

Complete the Superhero Challenge if time permits.

Tell students to help the Faithful Five learn about the history of the national anthem sung by African Americans, “Lift Every Voice and Sing” or another song of justice. Allow them to use their smart devices to do the research.

Below are the instructions for the Time to Create activity – Make a justice poster.

Materials: Small sheets of poster board, poster markers

Instructions: Ask students to come up with an issue in which they think others are treated unfairly. Then ask them to make posters for an in-class march to make others aware of the issue. Make a video of the students marching in class march and sharing their thoughts on the issue.

Close the lesson with prayer.

Lord, we thank you for being just and merciful. Help us to be patient in waiting on you to answer our prayers, trusting that you know what is best. In Jesus’ name we pray. Amen.

Lesson 3 – March 15, 2020 | Psalm 37:1-6; 12-13, 27-28, 34

Rewarding Patience and Trust

Get Excited!

Below are the instructions for the warm-up activity – Share a time when you witnessed good acts and a time you witnessed evil acts.

Begin the discussion by giving examples of good acts and evil acts. Then ask volunteers to share their witness accounts. Limit the discussion to five minutes.

Scripture Summary

People who are evil and wicked have no honor for God or others. They live life by their own rules. It may seem like their evil deeds go unnoticed, but God is aware of what is going on will judge the wicked at the right time. Only those who are just will receive a lifetime reward of living with God.

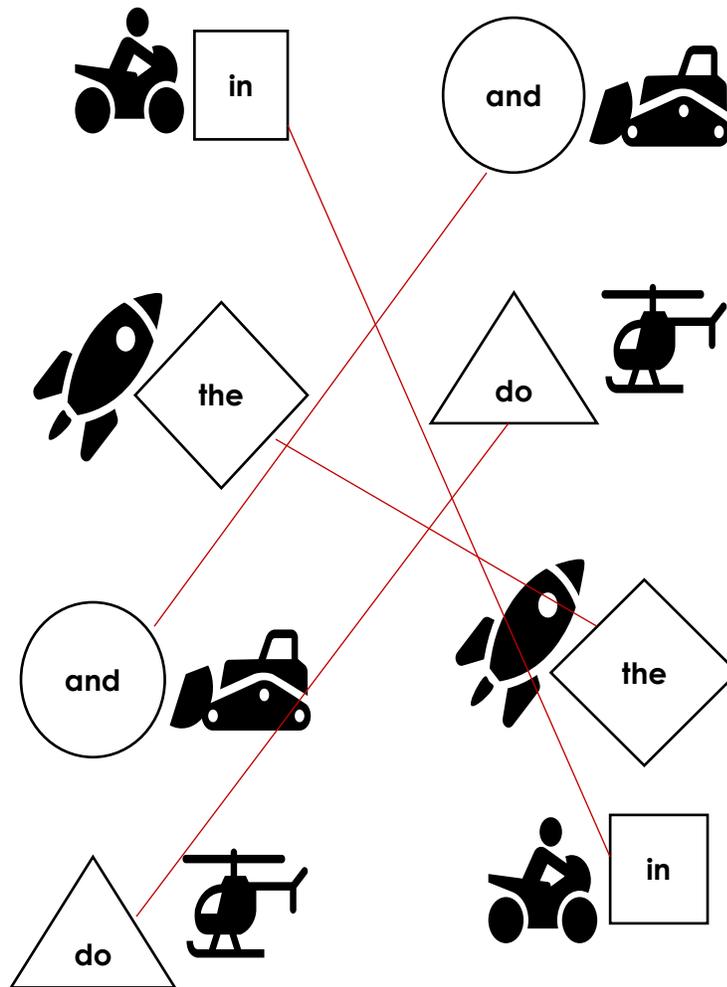
Key Verse Exercise

Read the verse to remember aloud.

Trust in the Lord, and do good. (Psalm 37:3)

Tell students to draw a line to connect the matching shape and character that have the missing words in the verse to remember.

Trust in the Lord and do good.



Read and Learn!

Read Adventures of the Faithful Five: Episode 3 aloud. Review key words.

Adventures of the Faithful Five – Episode 3: Playground Confusion

Rude Dude decided today was a perfect day to plot one of his evil schemes. Only two classes are supposed to be scheduled to go to recess after lunch, but today Rude Dude created a mix-up in the recess schedule and three classes were released to go outside.

“Look at all these kids! Nothing like a warm day, a playground full of kids and long lines. What a perfect day to cause **confusion!**” said Rude Dude.

The recess **attendant** was walking around, making sure everyone was safe. “Boys and girls, please wait your turn in line. I know that there are a lot of you out here, but please be patient and wait your turn,” she said.

“**Patience!** Nobody likes being patient.” said Rude Dude. He looked over at the swing set and saw Nevaeh and Zakiyah and started to smile. He decided to sneak over to where they were.

“Everyone must have showed up to school today because the playground is packed,” Zakiyah said to Nevaeh. Nevaeh agreed and asked, “Don’t you want to ride something else Zakiyah?”

“Not really,” Zakiyah replied, “because today is a bit hot and I thought the breeze from the wind on the swing set would be just right.” Nevaeh let out a big sigh. “Got ya!” Rude Dude thought. He noticed that Nevaeh seemed impatient. He immediately stood behind her.

“It’s hot Zakiyah! Let’s just skip the line. You walk to the right side and I will walk to the left side. We can easily slip in between the others up front,” said Nevaeh. As Zakiyah was contemplating the idea, she noticed the letter on her shirt lit up. “Nevaeh!” she yelled. “What!” Nevaeh snapped back.

“I don’t think that is a good idea. If we skip to the front of the line, that would not be fair to the others. The recess attendant told us to be patient. Even on the playground we must remember to honor God and others. I don’t think God would want us to skip the line,” said Zakiyah. Nevaeh agreed. Rude Dude vanished. He lost again.

key words

confusion

a situation in which many things are happening in a way that is not orderly

attendant

someone whose job is to help others in a particular place

patience

ability to wait without complaining or becoming angry

Rise Up!

Answers to questions in What Do You Think are underlined.

What does Psalms 37:3 encourage us to do? To trust in God and do good by following his commands.

God will not judge the wicked. True False

What did Zakiyah and Nevaeh do that was just? They waited their turn and did not skip the line.

Complete the Superhero Challenge if time permits.

Tell students to help the Faithful Five write a responsive reading using a scripture about justice. Show them an example of a responsive reading in the back of the A.M.E. Zion hymnal.

Below are the instructions for the Time to Create activity – Make a justice stamp.

Materials: Sponges (one per student), blank sheets of paper (one per student), large index cards (one per student), washable paint, paper plates, pencils, scissors

Instructions: Before class pour the washable paint in the paper plates. During class give each student a blank sheet of paper, a pencil, a sponge and a large index card. Ask students to design a symbol for justice on the blank sheet of paper. Cut out the design and use it as a pattern to make the symbol with the sponge. Dip the sponge symbol in the paint and press it onto the large index card.

Close the lesson with prayer.

Lord, thank you for being a just God. Teach us to choose your love over wickedness. In Jesus' name we pray. Amen.

Lesson 4 – March 22, 2020 | Micah 6:1-8

Loyal and Obedient

Get Excited!

Below are the instructions for the warm-up activity – Share a time when you broke a rule and why you chose to break the rule.

Begin the discussion by recalling a time you broke a rule when you were the same age as the students. Then ask for volunteers to share their experiences. Limit the discussion to five minutes.

Scripture Summary

Israel participated in idolatry, had corrupt leadership, and acted unjustly towards the poor by taking advantage of them. Micah warned the people that their cities would be destroyed by Assyrian armies and later Babylon. This would be God's judgement against them, but all was not lost for Israel. God also gave Micah a message of hope for his people. God asked the Israelites to act with justice, kindness, and humility.

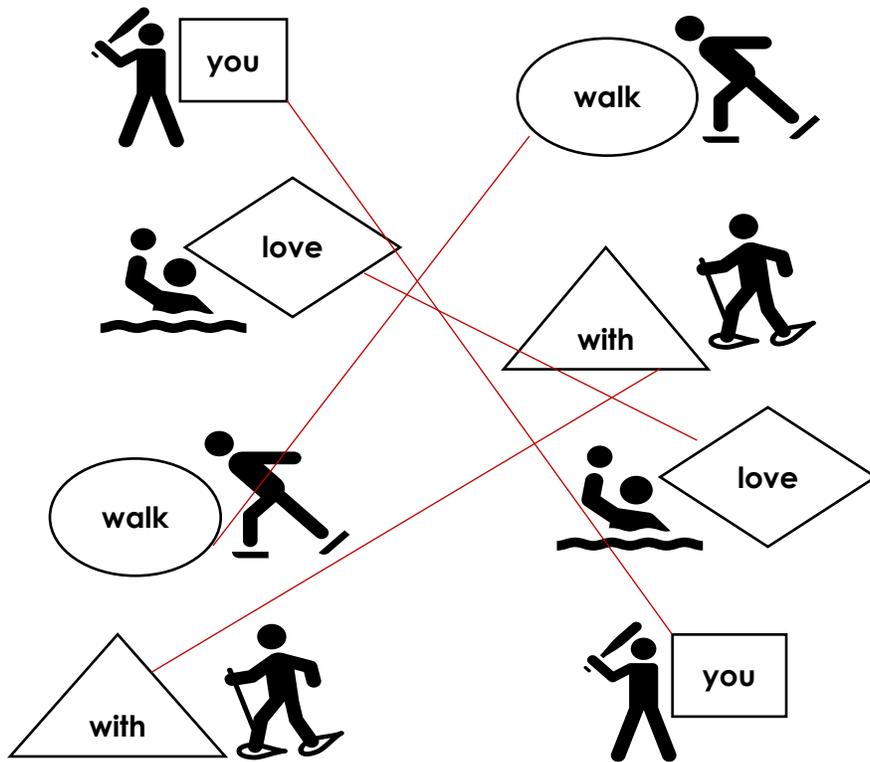
Key Verse Exercise

Read the verse to remember aloud.

***What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?
(Micah 6:8)***

Tell students to draw a line to connect the matching shape and character that have the missing words in the verse to remember.

What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?



Read and Learn!

Read Adventures of the Faithful Five: Episode 4 aloud. Review key words.

Adventures of the Faithful Five – Episode 4: Words Hurt

The classroom teacher gave each student in the class a “Getting to Know You” activity. Students were instructed to choose 5 classmates to form small groups. Mekhai ended up in group 3. “Hey guys,” said Josh, “Instead of working on this boring activity, let’s play another game.”

“What game is that?” asked Mekhai.

“Just a better game of getting to know you,” said Josh. “This is how it works. You crack a joke about me, and I will crack a joke about you. We can keep going until the other person runs out of jokes.”

No one in the group really looked interested in playing but Josh didn’t care. He started talking about Megan. Megan has a physical disability, so she gets around with her wheelchair. Josh began to hurl negative insults about Megan. He picked on her wheelchair, he talked about how she needed special help doing her classwork, and even he made negative comments about her mother. Megan began to cry.

“Josh, stop it!” said Mekhai. “This isn’t a game of getting to know you! This is a game of **jon**ing! You should not make fun of people! How would you like it if someone did the same to you?” exclaimed Mekhai. He saw how hurt Megan was, so he went over to her and said, “Megan, I’m so sorry for the things that Josh said.” The rest of the classmates followed Mekhai’s example by apologizing to Megan too. Josh was left standing alone in the group. Josh is

a member of Mekhai’s church and he attends Church School with the Faithful Five. As the other classmates **consoled** Megan, Mekhai pulled Josh to the side to talk to him privately.

“Josh, this is not what God expects us to do. Why would you say things to hurt someone’s feelings on purpose? We are supposed to love kindness. What you did to Megan was not kind.” Josh remembered what they learned in Church School, so he apologized to Megan. Megan accepted his apology and suggested that the group return to the assignment their teacher had given them. One of the blocks on the “Getting to Know You” sheet said, “Find someone who is kind.” Megan looked at Josh and asked him to sign his name in that block on her paper. He was very happy that she asked so he smiled and said, “Yes.” Josh learned from Megan how to show love to others.

key words

joning

a game of verbal insults

consoled

comforted or cheered up

Rise Up!

Answers to questions in What Do You Think are underlined.

What did God do in response to Israel’s actions? God decided their cities would be destroyed by the Assyrian armies and later Babylon.

How did Megan show mercy and love to Josh? She accepted his apology and asked him to sign her paper as a person who is kind.

How do you think God feels about your disobedient heart towards him and your unjust actions towards others? *(Answers will vary but ensure students know disobedience and injustice do not please God.)*

Complete the Superhero Challenge if time permits.

Tell student to help the Faithful Five choose a challenge to help them practice justice. Then write suggested activities for the chosen challenge.

Help someone in need

Treat others fairly

Trust God

Follow my parents' rules

Things to do to meet this challenge:

Below are the instructions for the Time to Create activity – Make a “Micah 6:8” banner.

Materials: Large poster board (one per student), crayons or makers, yarn, hole punch

Instructions: Give each student a large poster board. Ask student to trace their hand in the top left corner of the poster board. Then write DO JUSTLY on the right side of the hand. Now ask students to trace their foot in the bottom left corner of the poster board. Then write WALK HUMBLLY on the right side of the hand. Finally ask students to draw a heart between DO JUSTLY and WALK HUMBLLY. Then write LOVE MERCY on the left side of the heart. Color the hand, heart and foot. Punch holes in the top corners for the poster board. Tie each end of the yarn through the holes to make a banner.



Close the lesson with prayer.

Lord, we know that you are a just God and that you punish those who are disobedient. Forgive us when we have been not been faithful and loyal to you. Help us to remember to always do justly, to love kindness and to walk humbly with you. In Jesus' name we pray. Amen.

Lesson 5 – March 29, 2020 | Malachi 3:1-4, 6-12

Challenging the Leader

Get Excited!

Below are the instructions for the warm-up activity – Watch “God’s Story: Generosity.”

Watch the YouTube video “God’s Story: Generosity” at <https://www.youtube.com/watch?v=VyXe25LycY>.

Scripture Summary

The prophet Malachi brought warning to Judah. They had returned from Babylonian exile years earlier, but it didn't change their actions. This generation of Israelites had become more corrupt and the people of Judah were withholding their tithes and offerings. God told Malachi to tell the people they must turn back to God. If they would honor God with their tithe, he would bless them for being faithful. Malachi ended God's message with the hope that one day a messenger - the promised Messiah - would come to purify their sins and the faithful remnant who loved and obeyed God would become God's people.

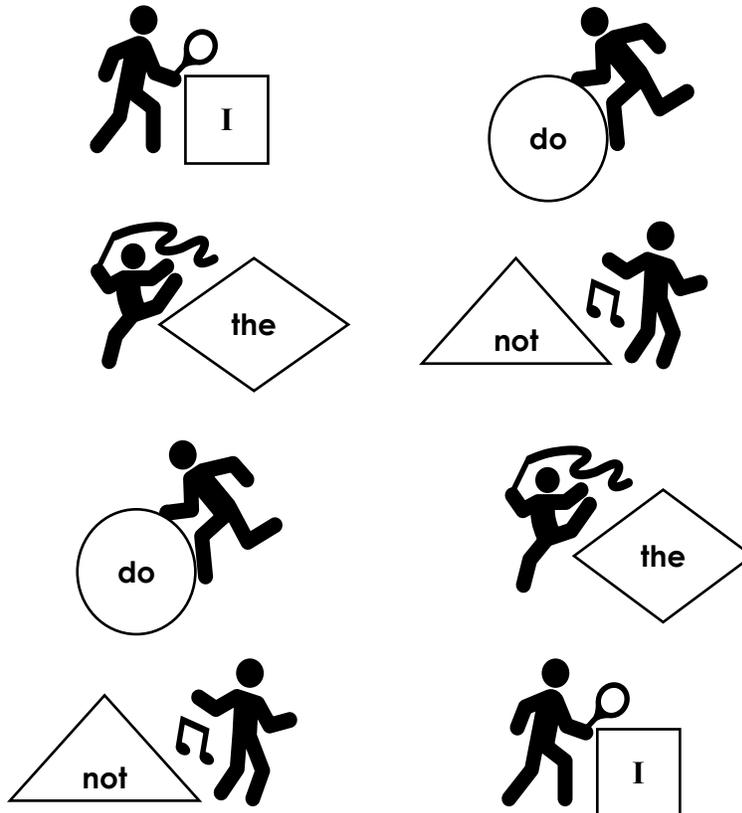
Key Verse Exercise

Read the verse to remember aloud.

For I the Lord do not change. (Malachi 3:6)

Tell students to draw a line to connect the matching shape and character that have the missing words in the verse to remember.

For I the Lord do not change.



Read and Learn!

Read Adventures of the Faithful Five: Episode 5 aloud. Review key words.

Adventures of the Faithful Five – Episode 5: Giving is a Blessing

At the end of Church School each week, students are invited to give their Church School offering by placing it in the class offering box. Today they had a new student in class, and he looked a bit **puzzled** during offering time. The Church School teacher asked the Faithful Five to explain what happens at offering time. Ashanti was the first to speak. She couldn't wait to share what she knew about giving. "Giving is a Christian duty and God is pleased when we give our tithes and offering," she said.

"A **tithe** is 10 percent of any money we earn," Zakiyah added. "We bring our tithe to church on Sunday and place it in the tithing box during morning service to help support our ministries and pay the bills."

Jahari spoke next. "An offering is what we give in addition to our tithe. God also wants us to be a blessing to those who are in need. Special offerings like the Ministry of Kindness offering go towards helping others."
"Let me give you an example," said Mekhai. "This week I earned 10.00 for my allowance. I bought 10 percent of it as my tithe today to put in church and that is \$1.00. I also brought \$1.00 for my Church School offering."
"This is something I learned in preschool. It helps me remember how to calculate my tithe. It goes...**What is tithing? I will tell you every time. Ten cents from a dollar and a penny from a dime.**" said Nevaeh.

The Faithful Five showed great **leadership** by teaching and tithing during the collection of offering. The new student reached in his pocket and pulled out 50 cents. He jumped up and ran to the offering box and give his money. The class prayed over the offering, thanking God for those who were able to give and those who were not.

key words

puzzled

unable to understand

tithe

a tenth of earnings

leadership

motivating a group of people to act toward a common goal

Rise Up!

Answers to questions in What Do You Think are underlined.

What was Judah doing that did not please God? They were withholding their tithes and offering.

What message of hope did Malachi share with God's people? The promised Messiah would come and purify their sins.

How did the Faithful Five inspire the new student to give an offering? They taught the student what it means to tithe and give an offering.

Complete the Superhero Challenge if time permits.

Tell students the Faithful Five received \$20 for working together to clean up the local park. This Sunday they want to pay their tithe during offering. Show them how much to put in the offering by coloring the right number of dollar bills.



Below are the instructions for the Time to Create activity – Make a tithing box.

Materials: Copies of the Tithing Box template in Appendix A (one per student), crayons, scissors, tape or glue

Instructions: Before class print copies of the Tithing Box template on cardstock paper. Allow students to color and cut out the tithing box pattern. Be sure to cut out the rectangle in the middle as the money slot. Fold the tabs and glue or tape them together to form a box.



Close the lesson with prayer.

Lord, Thank you for your many blessings. Help us to be faithful in our giving. In Jesus' name we pray. Amen.

Appendix A | Tithing Box Template

