

Worshiping and Praying to God



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The Doctrinal Basis of Our Curriculum

A more detailed statement with references is available upon request.

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked



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Worshiping and Praying to God



Fall triggers the end of the summer but also the beginning of a new Sunday School year. Take time to evaluate how the last four quarters went. What do you want to change for this new year? What can you do to focus more on the overall theme for this quarter? Think about each student who comes to your class. How can you meet his or her needs? Keep these questions in mind as you prepare for this important quarter on worship and prayer.

Also keep in mind the discipleship goals reflected in the scope and sequence for juniors. (See the article on the resource CD if you are not familiar with the discipleship goals for the junior curriculum.) The goals are as follows:

- Believe the Gospel**
- Understand Biblical Ethics**
- Internalize Godliness**
- Learn Doctrine**
- Develop Life Skills**
- Uplift Others**
- Prepare to Serve**

The lessons for this quarter focus on the Internalize Godliness goal. The Bible passages covered in this course will strengthen your students' relationship with God. Students will learn to respect and depend on Him more. They will gain confidence in their communication with God.

This quarter begins with foundational lessons on understanding worship. Students will learn the vital connection between worship and salvation and the attitude they should have in worshipping our awesome God.

The second unit of this quarter covers the parts of a church worship service. These include preaching, singing, giving, and the Lord's Supper. Students should gain a new appreciation for each way your church worships together.

The lessons in the final unit will cover the true nature of prayer, praying for needs, making prayer a priority, and being fervent in prayer.

The lessons for this quarter include important truths as well as activities to help you communicate those

truths. Look beyond the set lessons and consider how you can reinforce the Internalize Godliness goal throughout this quarter. Try to be flexible with your plans for this quarter. You don't have to cover every point in every lesson. Pay attention to what is happening in the lives of your students. Remember that you are discipling them and not just trying to get through a set of lessons. Spend purposeful time with students outside the classroom. Ask yourself, "How does God want me to help my students Internalize Godliness?"

Ideas for Internalizing Godliness

The following are ideas to implement either during or outside your class time.

1. Help students prepare a special musical number to sing as a class during worship time. If you have students who are talented with a musical instrument, have them prepare a song to play for special music.
2. Play music as your class arrives. Choose a variety of worshipful songs. (Consider purchasing RBP's It's GROW Time music CDs for a quality mix of choruses and hymns. Visit rbpstore.org to place your order.)
3. Challenge your students to take sermon notes during the Sunday morning worship service. Give them a reward for completing notes for each week.
4. Organize a giving project for your class. Have them complete chores or odd jobs during the quarter to earn extra money to give toward the project. (See garbcinternational.org for giving project ideas.)
5. Assign prayer partners for the quarter. Encourage the students to share their requests with their partners and then do their part to pray.
6. Have a church member share a testimony of how God answered prayer in his life.
7. Assign a missionary biography for students to read with special attention given to the place prayer played in the missionary's life and ministry.
8. Have students adopt a missionary and commit to praying for the missionary every week throughout the quarter.
9. Assign several students to pray for your pastor every Sunday. Ask other students to write notes to him, telling him your class is supporting him in prayer.

Don't forget to include the Closing the Case sections of the lessons in your teaching times. Those sections help reinforce the practical applications of the lesson themes.

The Bible Investigation Files you send home with your students are also an important part of their learning, particularly for this quarter. Create an incentive for your students to get them done each week if they have trouble remembering to do them. Day 5 of each Bible Investigation File also helps reinforce the practical applications of the lessons.

Remember to pray for your students. All your efforts to help them grow will be in vain if God is not the one bringing about the change in their lives.



Questions?

Feel free to contact me with any questions you have about RBP Sunday School curriculum. You can reach me at abauman@garbc.org. I would love to hear what you like and dislike. And feel free to share any ideas you have used to disciple your students.

Junior Resources

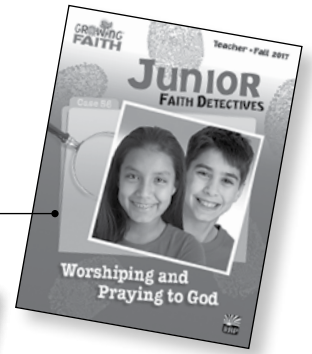
Your Bible

GROWING FAITH

Junior Teacher's Guide

Fall Quarter 2017 (1520)

Order one guide for each superintendent and teacher in Sunday School each quarter.

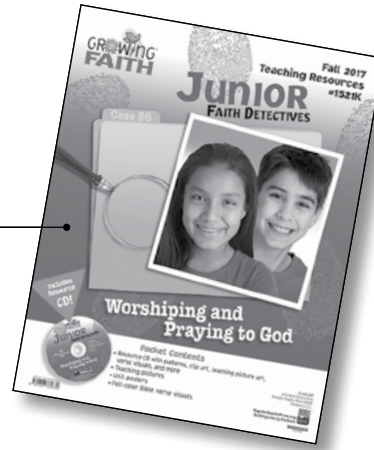


GROWING FAITH

Junior Teaching Resources

Fall Quarter 2017 (1521K)

Order one packet for each group of students in Sunday School.

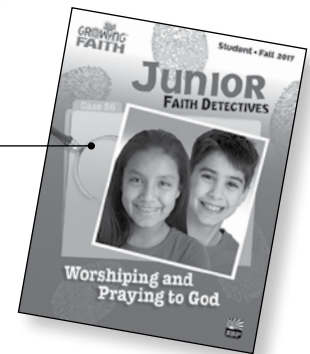


GROWING FAITH

Student Handwork Book

Fall Quarter 2017 (1522)

Order one student book for each teacher and student in Sunday School each quarter.



FAITH DETECTIVES

Take-home Papers

Fall Quarter 2017 (1523)

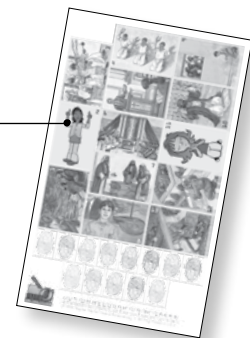
Order one set of take-home papers for each teacher and student.



Junior Recognition Stickers

Fall Quarter 2017 (1524)

Order one package of stickers for every five students. (Recognition charts are in the back of the Junior Student Books.)



Ordering information

All materials—except your Bible—are available from Regular Baptist Press

- 3715 North Ventura Drive, Arlington Heights, IL 60004
- Web: www.RegularBaptistPress.org
- E-mail: orders@rbpstore.org
- Toll-free orders in the United States: 1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.

Basic Supplies for Junior Teachers

Teaching Aids

Offering container
Pocket chart (8664, \$19.99)

Music

Salvation Songs Favorites (7837, \$4.99)

Paper Products

9" x 12" and 12" x 18" construction paper
or card stock in all colors
Poster board or poster-size paper
3" x 5" note cards
Large and small envelopes
File folders

Art Supplies

Pencils
Crayons
Colored pencils
Black and colored felt-tip markers
Watercolor paints
Paint brushes (pkg. of 25) (8599, \$4.99)
Smocks

Adhesives

Glue sticks
Craft glue

Plasti-Tak

Scissors

Pointed scissors

Office Supplies

Paper clips
Paper fasteners
Paper punch
Cellophane tape
Double-stick tape
Masking tape
Stapler
Ruler

Bulletin Boards

Yellow Scalloped border (8539, \$3.99)
Red Scalloped border (8538, \$3.99)
Yellow letters (8513, \$4.99)
Red letters (8511, \$4.99)

Miscellaneous

Drawing supplies
Modern world map or globe
Play-Doh

Explaining Salvation to Juniors

DURING THIS QUARTER you will have many opportunities to present the gospel message and to invite your students to accept the Lord Jesus as their Savior. Treat these moments with prayerful attention. It is the work of the Holy Spirit to convict boys and girls of their sin and draw them to Christ. It is our place to make it as convenient as possible for them to respond to this wooing of the Spirit.

It is usually best to ask students to remain after the class session to talk to you individually about the decision they need to make. You may decide you want to ask children to make some positive move, such as raising their hands to ask for prayer or counseling. When children do raise their hands, dismiss them immediately to a teacher for counseling, or ask them to remain in their seats after the other children are dismissed. Your teaching situation and personal preference will determine how you handle this.

It is important that you be prepared to counsel with juniors who make decisions. Although it is possible to counsel with three or four children at a time, a one-to-one basis is much more desirable. If the child has a Bible, use it as you deal with him. Keep a supply of Testaments on hand so you can give one to a child who doesn't have a Bible.

You can use many methods as you talk with a child about accepting Christ. One of the more common methods uses five verses in the book of Romans. The advantage of this method is that these verses are easy to find, and it seems less confusing to stay in the same book. Explain the verses in a manner similar to this:

Romans 3:23. Every individual is a sinner. "Sin" is the wrong we do, that which displeases God. God is holy. Our sin separates us from God.

NOTE: A child must recognize he is a sinner. Do not go on until he is willing to make this admission.

Romans 6:23. The penalty for sin is death, eternal separation from God.

Romans 5:8. Christ died on the cross to take the punishment for our sins. He was our substitute; He wants to be our Savior.

Romans 10:9, 10. A person is saved when he believes these truths (about sin and the Savior) with his heart and confesses them with his mouth.

Romans 10:13. This is God's promise to the sinner who comes to Him: he shall be saved.

After you have explained the plan of salvation, invite the child to receive Christ as his Savior. To acknowledge his decision, his prayer might be something like this, "Dear God, I know I am a sinner. I am sorry for my sins. I know You love me. I believe that Jesus died on the cross to take the punishment for my sins. I want Him to be my Savior. In Jesus' name, amen." (Please note that praying does not save a person; believing does. But it is often helpful to express to God the decision a person has made.)

Use *Romans 10:13* once again to help the child have assurance of salvation. Mark this passage in his Bible.

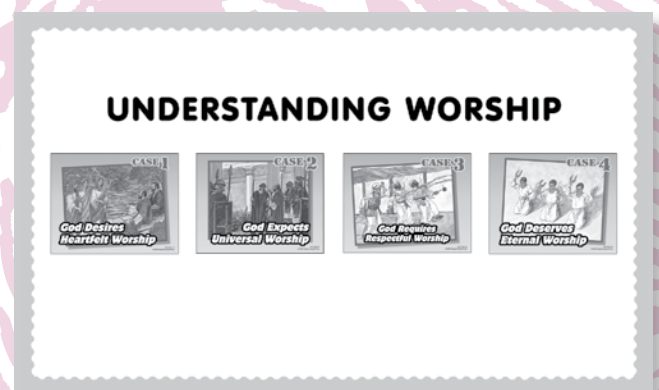
Helpful tracts to use with children are *A Gift for You!* (RBP4059) or *What God's Word Teaches about Salvation* (RBP4005) and *How to Live the Christian Life* (RBP4006). The tracts are available from Regular Baptist Press for \$4.99 per package of 50. You may also want to use the discipleship book *Welcome to the Family! A Guide for Kids Who Know the Savior* (RBP5255, \$2.99).

UNIT 1 OVERVIEW **Understanding Worship**

Date	Lesson Title and Text(s)	Bible Verse	Lesson Topic	Lesson Theme	Desired Student Response
9/3	The Start of Worship Acts 16:9–15 (Lydia becomes a believer)	“Give unto the LORD the glory due unto his name; worship the LORD in the beauty of holiness” (Ps. 29:2).	Worship and salvation	We must put our trust in Christ before we can know and worship God.	The student will determine two steps he can take to make his worship of God heartfelt.
9/10	Worshipping God Is for Everyone Romans 1:16–25 (God’s message about worship)	“O come, let us worship and bow down: let us kneel before the LORD our maker. For he is our God; and we are the people of his pasture, and the sheep of his hand . . .” (Ps. 95:6, 7a).	Worship and humanity	God expects everyone to worship Him as the creator.	The student will determine what he can do to demonstrate that he worships God.
9/17	Approaching God Selected verses from Leviticus 8, 9, and 10:1–11 (Nadab and Abihu offer strange fire)	“Then Moses said unto Aaron, This is it that the LORD spake, saying, I will be sanctified in them that come nigh me, and before all the people I will be glorified. And Aaron held his peace” (Lev. 10:3).	Worship attitude	God demands that we worship and live for Him respectfully.	The student will determine two things he can do to help him take God’s commands seriously.
9/24	Heavenly Worship Scene Revelation 4 (John’s vision of Heaven)	“Thou art worthy, O Lord, to receive glory and honour and power: for thou hast created all things, and for thy pleasure they are and were created” (Rev. 4:11).	God’s awesomeness	God is worthy of our worship.	The student will increase his opportunities to glorify God in Heaven by choosing two ways to serve Him now.

Unit Bulletin Board

Make the bulletin board display before the first Sunday of the quarter. Cover the bulletin board with black backing or fabric. Add a yellow border. Use 3" red letters for the caption “UNDERSTANDING WORSHIP” and mount as shown. (Border and letters are available from RBP; see page 5.) Cut apart poster 21-P on the dotted lines. After you teach each lesson, put the corresponding section of the poster on the board.



September 3, 2017

The Start of Worship

Lesson 1

Scripture Focus

Acts 16:9–15
(Lydia becomes a believer)

Memory Verse

"Give unto the LORD the glory due unto his name; worship the LORD in the beauty of holiness" (Ps. 29:2).

Topic

Worship and salvation

Theme

We must put our trust in Christ before we can know and worship God.

Desired Student Response

The student will determine two steps he can take to make his worship of God heartfelt.



Teacher Preparation

- Imagine you get to plan the inauguration of the next president of the United States, and your budget is about fifty million dollars (not including security costs). What is one way you would plan to honor the president?
- When have you taken part in planning an event that honored someone?
- What did you do to show honor to the person? How did the person receive the honor?
- Read Psalm 29:2. God is worthy of our worship. Every day we ought to plan to honor Him with our worship.
- What could you do to worship God today?

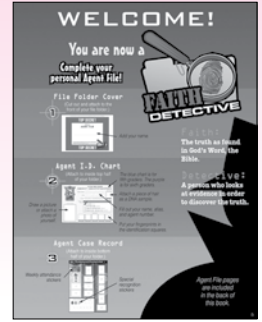
Remember!

- Attendance file
- Memory verse record

Previous Case:

(From students' arrival to 5 minutes into the session)

This section will normally give your students an opportunity to review the previous lesson. Since this is the first lesson in the quarter, use the first five to ten minutes of the class to have the students use page 5 of their student books to get their agent files ready.



1. Case Preview (10 minutes)

Today's mission is to know what worshipping God means and who can worship God. Use one of the following options to preview this lesson.

Option 1—Build a Trophy

Materials

- Items for building a trophy (e.g., shoeboxes, paper towel tubes, Pringles cans, tape, aluminum foil, balls, small action figures, markers, chenille wire, and Styrofoam plates, cups, and bowls).

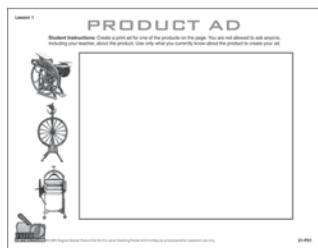
Steps

1. Make the items for building a trophy accessible to the students.
2. Students work as a group for six minutes to construct one trophy. If you have a large class, consider collecting more items and having two or more groups of students construct a trophy.
3. Ask the following questions:
 - What accomplishment would you want your trophy to recognize?
 - How would you feel if you got this trophy after accomplishing something great?
 - What do you think makes a trophy desirable?
 - What would you include in a trophy for God?
4. Transition to the lesson with the following statements:
 - Our worship of God is a little like giving Him a trophy. Our worship recognizes His worth and accomplishments, though it falls far short of what He deserves.
 - Today we will examine both what it means to worship God and who has the opportunity to do so.

Option 2—Product Ad

Materials

- Pattern 21-P01 from the resource CD
- Markers



Steps

1. Distribute a copy of pattern 21-P01 and markers to each student.
2. Students take five minutes to create a print ad for one of the products pictured on the pattern. The students will most likely know nothing about any of the products. That is the point of the activity. The following is a brief description of each of the products:
 - The black machine with the large wheel on the side of it is an antique letterpress used for printing.
 - The wooden machine with a wheel in the middle of it is a spinning wheel used for making thread.
 - The wooden machine with the rollers on it is an antique clothes' wringer used for drying wet clothes.
3. Each student shows his ad to the rest of the class. The class shares whether they would buy the product based on the student's ad.
4. Ask the following questions:
 - What would help you make your ad more meaningful? (*Knowing how the product works and having experience using it.*)
 - Name a product you have used and know how it works. Create an ad for it.
5. Transition to the lesson with the following statements:
 - We can't say much about a product we have never used. By the same token, we can't say much about a person whom we have never met.
 - Today's case is about a woman who tried to worship God without a personal relationship with Him. Her example will help us to learn both what it means to worship God and who has the opportunity to do so.



2. Bible Investigation (25 to 30 minutes)

Materials

- Bible Investigation File—Case 1
- Teaching picture 21-01
- Poster 21-B

Introduction

ASK: How do your friends get your attention when you are away from them? Do you send them a text message or call them on the phone? Perhaps you use smoke signals or use an airplane to write a message in the sky.

When God wanted to get the apostle Paul's attention, He used a variety of ways. In today's passage, He sent Paul a vision about where to go on his journey. The vision eventually brought Paul across the path of a woman who learned to worship God.



21-B

I. God Calls Paul (Acts 16:9–12)

A. Paul receives a vision (16:9)

The apostle Paul was on his second missionary journey with Luke and Silas (AD 50–52) when the Holy Spirit somehow prevented them from preaching the gospel in Asia and Bithynia (Acts 16:6, 7). God had other plans for them.

DISPLAY: Show map poster 21-B to point out Asia, Bithynia, and Troas.

Not knowing exactly what God had planned for them, the missionaries headed for the city of Troas to await God's direction. There Paul received a special vision from God.

READ: Acts 16:8, 9. **ASK:** To where did the man in Paul's vision tell him to come? (Question 1) (*Macedonia.*)

God directed Paul to go by boat across the sea to Macedonia (show on map).

B. The missionaries obey God's call (16:10–12)

READ: Acts 16:10. **ASK:** What word in this verse describes how quickly Paul and Silas responded to God's call? (Question 2) (*Immediately.*)

Paul and his companions immediately went to the dock at Troas to search for a ship going toward Macedonia. Traveling by ship in Paul's day was different from traveling by ship in our day. Most of the passenger ships today are cruise ships with comfortable cabins, food buffets, live entertainment, and game rooms. The ships Paul took from place to place were cargo ships that had no sleeping quarters for guests and offered no hot meals. Paul and his companions most likely slept with the cargo and ate the food they brought on board themselves.

ASK: How would you feel if you traveled by boat and had to sleep with the luggage, had no bathroom, and had to bring your own meals?

The missionaries weren't fussy about which boat to take. They probably took the one that was leaving the earliest so they could get where God wanted them to be. The next day they departed from Troas for Macedonia.

READ: Acts 16:11, 12. **DISPLAY:** Show map poster 21-B to point out the route Paul and Silas took to Macedonia—Troas to Samothrace to Neapolis to Philippi.

Philippi was the first European city in which Paul preached the gospel. His choice of Philippi as the place to launch his ministry in Europe was wise.

READ: Acts 16:12. **ASK:** Why did it make sense for Paul and Silas to go first to Philippi, the most important city in Macedonia, with the gospel message? (Question 4) (*A church in the big city of Philippi would have the resources and people to reach the neighboring towns.*)

Philippi was a Roman colony. That meant Rome governed it. There was also a strong Roman military presence in Philippi. Rome chose to make it a colony because it was a large, influential city. Paul was very wise when he chose to start his ministry there.



21-B



21-01

II. Paul Speaks to Lydia (Acts 16:13–15)

A. God opens Lydia's heart (16:13, 14)

Paul spent a few days in Philippi before launching his evangelistic efforts. No doubt some of that time was for recovery from traveling. However, Paul most likely spent some time surveying the city to see where there might be strong witnessing opportunities.

READ: Acts 16:13. **ASK:** What good opportunity to share the gospel did Paul find? (Question 5) *(He found a group of religious women outside the city who prayed and worshiped God by the river.)* **DISPLAY:** Show teaching picture 21-01.

The women at the river were religious, but they weren't believers. They knew about God, but they didn't know Him personally. They had never received Christ as their Savior.

ASK: Do you know any religious people who know about God but don't know Him personally? (Question 6) What are some clues that they don't know God personally?

Paul sat down with the group of women by the river and talked to them about the God they were praying to and worshiping.

ASK: What does it mean to worship God? (Question 7) *(To demonstrate an attitude of respect for and awe of God.)*

Worship is first an attitude and then an action. Just going through the actions of worship doesn't mean someone is actually worshiping God.

ASK: What are some actions you associate with worship? *(Singing, praying, putting money in the offering, listening to preaching, serving God.)*

All the actions we do in order to worship God are meaningless if we don't worship God in our hearts. Our heartless worship is as meaningful as saying "blah blah blah" to God. He doesn't accept heartless worship. A worshipful heart attitude is one that honors God and honestly focuses on Him.

Choose either the concise or the expanded teaching option.



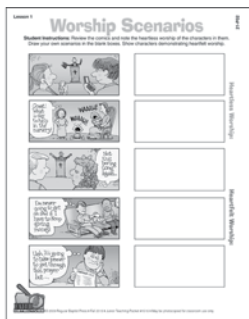
Option 1—Concise—Worship Scenarios

Materials

- Pattern 21-P02 from the resource CD

Steps

1. Distribute a copy of pattern 21-P02 to each student.
2. Review the scenarios with the students. Point out that the character in each situation is going through the motions of worship but that each one's worship is not heartfelt.
3. Ask the following questions:
 - What do you think each character thinks about his or her worship?
 - How do you think God responds to the characters' heartless worship?



21-P02



21-P03

- How has your worship of God been like the characters' worship in the scenarios?
4. In the blank boxes on their patterns, students draw scenarios that show characters worshiping God from their hearts as demonstrated in their words or thoughts.
 5. Students share their scenarios with a partner.
 6. Ask the following questions:
 - Who determines whether a person's worship is from the heart? (*Ultimately, God determines whether a person's worship is heartfelt.*)
 - Why is worshiping God from the heart so important? (*We can't obey God's command to worship Him unless we worship from the heart.*)

Option 2—Expanded—Worship Posters

Materials

- Pattern 21-P03 from the resource CD
- Markers
- Poster-size paper

Steps

1. Before class, prepare four pieces of poster-size paper as follows:
 - Draw a line down the middle of each one and write the word "heartless" on the left side of the paper and the word "heartfelt" on the right side of the paper.
 - Write one of the following categories at the top of each paper: preaching, serving, singing, giving, and praying.
 - Post the papers around the room.
2. Distribute a copy of pattern 21-P03 to each student.
3. Review the scenarios with the students. Point out that the character in each situation is going through the motions of worship but that each one's worship is not heartfelt.
4. Ask the following questions:
 - What do you think the character in each scene thinks about his or her worship?
 - How do you think God responds to the characters' heartless worship?
 - How has your worship of God been like the characters' worship in the scenarios?
5. Assign each student to one half of a posted paper. If you have a large class, have the students work in groups of two or three, or consider making two sets of the posted papers.
6. On the poster-size paper, each student draws a scenario that reflects either heartless or heartfelt worship for the category on the paper.
7. Each student gives a brief explanation of the scenario he drew.
8. Ask the following questions:
 - Who determines whether a person's worship is from the heart? (*Ultimately, God determines whether a person's worship is heartfelt.*)

- Why is worshiping God from the heart so important? (*We can't obey God's command to worship Him unless we worship from the heart.*)

Lydia, like the other women at the river who prayed and worshiped God, had not trusted Christ as her Savior. Once Paul presented her with the gospel, she understood what it meant to be saved. If she refused to trust in Christ as her Savior, then all her prayer and worship of God would have been meaningless. No one can truly worship God until he first trusts in Christ as his Savior.

READ: Mark 7:6. **ASK:** What does Jesus call those who honor God with their lips but either don't know Him or don't honor Him in their hearts? (Question 9) (*Hypocrites.*)

Anyone who worships God in action but not in heart is a hypocrite. God is never pleased with hypocritical worship.

READ: Acts 16:14. **ASK:** What did God do when He opened Lydia's heart? (Question 10) (*God helped her to understand the gospel and to see that she needed to trust Christ as her Savior.*)

Even after Lydia was saved, she still needed to be honest in her worship of God. Just because you are saved doesn't mean your worship is automatically acceptable to God.

B. Lydia opens her home (16:15)

READ: Acts 16:15. **ASK:** What did Lydia do after she and her household received Christ as their Savior? (Question 11) (*She and her household were baptized.*)

The first church in Philippi ended up meeting at Lydia's house (Acts 16:40). She continued to worship God, and He accepted her worship as honest and heartfelt.

ASK: Where are some places you could worship God besides church? (Question 13) (*Backyard, bed, bus, park, school.*)

The Philippians' worship of God took different forms, but the basis of all worship is telling God how great He is and expressing one's trust in Him.

ASK: What are three ways in which God is great?

Worshiping God is possible only if you have trusted in Christ as your Savior. Once you have, you should worship God from your heart every day.

3. Key Evidence Review (10 minutes)



21-D

Materials

- Poster 21-D
- Pattern 21-P04 from the resource CD
- Plasti-Tak



21-P04

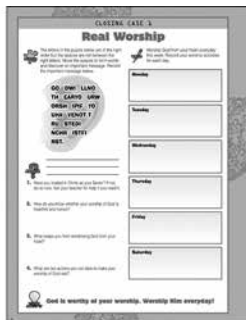
Teacher Tip ▶

Remind students of the attributes of God they learned about in the previous quarter.

Steps

1. Cut out and mount trophies from verse poster 21-D on the wall (or place in a pocket chart).
2. Distribute a trophy faceplate from pattern 21-P04 to each student.
3. Students read the verse on the poster two times as a class.
4. Explain the verse to the students with the following statements:
 - God's "name" is a way of referring to all that God is.
 - "Glory" refers to the "recognition" God deserves. God's greatness and perfection is worth recognizing.
5. Students write reasons to worship God on the faceplates and mount them over the faceplates of the trophies that make up poster 21-D.
6. Students alternate between removing a trophy and reciting the verse until the students are able to quote the verse without visual helps.

4. Closing the Case (10 minutes)

**Materials**

- Student book page 6

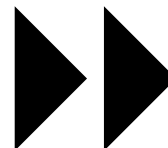
Steps

1. Distribute page 6 of the student book to each student.
2. Students follow the instructions on the page.
3. Challenge the students to consider their salvation. If they haven't put their trust in Christ as their Savior, then they don't have a personal relationship with God and their worship of Him is useless. Let them know you are available to talk to them about their salvation.
4. Ask the following questions:
 - How does someone know whether his worship of God is heartfelt and honest? (*He has an attitude of worship throughout the day. He actively seeks to learn more about God on his own. He focuses on God during a worship service rather than on how the service is being conducted.*)
 - What might keep someone from putting his heart into his worship of God? (*He doesn't take time to focus his heart on God. He is worshipping someone or something else besides God. He approaches worship as if it were entertainment.*)
 - What are two actions you can take to make your worship of God real? (*Sit closer to the front of the church during worship services; pray before worshipping, asking God to help you focus on Him; read Psalms and other Scripture passages that are examples of worshipping God.*)
5. Challenge students to put the lesson into practice right away during your church's morning worship service.

6. Emphasize the “Think about it!” phrase at the bottom of the page. God is worthy of your worship. Worship Him every day!

Next Case:

Distribute Bible Investigation Case 2 and today's *Faith Detectives* take-home paper.



UNIT 2 OVERVIEW

Worshiping God

Date	Lesson Title and Text(s)	Bible Verse	Lesson Topic	Lesson Theme	Desired Student Response
10/1	Worship and the Bible 2 Timothy 4:1–5 (Paul’s instructions about preaching)	“And that from a child thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus” (2 Tim. 3:15).	Preaching	God wants us to respond to the faithful preaching of His Word.	The student will thank his pastor for his preaching ministry and will take notes during his pastor’s next sermon.
10/8	Sing to the Lord 1 Chronicles 16:1–36 (David brings the ark to Jerusalem)	“Let the word of Christ dwell in you richly in all wisdom; teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord” (Col. 3:16).	Singing praise	God likes to hear our songs of worship.	The student will record truths about God that he sings about in a worship service and will take steps to sing with meaning.
10/15	Worshipful Giving 2 Kings 11:1–3, 15–21; 12:1–16 (Giving for temple repairs)	“Every man according as he purposeth in his heart, so let him give; not grudgingly, or of necessity: for God loveth a cheerful giver. Thanks be unto God for his unspeakable gift” (2 Cor. 9:7, 15).	Worshipful giving	Giving to God is a means of worshiping Him.	The student will come up with ideas for increasing his giving to the Lord and for decreasing his church’s expenses.
10/22	In Remembrance Matthew 26:26–28; 1 Corinthians 11:23–32 (The Lord’s Supper)	“For as often as ye eat this bread, and drink this cup, ye do shew the Lord’s death till he come” (1 Cor. 11:26).	The Lord’s Supper	The Lord’s Supper is a worshipful remembrance of Christ’s death.	The student will write out his testimony along with a statement expressing his gratefulness to Christ for His death.

Unit Bulletin Board

Change the bulletin board display before the first Sunday of unit 2. Cover the bulletin board with black backing; use red border and use 3" yellow letters for the new title. (See page 5.) Cut apart poster 21-Q on the dotted lines. After you teach each lesson, put the corresponding section of the poster on the board.



UNIT 3 OVERVIEW

Praying to God

Date	Lesson Title and Text(s)	Bible Verse	Lesson Topic	Lesson Theme	Desired Student Response
10/29	Real Prayer Matthew 6:5–8 (Christ's instruction on prayer)	"But thou, when thou prayest, enter into thy closet, and when thou hast shut thy door, pray to thy Father which is in secret; and thy Father which seeth in secret shall reward thee openly" (Matt. 6:6).	True prayer	True prayer comes from the heart.	The student will list ways he can keep from becoming a hypocrite when he prays.
11/5	Don't Worry, Pray 2 Kings 18:17–19:37 (Hezekiah's prayer)	"Be careful for nothing; but in every thing by prayer and supplication with thanksgiving let your requests be made known unto God. And the peace of God, which passeth all understanding, shall keep your hearts and minds through Christ Jesus" (Phil. 4:6, 7).	Personal needs	We should pray about our needs instead of worrying about them.	The student will draw an illustration of Philippians 4:6 and 7 and will choose to pray instead of worry.
11/12	Praying for Others Ephesians 1:15–21; Philippians 1:9–11; Colossians 1:9–12 (Paul's prayers for believers)	"And this I pray, that your love may abound yet more and more in knowledge and in all judgment; That ye may approve things that are excellent; that ye may be sincere and without offence till the day of Christ" (Phil. 1:9, 10).	Intercessory prayer	We should pray for the spiritual needs of others.	The student will understand the need to pray for people's spiritual needs and will write two prayers that focus on spiritual needs of others.
11/19	Daniel's Daring Prayer Daniel 6:1–24 (Daniel and the lions' den)	"Now when Daniel knew that the writing was signed, he went into his house; and his windows being open in his chamber toward Jerusalem, he kneeled upon his knees three times a day, and prayed, and gave thanks before his God, as he did aforetime" (Dan. 6:10).	Priorities	Prayer should be a priority in our lives.	The student will evaluate the priority of prayer in his life and determine how to make needed changes.
11/26	Church Prayer Meeting Acts 12:1–19 (God frees Peter from jail)	"For God is my witness, whom I serve with my spirit in the gospel of his Son, that without ceasing I make mention of you always in my prayers" (Rom. 1:9).	Fervency in prayer	God wants us to be fervent in prayer.	The student will list prayer requests and pray for them fervently.

Unit Bulletin Board

Make the bulletin board display before the first Sunday of unit 3. Cover the bulletin board with red backing; use yellow border. Use 3" yellow letters for the new title (see page 5). Cut apart poster 21-R along the dotted lines. After you teach each lesson, put the corresponding section of the poster on the board.

