

# Action!

## Faith That Works

### JAMES



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# STRONG

## curriculum

A world weak on truth needs a strong, trustworthy message. STRONG Curriculum builds stronger churches by teaching all Scripture to produce spiritually mature believers who measure up to the stature of Christ.

### A Plan You Can Trust

The Bible has the answers to what students need most. No other book or philosophy contains God's power to save and transform lives. Because of this, we've made it our unwavering commitment to build Strong Students upon the sure foundation of God's Word. With this curriculum, your church can develop teens who will be strong defenders of the faith.

The Strong Students scope and sequence is designed around the seven teaching aims Jesus modeled in His ministry. Since these are Jesus' aims, teachers can be confident in the aims' effectiveness and purpose. Every lesson in the Strong Students scope and sequence addresses at least one of Jesus' teaching aims.

Every lesson also focuses on students' needs. We understand the challenge of teaching the Bible to today's teens because of four barriers culture has pushed on them:

- Struggles with identity
- Subjective view of truth
- Hope in a social utopia
- Belief that a career and wealth guarantee happiness

Strong Students takes care of the tough part for you by striking at the foundation of these barriers and providing a Biblical response to each one. With Strong Students, you can concentrate on communicating to your teens and helping them grow into strong believers in Christ without worrying whether you are effectively addressing the philosophies competing for their minds.

Look for the **BuildUP** icons in the table of contents and on the first page of each lesson.

### JESUS' TEACHING AIMS



**BELIEVE THE GOSPEL.** Jesus taught His students to trust in Him alone for salvation and to share the gospel with others. This aim is obviously fundamental to all the rest



**UNDERSTAND BIBLICAL ETHICS.** Jesus instructed His students to live according to moral values. These values provided them with the tools to make wise decisions.



**INTERNALIZE GODLINESS.** Jesus taught His followers to be godly on the inside. He warned them not to become like the Pharisees, with a mere outward appearance of godliness.



**LEARN DOCTRINE.** Jesus knew the importance of teaching His students the truth and identified doctrine as one of the means for spiritual growth. Wishy-washy doctrine leads to faulty practice.



**DEVELOP LIFE SKILLS.** Jesus taught His followers to meet life's challenges in a way that honored and glorified God. He gave them the skills to navigate those challenges successfully.



**UPLIFT OTHERS.** Jesus' life was all about others. Leading by example, He taught His followers to be all about others too.



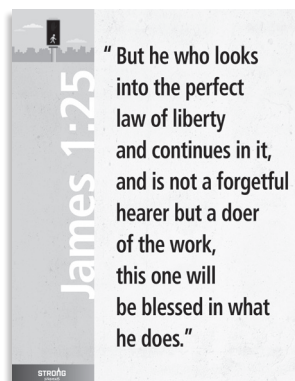
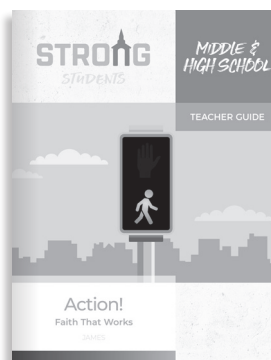
**PREPARE TO SERVE.** Jesus prepared His followers to serve in the context of local churches that were established soon after His ascension. He emphasized sacrifice and dedication.

# STRONG<sup>®</sup> curriculum

In this quarter's Strong Students for Middle and High Schoolers, the students will study the book of James. They will learn both how to handle trials biblically and how to become a consistent and effective doer of the Word. God wants us to take action and demonstrate we have a faith that works!

## Kit Contents

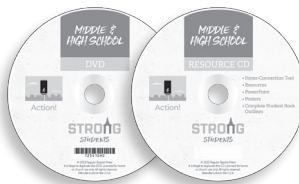
- ☐ Teacher Guide
- ☐ Student Book  
*Order one book for each student*
- ☐ Resource CD with online download code  
*Includes worksheets, Home Connection Tool, and additional teacher resources*
- ☐ DVD
- ☐ Verse Poster
- ☐ Posters



## Ordering Information

All materials are available from Regular Baptist Press.

- Web: [www.StrongCurriculum.com](http://www.StrongCurriculum.com)
- E-mail: [orders@rbpstore.org](mailto:orders@rbpstore.org)
- Toll-free orders in the United States: 1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.



## 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



# How to Teach **STRONG STUDENTS** Lessons

# Leading a Student to Christ

STRONG STUDENTS has been designed to help you clearly present God's Word to your students. Each lesson will guide students through the Bible, encouraging them to interact with the material and apply it to their lives.

Familiarize yourself with the resources included in the kit so that you can maximize your effectiveness in the classroom. The key resources you need are Student Books, the PowerPoint (CD), and the Home Connection Tool (CD).

Encourage students to use their Student Books during each lesson so they can follow the PowerPoint presentation by taking notes. The words to fill in the blanks are either part of the outline or highlighted in orange in the sentences in the PowerPoint.

Some of the PowerPoint presentations contain additional slides that obviously tie into the teacher guide lessons. Make sure you review the PowerPoint presentations before teaching.

The student books include a daily devotional. Encourage your students to complete them either before or after coming to class.

The Home Connection Tool gives the parents of your students an idea of what you are teaching in class. Consider emailing those to each family represented in your class. You can find them on the CD or online using the download code.

## Before Each Lesson

- Read the Scripture Focus passage several times.
- Do the Time with God section of the Student Book to know what your students are studying.
- Memorize the key verses.
- Prepare the materials you will need for each activity.
- Work through the Bible Study section and carefully plan the lesson.
- Plan how you will apply the Bible lesson to your students' lives. Make sure what you say is clear and shows students how they can use the lesson.
- Pray for yourself, your students, and your lesson.

AS A TEACHER, your most important concern is the personal salvation of your students. Find out whether your students know Jesus Christ as their Savior in a way that doesn't introduce doubt in their minds. An easy and gentle way to find this out is to give your students several minutes to write out an answer to a question like, How can a person get to Heaven? Collect their answers and read them during the following week. If any of your students seem confused about salvation, you can present the gospel to them and provide the opportunity for them to receive Christ. If possible, deal with students individually.

## The Plan of Salvation

- Everyone is a sinner. No one can live up to God's perfect standard (Romans 3:23).
- Sin's penalty is death (Romans 6:23).
- God loves us and sent His Son, Jesus Christ, to pay for our sin. Christ died in our place (John 3:16; Romans 5:8).
- When a person places his trust in Jesus' payment for sins, Christ becomes his Savior. His sins are forgiven, and he receives God's gift of eternal life (John 1:12; 5:24).
- Everlasting life begins the moment we trust in Jesus (John 3:36).
- After that, nothing we ever do will take us out of God's hand; we are secure (John 10:27–29).
- The experience of the new birth (being born into God's family) is not based on a feeling, but on confidence in God's Word (1 John 5:11, 12).

Encourage students to pray, but explain that prayer does not save a person. Prayer is how we communicate our inward thoughts to God. Ask new believers to explain what they have done and what has happened to them.

## Discipleship

Encourage new believers to read the Bible, and explain the importance of prayer. Also explain 1 John 1:9 to them so they can deal with sin in their new Christian life. Make it a priority to follow up with new believers.

# Knowing Middle School Students

## Description of Physical, Social, and Emotional Development

- I MAY feel developmentally out of step with my peers—behind or ahead in physical changes—as I enter and experience puberty.
- MAY be sensitive about my weight and body shape and worry about whether I am normal.
- I AM developing my own sense of identity.
- I AM more interested in and influenced by my peer group than by the adults in my life.
- I MAY be moody, depressed, or anxious about academic or social issues in my life.
- I AM very focused on myself and may feel both high expectations and lack of confidence.
- I AM better able to express feelings through talking, but I tend to respond dramatically, feeling that no one else has ever experienced the same feelings and emotions.
- I DO NOT always exhibit the emotional maturity that matches my more adult-like appearance. I have trouble thinking before acting; sometimes I seem silly and unfocused on the task at hand.

## Effective Responses

- Provide emotional and spiritual support and encourage students to develop a strong sense of self as a valuable person, created by God.
- Accept students as they are and avoid comparing to others. Resist stereotyping. Not every tall boy is a basketball player.
- Generate an atmosphere of acceptance and love for all, demonstrating interest and care for each student.
- Create an atmosphere of mutual respect so youth feel they are part of a community.
- Help build genuine relationships by honestly sharing mistakes and life experiences.
- Help students talk through the ramifications of their choices without asking, “How could you? What were you thinking?”

- Avoid arguments by remaining calm and not engaging in banter over an issue.
- Be patient with the tendency of some youth toward constant personal grooming.

## Cognitive (Learning) Development

- I MAY be hesitant to try new things for fear of embarrassing myself in front of my peer group.
- I AM developing new thinking skills and am able to think about multiple options and possibilities.
- I CAN think more deeply and significantly about abstract ideas such as faith.
- I AM developing a stronger sense of right and wrong.
- I MAY be ready to take significant steps in areas of faith and Christian growth.

## Effective Instructional Methods

- Create an open and stress-free environment where youth can learn and share concerns in a confidence-building atmosphere.
- Provide background information, a purpose to the lesson, and understanding of the text.
- Combine love, high energy, enthusiasm, and seriousness with engaging ways to present the lesson. Use personal stories that illustrate Biblical principles to keep students engaged in learning.
- Provide honest answers to questions.
- Stimulate thinking in areas of salvation and Christian growth.
- Help Christians work through issues of assurance of salvation and to begin studying the Bible for daily decision making.
- Encourage students to articulate Biblical principles of right and wrong that they are learning from God’s Word.
- Invite volunteers to look up and read aloud Bible passages. But don’t put students on the spot or ask them to do things that make them feel foolish.

SESSION 1

**JAMES:**  
**A GUIDE FOR**  
**FAITH**

**Scripture Focus**

Overview of James

**BuildUP Theme**



INTERNALIZE GODLINESS

God gives us power to put faith into action by practicing what we believe.

**Measurable Response**

The students will rely on God's wisdom and strength to respond by faith to truths in James.

**Memory Verse**

"What does it profit,  
my brethren, if someone  
says he has faith  
but does not have works?  
Can faith save him?"  
(James 2:14). NKJV

"What good is it,  
my brothers, if someone  
says he has faith  
but does not have works?  
Can that faith save him?"  
(James 2:14). ESV

## Teacher Preparation

- Bible scholars throughout the years have debated the possible contradiction between Paul's focus on salvation through faith and James's emphasis on works. Even the great Protestant reformer Martin Luther took issue with James and, at one point, called the book an "epistle of straw." But when we consider the matter closely, we know James did not really contradict Paul.
- Read James 1:22; 2:17–18; 3:13. James did not believe that works save us. Rather, he pointed out that without works, our faith isn't worth much. In fact, without some evidence of a true, saving faith, that faith is dead. Words are empty. The book of James serves as a reminder that good works will accompany true faith. James took a practical approach, directly addressing specific problems that faced his audience and that still face Christians today.
- Today's teens are bombarded with anti-Christian messages from multiple sources. They need clear, practical guidance as they seek to live out their faith in an increasingly depraved culture. As you begin this study, help your students understand the relevance of James and the wisdom it can provide for their daily living.

## Cultural Barrier

This session addresses students' struggles with identity. Although teens tend to focus on themselves as they develop their identity, many are also taking important steps in their faith. Studying the person of James offers youth an example of one who found his identity through serving Jesus Christ. James's example of unwavering commitment will encourage teens to concentrate on Christ as they search for a stronger sense of self.



# Session Starters

## Option 1—Make Your Choice

### Gather

- Resource 41-R1.
- Four pieces of white paper.
- Marker.
- Tape.

### Steps

1. Write each letter—A, B, C, and D—on a separate piece of paper to create 4 signs. Attach each sign to a different wall or area.
2. Read each James Quiz question and its choices from resource 41-R1. Students stand near the sign corresponding to the answer they think is correct. Reveal the correct answer (in bold) before moving on to the next question.
3. Discuss the activity.

**ASK:** Which of the quiz answers were most interesting or surprising to you?

**ASK:** How were you influenced by those around you as you chose your answers? Did you choose answers according to what you really thought, according to what others chose, or a combination?

**ASK:** Can you think of a time you made a choice in life based on what others did rather than on what you thought was right? What happened as a result?

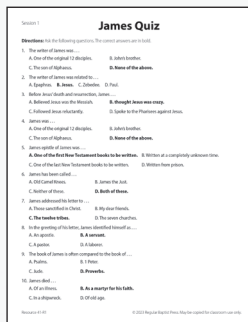
4. Transition to the Bible lesson.

The believers to which James wrote were letting the world influence their choices rather than following the truth of God's Word. James wrote to encourage these believers. His letter provided practical guidance for living out the faith in an unbelieving world. In this course, we will study the book of James and learn how to apply his words to our own lives as we try to put our faith into action.

## Option 2—Is It Worth It?

### Gather

- Writing paper, pencils or pens.



41-R1

- Several guides (e.g., travel guide, student handbook, cookbook, computer or appliance user guide).
- How-to books on various topics (e.g., writing, drawing, getting a job).
- Art paper and colored pencils (optional).

## Steps

1. Display the various guides and books. Choose two or three and briefly discuss the importance of each. For example, a user guide leads you through the process of setting up an appliance or computer and using it safely.
2. Form teams or small groups. Tell students to imagine they have been assigned to write a how-to book for teens on living the Christian faith or on a particular topic related to living the faith. Students will work together to write a book title and a list of chapter titles. You might suggest a minimum number of six chapters. Remind students that the imaginary book is aimed at people their own age.
3. If there's time, each group can also use colored pencils and art paper to create a book jacket with an illustration on the front and back cover copy to get readers' interest.
4. Give each group a chance to share their work, then compare.

**ASK:** How similar were the chapter titles? Were there topics common to all the lists?

**ASK:** How did you decide which topics to include? (Perhaps topics were chosen based on situations teens face today or on the basics found in Scripture—how to pray, read your Bible, love others.)

**ASK:** How could teens today benefit from such a book or guide? *It might help them apply Biblical principles to the present.*

5. Transition to the Bible lesson.

Today, we're beginning a course on James—a book you might consider a how-to book. James's readers were facing difficult times. He offered some practical guidance for them as they struggled to live the Christian life in an unbelieving world. We can benefit from the words of James, as well. As we study his letter, we'll learn how to apply the truths in his practical guide to our own lives.

## Bible Study

### Gather

- Resource 41-R2.
- Faith in Action! and Major Themes in James posters and marker.



## I. The Author

Written probably between AD 48 and 50, James was one of the earliest written of the New Testament books and may have been the first. The author of the letter provides only his name for identity, but other Scriptural evidence reveals more about him.

### A. His identity

**READ:** James 1:1.

James referred to himself as a servant of God and of the Lord Jesus Christ. The omission of any other credentials suggests that James and his readers knew each other well. His audience would not have needed further identification.

Matthew 13:55 tells us that James was the name of one of Jesus' half-brothers. Since James's name occurs first, he was likely the firstborn of Mary and Joseph's children. It is James, the half-brother of Jesus, who undoubtedly wrote the epistle of James.

James was an unbeliever during the days of Jesus' earthly ministry (John 7:5). In fact, though Mary understood the uniqueness and mission of her Son (John 2), Jesus' half-brothers, including James, believed Him to be out of His mind (Mark 3:21).

**ASK:** How do you think growing up with Jesus hindered His brothers' belief in Him as the Christ? *They probably viewed Him simply as their "older brother" and may have resented Him for being such an obedient boy.*

Although a part of Jesus' biological family, James did not become a believer and member of His spiritual family until after Jesus' resurrection.

**READ:** 1 Corinthians 15:3, 4, 7. **ASK:** How do you think James was affected by his personal encounter with the resurrected Jesus? *James most likely finally understood Who Jesus is. He no doubt placed his faith in Jesus and began his spiritual walk with God at that time.*

James's encounter with the risen Christ apparently transformed his life, for he was soon considered an apostle and emerged as a leader in the church of Jerusalem (Gal. 1:19; Acts 15:13).

**ASK:** How might being the half-brother of Jesus have influenced James as he wrote his book? *Perhaps James remembered Jesus' behavior growing up and fully appreciated what it means to be like Christ in daily living.*

James's experience reminds us that Jesus becomes our brother when

we enter God's family. Through faith, we become God's adopted sons and daughters and, thus, spiritual brothers and sisters of Christ (Heb. 2:11–15).

## **B. His integrity**

James could have made several claims in order to establish his credentials. As Jesus' half-brother, he knew more about Jesus' personal life than perhaps anyone else. But he made no reference to being a blood relative of Jesus. He did not "name-drop." Instead, he exalted the Son of God with pure joy, unpolluted by selfish interests or claims.

Neither did James refer to himself as a church leader or as an apostle although others certainly considered him as both. James valued his ministry more than a title.

James made none of these claims but humbly referred to himself only as a *doulos*, which means bondsman, or servant. Even in a simple letter greeting, he reflected his main purpose of serving his Master, Jesus Christ.

The ancient historian Eusebius recorded one man's testimony to James's integrity. From his writings, we learn that James developed callouses from long hours spent on his knees in prayer and thus earned the name "Old Camel Knees." Kneeling on the stone floor of the temple or in his residence, the selfless James, like Jesus, likely prayed more for those the Lord had put under his charge than for himself. When believers in Jerusalem were ravaged by poverty and hunger (2 Cor. 8), he prayed for their needs to be met. And when matters of spiritual concern arose, he sought the mind of God (Acts 15). For this great righteousness, he was also called "James the Just. "

**ASK:** Compare your prayer life to that of Old Camel Knees. Do you pray more for others or for yourself?

## **C. His impartiality**

Approximately 20 years after the death, resurrection, and ascension of Christ, James participated in an important meeting called the Jerusalem Council. Some of the Jewish Christians of the early church believed that Gentiles should follow the rituals in the Mosaic law in order to join the fellowship. When disagreements arose over this opinion, the Council convened with the goal of solving the problem.

As the moderator or president of the meeting, James carefully listened to the evidence. He allowed for debate, then summed up the matter and stated his verdict in Acts 15:13–21.

James had already chided his readers about showing partiality and favoritism in his epistle, written prior to the Jerusalem Council. Clearly,

James accepted all individuals who knew Christ as Savior, whether they were Jew or Gentile, rich or poor.

In this case, James knew that the Gentile Christians had been saved through true faith and did not need to follow the old Jewish law for salvation. But he proposed a solution that would promote fellowship between the Jews and the Gentiles.

**ASK:** What personal opinions might lead us to make spiritual judgments of others today? *Some opinions might include those about hair or clothing styles, food choices, use of time, and places or styles of worship.*

**ASK:** What can we learn from James in this regard? *James teaches that true spirituality is not keeping a list of rules or traditions. True spirituality is from the heart and shows itself in good works.*

Genuine faith breaks down ethnic and economic barriers. All in Christ should be accepted as members of the same family. Efforts should be made to keep believers unified in the faith. James's verdict at the Council matched the message in his epistle.

## **D. His incorruptibility**

James never wavered in his commitment to Christ. He refused to recant his faith even though he knew it would cost him his life. James died a martyr's death, as did all the other apostles except John.

Josephus, a respected Jewish historian, reported that James was stoned to death. Others report that James was thrown from the pinnacle of the temple by those angered at his teaching. When he was found still alive, he was then beaten to death with clubs.

**READ:** James 5:10, 11. **ASK:** How do the examples given in these verses reflect James's incorruptibility, or commitment to the faith? *James instructed his readers to follow the examples of the suffering prophets who refused to compromise God's message to His people. He, himself, followed their examples and would later die for his commitment.*

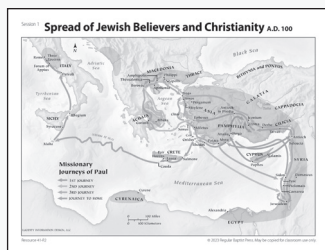
## **II. The Epistle**

James's letter is often called "The Proverbs of the New Testament." Just as the book of Proverbs offers practical advice and wisdom for a godly life, his letter offers a practical guide for living out the Christian faith. James challenged his readers to live by the truth found in God's Word and not to give in to pressures of the world. His words, still relevant today, have been used by the Holy Spirit to challenge generations of believers throughout church history to "show their faith."



## A. The target audience

In addressing his audience as the “twelve tribes” who had been scattered, James referred to the twelve tribes of Israel. He was comparing the scattered Israelites during exile to the scattered Jewish Christians. According to Acts 8, great persecution broke out against the believers in Jerusalem following the death of Stephen, and they were forced to flee. This scattering of the church became known as the Dispersion.



41-R2

**DISPLAY:** Resource 41-R2. This map of the ancient Mediterranean world shows the area throughout which these early Christians settled.

It is to Christians scattered from Jerusalem that James most likely wrote. If so, James was writing to people he knew and loved. He had pastored them in Jerusalem, prayed for them in their dispersion, and now was writing to them with a shepherd’s concern. James wanted these beloved believers to experience the same radical change Jesus had made in him.

**READ:** Acts 8:1–4. **ASK:** How did God bring good out of the persecution of the Jerusalem church? *The scattered church went everywhere preaching the word.*

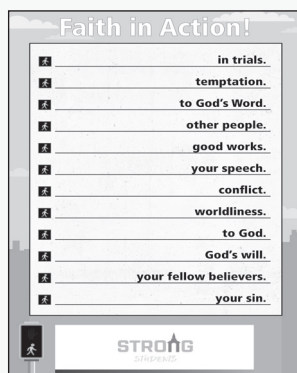
Luke noted that everyone from Jerusalem fled, “except the apostles.” The last count of the church’s size in the beginning verses of Acts 4 was about 5,000 men. If Luke were counting heads of households, the church had experienced incredible growth in a very short time. The flight of these believers created a great number of “instant missionaries” as they went everywhere preaching the Word (Acts 8:4). The term translated “preaching” is the term from which we get our term “evangelism.” Everywhere they went they announced the good news of Jesus Christ.

James’s letter, beginning with a reference to trials and difficulties, would strike home in the hearts of those who had suffered for their faith. They had been forced to leave all they knew and loved to preserve their lives and protect their families. James wrote to encourage them to keep on, to stay true, and to do right.

**ASK:** How do you think these severely persecuted believers had the courage to proclaim the word boldly in their new homes? *They believed the spreading of the gospel message was more important than their personal safety or comfort. They dedicated themselves to sharing God’s good news and were empowered by the Holy Spirit.*

## B. The themes

With an overarching theme of faith, the letter addressed several topics relevant to the lives of the readers.



**DISPLAY:** Major Themes in James poster. As you explain the three main sections of James, point out the key passage for each section. Use the Faith in Action! poster to give the students a hint of what will be covered in each of the three sections.

The book of James has a simple structure, and its content reveals an earnest letter written by a pastor to believers he dearly loved. James wrote from his heart under the guidance of the Holy Spirit.

First, the epistle addresses topics related to the personal walk of faith (sessions 2–4). James confronted the reality of trials and temptations in his readers’ lives and warned about doubting God and of bitterness against Him. He challenged believers to be doers of the Word.

**ASK:** What does it take to be a doer of the Word and not just a hearer? *A doer of the Word must examine his or her life in light of Scripture and purposefully allow the Spirit to guide and empower change in his or her life.*

The second part of the book discusses subjects involving the public testimony of one’s faith (sessions 5–8). James gave instruction regarding proper treatment of others, both saved and unsaved. He emphasized that speech as well as actions give witness to a true, living faith.

**ASK:** How should the public testimony of one’s faith relate to that person’s personal walk of faith? *The two should match, and personal walk should support public testimony.*

In the third part of the book, James confronts sin in the lives of his audience (sessions 9–13). The world had become a glaring influence, affecting their dispositions and decisions. The book concludes with a strong warning that failure to repent of willful sin may lead to a premature death at the disciplining hand of God.

This New Testament “book of Proverbs” challenges the Christian to a life of wisdom rather than folly. When we apply its principles, our lives will clearly show it. A pure religion is public, not just private. Obedient Christians put their faith into action.

## Memory Builder

### Gather

- Whiteboard and markers.
- Drawing paper, pencils, and markers.

### Steps

1. Review the meaning of James 2:14.

James reminded his audience that if one has true faith, the person's works will show evidence of faith. People may claim to have faith yet show no proof in their actions. James asked if such a superficial faith can save a person. The answer is no. Simply saying the right words does not bring salvation. It is faith that saves us, not our works, but when we have been saved through true faith, our works will show it.

2. Write each of the following examples inside a speech balloon you have drawn on the board.

"I believe this chair will hold me up."

"I'm a musician."

"I know how to fix your computer. I'll be glad to help."

"I love you, Mom and Dad."

"Of course, you're my friend!"

"I'm a Christian. I believe in Christ."

3. Discuss each example.

**ASK:** What actions would prove this statement to be true? How would the speaker show these were not just empty words?

4. Distribute paper, pencils, and markers. Have students create cartoons showing teenagers putting faith into action. They may either base cartoons on true events or use fictional scenarios. Students may show and explain their cartoons as time allows. Post completed cartoons around the Action! poster.
5. Lead the students to read the verse several times together then fill in the blanks as you repeat the verse. Each time you pause, students supply the next word. Repeat a few times, pausing for different words. Challenge students to recite the verse together from memory.

## Session Application

### Gather

- Action! poster.
- Pencils or pens.

### Steps

1. Review the lesson.

As a half-brother of Jesus, James may have found it difficult to



believe that his older brother could possibly be the Messiah. Despite his initial attitude toward Jesus, James later became a committed believer and a leader in the Jerusalem church. James wrote his letter to former members of the Jerusalem church who had been scattered abroad because of persecution. His writing offered these struggling believers practical guidance for living out their faith. James addressed specific issues including trials, temptation, prejudice, and conflict. He challenged his audience to put off worldliness and to show genuine faith by being doers of God's Word.



2. Draw attention to the Faith in Action! poster. Note the various topics we will be studying in the book of James. Ask students to think about the following questions silently. They may jot down answers in the margins of their student books.

**ASK:** In which of these areas listed on the poster do you need to follow God's leading more closely?

**ASK:** Can you think of other areas in which you need to show more faith?

3. Use the following ideas to lead the students in a guided prayer. As students keep their heads bowed, read each prayer suggestion and pause to allow time for them to pray silently.
  - Pray for wisdom and understanding as you study the book of James.
  - Ask God to open your eyes to areas in your life that need changing according to the guidance found in James.
  - Pray for strength and determination to remember what you study rather than just reading and forgetting about it.
  - Ask God to help you apply the truths you learn.
  - Pray that you will become a more faithful follower because of studying the book of James.

## Session Takeaways

Before dismissing the students, draw their attention to the Time with God page in their student books. Instruct them to complete the study on their own. The activity encourages them to put their faith into action.