

# Season's Greetings

Season's greetings and grateful thanks to you our most valued and faithful customers, donors and volunteers. We could not have done it without you. As you continue to give so selflessly to this highly important literature ministry, may you receive God's matchless favour.

## Farewell

We say farewell to two team mates of Caribbean Christian Publications - **Ms. Sheryl Ward Bradshaw and Mrs. Joan Mars** who recently left the organisation. Sheryl came on staff as executive assistant then later became our marketing officer. Joan was the editor for Older Children publications. CCP extends sincere gratitude to them both and our best wishes for the future. We look forward to their service as volunteers in the future.

## We're Done!

This past summer we embarked on the final leg of lesson writing under the fourth phase of the Youth and Adult curricula. We began in the summer of 2014 and wrote every summer since then. We cannot express enough gratitude to all who were a part of this faith journey. Thanks to every person, donor churches, prayer partners, trustees, other volunteers and the staff of CCP who have been totally committed to this work. God willing it, Phase V will begin with new curricula for the three children's departments in due course. Please be in prayer for this ministry and do offer yourself as a possible volunteer curriculum developer, writer, reviewer, proof-reader in this future undertaking.

*Again, a Blessed and Holy Christmas to everyone.*

### Caribbean Christian Publications

27 Balmoral Avenue, Kingston 10, Jamaica, West Indies

Tel.: (876) 906-2828 • Fax: (876) 908-3844

E-mail: [info@ccpcbf.org](mailto:info@ccpcbf.org) | Website: <http://www.ccpcbf.org>

ISSN0799-3161



*Beaming the Light of God's Word to Caribbean People*

LIVING THE WORD

CARIBBEAN BIBLE LESSONS

Bible Leaders

Adults • Ages 19 and Up • Teacher Guide

September • October • November • December • 2019



LIVING  
THE WORD

Bible

# CARIBBEAN BIBLE LESSONS

## Leaders

Christmas Issue 2019  
Phase 4, Vol. 13, No. 1

### Adult • Age 19 and Up • Teacher Guide

The *Adult Teacher Guide* provides suggestions for teacher preparation, a step by step teaching plan for adult Bible study, an alternative teaching plan for young adults and suggestions for applying the lesson. Each adult teacher needs a copy of the *Adult Learner Guide* in addition to this *Adult Teacher Guide*.

#### Unit 1: Mission to and from The Margins

September 1, 2019	Mission as Transformation	6
September 8, 2019	Mission as Liberation	10
September 15, 2019	Mission as Evangelism	13
September 22, 2019	Mission as Inclusion	16
September 29, 2019	Mission as Community Development	19

#### Unit 2: Unmask. Get Real!

October 6, 2019	Live with Passion and Purpose	23
October 13, 2019	Rise Above Turbulence	26
October 20, 2019	Seek Supernatural Strength	29
October 27, 2019	Seize Victory!	32

#### Unit 3: Giving All

November 3, 2019	Worship through Service	37
November 10, 2019	Be A Selfless Servant	40
November 17, 2019	Gifted for Service	43
November 24, 2019	Fellowship: Twin Partner of Service	46

#### Unit 4: He Came...

December 1, 2019	As Sacrifice for Our Sin	50
December 8, 2019	To Provide Redemption	53
December 15, 2019	To Reveal God	56
December 22, 2019	To Give Hope	59
December 29, 2019	To Defeat Satan	62

F  
E  
A  
T  
U  
R  
E  
S

Editor's Corner	2	Trends in Evangelism	9
Meet Our Writers	3	Unit Two Overview	22
Teaching Tips	4	Focus on Depression	35
Special Recognition!	4	Unit Three Overview	36
Unit One Overview	5	Unit Four Overview	49

**Editor:** Erica James-King

**Reviewers:** The Rev. Arthur Edgar, Grace Peart

**Cover Design:** Carleen Clothier, John Hatton, Ramon Morgan

**Cover Image:** Jamaica Baptist Union

**Produced and published by Caribbean Christian Publications Ltd**

27 Balmoral Avenue, Kingston 10, Jamaica;

**E-mail:** ericajk@ccpcb.org; **Website:** www.ccpcb.org; **E-mail:** info@ccpcb.org

**Director:** Beryl H. Roper; Under the auspices of the **Caribbean Baptist Fellowship**

**Executive Secretary-Treasurer:** The Rev. Everton Jackson

© 2019 Caribbean Christian Publications All rights reserved

## EDITOR'S CORNER



Dear teachers of adults,

Welcome to the Christmas edition of the **Caribbean Bible Lessons Bible Leaders Teacher Guide**.

I am delighted that you could join me for another engaging exploration of Christian education through the pages of the **Teacher Guide**.

In one sentence, how would you describe your life and Sunday School teaching/learning experience for most of this year? I hope 2019 has so far been a fulfilling and productive year for you and your adult students.

I encourage you to **make prayer a vital part** of your Sunday School classroom experience. It is important for you to pray for and with your adult students. Engage your adult students in different types of prayers. Some of those prayers should include chain prayers, focused prayers, assignment prayers, litany, intercessory prayers as well as prayers of confession and commitment.

Be reminded to always **be a source of encouragement** to your adult students. Recognize and commend them for the contributions they make to the class' Bible Study, discussions, and application activities, even when those contributions are small. When you give them genuine encouragement, it helps to inspire their self-confidence and passion in the things of God. Be careful not to be condescending when dealing with adults. Watch your tone of voice! Ensure you are not speaking with the adults in the tone of voice you would use with children. Many adults will find that offensive, annoying and even damaging to their self-esteem. If they find the way you speak with them offensive, then they will be unwilling to participate in class and might have a general distrust of you. Ensure that you are a kind, genuine motivator to the adults.

In this edition of the **CBL Bible Leaders Teacher Guide** we delve into the importance of doing mission wherever we are and no matter in what socio-economic circumstances we find ourselves. The **Unit, Mission to and from The Margins**, is our guide on that arm of our exploration which marks the observance of *Mission Month* in some parts of the Caribbean region. We bare our hearts and souls on certain realities of life in the trek for October: **Unmask. Get Real!** November is sometimes celebrated as *Stewardship Month* in areas of the Caribbean and the **Unit, Giving All!** bids us to be sacrificial managers of our resources to the glory of God. The **Unit, He Came...**, is our compass for the *Advent/Christmas season*.

May you experience steady spiritual growth. I pray that God will bless your life and ministry with the spark of His power and the favour of His Spirit's anointing. Best wishes for a happy and holy Christmas.

Yours in the Lord's service,

Erica James-King

# MEET OUR WRITERS

## UNIT ONE: Arcelio Hartley, Panama

Mr Hartley has been a Christian for over 40 years. He is vice president of the Panama Baptist Convention and retired Chairman of the Board of Inspectors of the Panama Canal Authority. He serves as a church planter, lay preacher, deacon and Sunday School teacher. He is passionate about leading people to commit to serving the Lord. Deacon Hartley believes that the more a person comes to understand God's Word is the more that individual will appreciate Who God is, and will be more likely to serve God sacrificially.



## UNIT TWO: Erica James-King, Jamaica



Ms. James-King is a Christian career journalist who has served for many years in the broadcast and print media. While working as a communication manager in corporate Jamaica she responded to God's call on her life to engage in full-time ministry through Christian literature. She is the Assistant Director/Editor-Adult Publications at Caribbean Christian Publications. Sister James-King has a zeal for evangelism, Christian Education, as well as mission to vulnerable persons.

She is a lay preacher and also serves on the Jamaica Baptist Union Print Media Committee and Social Issues Study Commission.

## UNIT THREE: Zoë Simpson, Jamaica

During her high school years, Dr Simpson became aware of her Christian responsibility to help others to find Christ and to grow in Him. Since then, she has used her writing and teaching skills to disciple others. The guiding Bible verse of her life is Ezra 7:10, because it confirms and fuels her passion for studying and sharing the Word. She has served as the Christian Education Director of her denomination. Dr. Simpson is the Executive Director of a service organization for teen mothers.



## UNIT FOUR: Alfred Charles-Julien, Guyana



The Reverend Charles-Julien has been a Christian in excess of 40 years and a minister of religion for over 12 years. He is the president of the Baptist Convention of Guyana and pastor of the Wismar Baptist Church. With a zeal for helping others to experience Christ, it is little wonder then that the Rev. Charles-Julien is passionate about evangelism, pastoral service and community outreach. His community involvement includes home visitation, serving as a member of the Linden Ministers' Fellowship, and providing marital and guidance counselling.

## TEACHING TIPS

### Have an “Adult-Friendly” Classroom

THE FOLLOWING TIPS should help you to engage your adult Sunday School students in interactive teaching-learning experiences:

- ❑ **Make your classroom welcoming** — Strive to have a welcoming appearance and to let your classroom atmosphere be warm and engaging. Initiate and encourage positive vibes and good camaraderie among your adult students. Create a cheerful, comfortable atmosphere.
- ❑ **Be well prepared for your class** — A well-prepared teacher makes visitors and regular students feel more comfortable. If you are well prepared, you will also use a variety of teaching approaches and generally make the class interesting and meaningful. Try a discovery-oriented approach to learning. It engages the adult students, by allowing them to voice their views, ask questions and do practical activities related to the lesson. Overall, it affirms that each person has something of value to contribute to the lesson.
- ❑ **Always make your lessons relevant to life**—Use examples of real-life experiences to convey major messages in your Lesson. Ask adult students open-ended questions about how the lesson can relate to their daily life. Such questions do not have a single “correct” or “right” answer and elicit more thoughtful responses from adults.
- ❑ **Make adult students feel important** — Address adult students in a friendly but respectful manner. Do not belittle their views. Instead, be accommodating and explain any Christian beliefs and concepts which they may not understand. Make every effort to address your students by their names.

### Special Recognition !

**Caribbean Christian Publications** expresses appreciation to the following persons for their contribution to this issue of the **Caribbean Bible Lessons Bible Leaders Teacher and Learner Guides: Curriculum Developers:** The Rev. Arthur Edgar, Erica James-King, Rebecca McHenry and The Rev. Norva Rodney.

# UNIT ONE OVERVIEW

## Mission to and from The Margins

**Unit Aims:** **1)** To encourage adults to realize that God has called them to do mission wherever they are, and whether or not they are experiencing oppression or other situations of vulnerability. **2)** To help adults in developing positive attitudes and wholesome faith responses to God's invitation to mission.

### **Lesson 2: Mission as Transformation**

The first lesson in the Unit provides definitions for "mission" and "transformation", while outlining the Christians' role as agents of transformation in whatever location or circumstance, in which they find themselves. It affirms God's care for those who are facing all forms of discrimination. The study appeals to believers to be God's ambassadors to persons within and outside of their own socio-economic grouping, especially to the materially and spiritually poor.

### **Lesson 2: Mission as Liberation**

Lesson 2 discusses different forms of oppression and captivity and outlines that believers have a significant role to play in leading people to spiritual, social, emotional, mental and other forms of oppression. Pointing adults to Jesus' lifestyle as Liberator of humankind from sin, eternal death and all forms of brokenness, the lesson encourages learners to pattern Jesus' lifestyle. The lesson inspires adults to use the Word of God and their resources to convey hope to others in tangible ways.

### **Lesson 3: Mission as Evangelism**

By exhorting adults to reflect on the need of all persons to hear the message of salvation, the lesson discusses the importance of evangelism as a calling on the lives of all Christians. The study appeals to Christians to be evangelistic in their words, actions and lifestyles. It invites Christian adults to identify areas in their communities and nation where persons need to be reached with the gospel. Lesson 3 also urges adults to identify and act upon ways of reaching persons with the gospel.

### **Lesson 4: Mission as Inclusion**

The lesson summons adults to reflect on the fact that Christians must encourage and nurture others in wholesome participation in the kingdom-building purposes of God. The lesson inspires adults to abandon their comfort zone and any discriminatory traditions they may have, so that they can spread the love of Christ.

### **Lesson 5: Mission as Community Development**

Lesson 5 teaches adults to acknowledge that they have a God-given responsibility to contribute to the development of their communities. It engages adults in discussing that God requires them to improve their personal commitment to Him and to expand their godly influence in their communities.

## Mission as Transformation

### Desired Outcome

Adults will assess their attitudes towards mission and acknowledge that no matter their social or physical condition, God requires all Christians to engage in mission that improves the lives of others.

### PREPARE FOR SUNDAY

- Exodus 3:1-12; 4:19-20; Matthew 10:1-10; 1 Corinthians 1:18-31

- **For Introduce the Lesson:**

- 1) Invite four volunteers to define the terms listed in **A DEEPER LOOK (TG)**.

- 2) Highlight on a **chart**, the information from **A DEEPER LOOK**.

- 3) Know the information displayed.

- 4) Cut out **newspaper articles** of persons who have been marginalized in your nation and other countries. Paste these clippings on a **poster board** or **cardboard**.

- **For BIBLE STUDY:**

- 1) Know **Section 1 (LG)**.
- 2) Be knowledgeable of **BIBLE STUDY OPTION (TG)**.

- **For LIVING THE LESSON:**

- 1) Provide **pens; pencils; sheets of writing paper**.

- 2) Before Sunday, assign an adult to do a **monologue** based on Leon Edwards of **THAT'S LIFE (LG)**.

### TRUTH FOR THE DAY

God calls Christians from all social groupings to be agents of transformation in the society.

### A DEEPER LOOK

**Mission** — The Greek word for mission is *apostello* which means, *to send*. The Christian mission is an organized effort to spread the gospel of Jesus' sacrifice to redeem humankind and reconcile humankind to a right relationship with Him. Our mission is informed by the commands of Jesus in Matthew 28:19-20; Acts 1:8.

**Transformation** — A distinct or complete change in nature, character, lifestyle and/or appearance. To change for the better.

**Marginalize** — To marginalize is to treat as insignificant or peripheral; to have a powerless or unimportant position within a society or group; to deny someone an active voice in a group.

**On the Margins** — Persons on the margins of a situation or group have very little power, importance or influence. They live outside socially acceptable norms (e.g. the homeless; prisoners; the poor; persons discriminated against on the grounds of race, class, health or educational status).

### TOGETHER ON SUNDAY

#### Introduce the Lesson 10 minutes

**Welcome** the adults. Introduce the **Unit** and **lesson** titles. Ask four members to define the terms respectively: *mission*; *transformation*; *marginalize*; *on the margins*. After receiving the responses display the **chart** outlining the definitions from **A DEEPER LOOK (TG)**. Discuss the meaning of the terms and their relevance to Christians.

**Mount** a **poster board** or **cardboard**, which displays **newspaper clippings** of groups of marginalized people in your country and the wider world. **Ask:** *How can Christians improve the welfare of the marginalized groups cited in the newspaper articles?* Take responses. Note that God calls the materially poor, spiritually poor, materially rich, spiritually rich, middle-income

economic groups and all peoples to reach those within and outside of their social grouping, with the gospel.

### **BIBLE STUDY 20 MINUTES**

**Examine Exodus 3:1-10; 4:19-20.** Use your knowledge of Exodus 2:1-21 to highlight background information on Moses and why he was a fugitive in a foreign country. Note that Moses was on the margins of his society. Point out that the king of Egypt, the Pharaoh, had died (Exodus 2:23). State that when this occurred, by Egyptian law all pending charges against accused persons were dropped, so Moses would now be free to return to Egypt. Mention that making use of this new freedom was not in Moses' plans but God had planned it for Moses.

**Note** that Moses' criminal and low economic status did not deter God from calling him to deliver the Israelites from Egypt. Emphasize that it is God who has the power to take us from whatever lowly status or circumstance we may be in and fit us for whatever service He may call us to carry out. Discuss points from **Section 1 (LG), paragraphs three and four.**

**Ask:** *How does the Lord expect us to respond to the needy and desperate people in our society?* Accept answers.

**Have** two readers read alternate verses of **Matthew 10:1-10.** Dis-

cuss the passage using **Section 2 (LG).** Call their attention to the fact that when Jesus sent the disciples out He instructed them to preach a message that would bring the people hope and draw them into a closer relationship with God (vv. 5-8). Point out that such a message is not only imparted with words but may also be communicated by our lifestyle, by our actions of love, and by our response to the needs of those who are experiencing the effects of marginalization and crying out for help. Refer once again to the definition of *mission*.

**Point** out that Jesus also told the disciples not to carry gold or silver, or extra shirts or sandals (vv. 9-10). State that He was cautioning them not to go with the resources that were the results of their own efforts and strength. Assert that Jesus had not called them to serve based on who they were in the society or what resources they could provide on their own. Emphasize that Jesus had called them considering what He Himself knew He could do with them and through them, based on His own power to transform us. Say that Jesus transforms us in all areas of our lives; and He summons us to lead others to His transforming power.

**Focus** on **1 Corinthians 1:18-31** using **BIBLE STUDY OPTION (TG), page 8.**

### **LIVING THE LESSON 15 MINUTES**

**Invite** the adults to write their answers to the **LIFE QUESTION (LG)** and the **Reality Check (LG).** Allow volunteers to share their answers.

**Allow** the assigned member to do a **monologue** pretending to be Leon Edwards, featured in **THAT'S LIFE (LG).** **Enquire:** *As a Christian, what difference can you make in the life of prisoners?* Take answers. Next, request answers to the **THAT'S LIFE** questions. Close in prayer for adults to redouble their efforts in helping to transform the lives of others.

# FOR YOUNGER ADULTS

## PREPARE FOR SUNDAY

• Exodus 3:1-12; 4:19-20;  
Matthew 10:1-10;  
1 Corinthians 1:18-31

• **For BIBLE STUDY OPTION:**

**1)** Be familiar with the **Unit** and **lesson** titles.

**2)** Project on a **multimedia screen** or depict on a **chart**, the information from **A DEEPER LOOK (TG)**.

**3)** Be knowledgeable of all the Scripture passages.

**4)** Do **background reading** on defending the Christian faith.

**5)** Think about the intellectual arguments which are used to attack Christianity and what are sound biblical grounds to counter those arguments. Identify some verses from today's lesson which can be used in defending the Church against unfair criticisms from intellectuals and others.

• **For APPLICATION:**

**1)** Provide **markers** and sheets of **cartridge paper**.

**2)** Prepare an **assignment sheet** with the instructions for each of the **groups**.

**3)** Allow each group to make its presentation to the class.

**4)** Display the **posters** on your church's **bulletin boards and on community notice boards**.

## ON SUNDAY

### BIBLE STUDY OPTION

**Highlight** the definitions projected on the **multimedia screen** or displayed on the **chart**. Turn the attention of the class to **1 Corinthians 1:18-31**. Indicate that Apostle Paul pointed out that his presentation of the gospel had not been based on any skilful manipulation of words as was customary among the debaters of his day. Instead, his message was based on the truth of the cross, which in essence spoke of the death and resurrection of Jesus to set everyone free.

**Say** that it is possible that the believers were being challenged by the philosophers, the scholars, and the intellectuals who abounded in the Greek city of Corinth, many of whom might have considered the gospel message as foolish (v. 18), inferior or of lesser importance to their philosophies. Indicate that the intellectuals and scholars of that city would have looked down with disdain at those they considered less intelligent and would dictate to them what they should or should not believe. Stress that God chose to reveal the message of salvation to many who were then regarded as unschooled, ordinary men (1 Corinthians 1:27-28; Acts 4:13). Note that God reaches out to those who are often ridiculed, despised, and rejected. Highlight that those who accept the gospel by faith would understand that they are very special to God and are equal to others in other social groupings. Point out that mission is not reserved for any special group. It is the business of believers from all strata of life.

**Ask** young adults to identify the intellectual arguments of today that are meant to have them think that their belief in the gospel of Christ is foolishness. Lead them to talk about groups such as those that are promoting the view that Christianity is a white man's religion and is foreign to Caribbean blacks of African or Indian ancestry.

## APPLICATION 20 MINUTES

**Divide** the class into **two groups** with the following instructions:

**Group 1** – Make **posters** advising Christians who are marginalized and non-marginalized to engage in mission.

**Group 2** – Plan an **outreach activity** for the class to minister to the needs of persons in your community, who are facing acts of discrimination.

### CHRISTIANS NEGLECT EVANGELISM

**ALTHOUGH GOD CALLS** every Christian to spread the gospel, many believers and church congregations are neglectful and fearful of or disinterested in evangelism. The data shared by Michael Parrott (1993) speaks volumes about the approach, which many Christians have taken to evangelism:

- **95%** of all Christians surveyed have never led someone to Jesus Christ.
- **80 %** of all Christians surveyed do not consistently witness for Christ.
- **Less than two percent** are involved in the ministry of evangelism.
- **71 %** of respondents do not give towards the financing of the Great Commission.

One particular denomination did a survey on its leadership ministries. The results are as follows:

- **63%** of the leadership in this denomination, including deacons and elders, have not led one stranger to Jesus in the last two years through the method of “Go Ye” evangelism.
- **49%** of the leadership ministries spend zero time in an average week ministering outside of the church.
- **89%** of the leadership ministries have zero time reserved on their list of weekly priorities for going out to evangelize.
- **99%** of the leadership ministries believe that every Christian, including leadership, has been commanded to preach the gospel to a lost world.
- **97%** believe that if the leadership had a greater conviction and involvement in evangelism, that it would be an example for the church to follow.
- **96%** of the leadership believe their churches would have grown faster if they had been more involved in evangelism.

**Some of the information was sourced from:** Parrott, M. (1993), Acts Evangelism. “Street Level Evangelism, Where is the Space?” Spokane, WA. pp. 9-11. [www.bible.org/illustration/evangelism-statistics](http://www.bible.org/illustration/evangelism-statistics)

# Mission as Liberation

## Desired Outcome

Adults will be led to: **1)** understand that they should allow God to free them of enslavement to worldly values and **2)** identify ways in which they can be agents of liberation on God's mission in improving the lives of others.

### PREPARE FOR SUNDAY

• Luke 4:16-21;  
Matthew 1:21-23; 6:19-24;  
Isaiah 61:1-3;  
Mark 2:13-17

#### • For Introduce the Lesson:

1) Know the definition of *liberation* cited in A DEEPER LOOK (TG).

2) Reflect on the THAT'S LIFE (LG) story.

#### • For BIBLE STUDY:

1) Study the assigned portions of Scripture.

2) Share key messages from **Sections 1** (LG).

3) Prepare **assignment sheets** for the **three groups**.

4) Make a **three-column chart** with the title of the lesson.

5) Provide **markers**.

• For LIVING THE LESSON:

1) Be familiar with the information on *Liberation Theology* in A DEEPER LOOK. Also, do **background reading** on the topic.

2) Before Sunday, invite the adults to take their **cell phones** to the class.

3) Supply *paper, pens*.

### TRUTH FOR THE DAY

Unless we allow God to free us from selfishness, greed and other sinful conduct, we cannot be genuine agents of liberation for others.

### A DEEPER LOOK

**Liberation** — Liberation is the action of setting someone free from any condition that has been dominating, controlling, oppressing or repressing that person.

**Liberation Theology** — This is a branch of theology that provides a biblical basis for promoting the welfare of the poor as an obligatory endeavour for the church. It requires Christians to follow the example of Jesus in giving priority attention and care to the poor and most vulnerable. The theologian Gustavo Gutierrez of Chile is a leading proponent of liberation theology.

**Tax Collectors** — The Tax Collectors mentioned were like the customs official of our era. They operated out of tax collection stations or booths (Mark 2:14), which were usually located along the trade route or at the ports or banks of the lakes.

### TOGETHER ON SUNDAY

#### Introduce the Lesson 15 minutes

**Welcome** the adults and introduce the **lesson** title. Ask adults to share their perspective of the meaning of *liberation*. After taking the responses, cite the meaning from A DEEPER LOOK (TG).

Discuss the **THAT'S LIFE (LG) story**. Allow members to respond to the question which follow. Assert that today's study will build our awareness of the need for Christians to view liberation as one of the components of mission.

#### BIBLE STUDY 20 MINUTES

**Instruct** three members to read **Matthew 1:21-23; Isaiah 61:1-3; Luke 4:16-21**. Discuss the passages by mentioning key messages from **Section 1** (LG). Divide the class into **three groups**. Invite **Group 1** to list in the **first column** of the **chart**, the categories of persons Jesus came to liberate according to Luke 2:18-19. Their list should include *the spiritually and materially poor*,

*the oppressed; the spiritually, mentally and emotionally captive; the spiritually and physically blind; the hurting, and the spiritually lost.* State that some examples of marginalized people who need liberating which would fall in the category of the oppressed are: exploited *domestic helpers or domestic caregivers; poorly paid factory workers; subsistence fisherfolk; victims of human trafficking; persons with disabilities.*

**Request** that **Group 2** write in the **second column**, the difficulties that the categories of people in the **first column**, may be facing (for example: unemployment; discrimination; homelessness). Let **Group 3** write in the **third column**, ways in which Christians can assist the category of persons listed in column .

**Direct** the class to reflect silently on the responses in each column of the **chart**. *Encourage them* to commit to help with liberating at least one person whom they may know that is experiencing some challenges noted on the **chart**. Let them write their commitment on the slips of paper provided.

**Mention** that Jesus came to liberate people from conditions externally imposed, such as the rich oppressing the poor or the strong subjecting the weak, and also from internally imposed conditions. Point out that the enslavement to greed or to the love for money is a condition of enslavement of the mind and heart that we cultivate ourselves.

Refer to **Matthew 6:19-24** and caution that we have a responsibility to honour God both in the way we accumulate wealth and also in the way we make use of it.

**Assign** a member to read **Mark 2:13-17**. Cite information from **A DEEPER LOOK** to explain who were the tax collectors and indicate the locations from which they operated. Use **Section 3 (LG)** to explain why the Israelites despised tax collectors. Point out that in the Jewish culture the people of high moral standing, especially those who were rabbis, did not socialize with people of ill repute. Indicate that by calling a tax collector to be a disciple, then later eating and socialising with tax collectors, Jesus shocked the sensibilities and traditions of the people of His time.

**Highlight** that Jesus was teaching that the tax collectors were not to be shunned and condemned. Instead, they should be treated as persons who are spiritually sick and who need spiritual healing and liberation by the Saviour of the world. State that, like Jesus, our mission is to make the stigmatized rich, those middle classes who have been snubbed by others, and the ostracized poor, feel loved and cherished by God and us. Underscore that Jesus was showing that there is hope for all, especially for those who are considered foolish or feel unlovable, in contrast to those who are wise or self-righteous in their own counsel.

### LIVING THE LESSON 10 MINUTES

**Cite** **A DEEPER LOOK** to highlight *Liberation Theology*. **Ask** the adults to write on the **paper** provided or record on their **cell phones**, some actions or attitudes in their lives that need to change, if they would like to be new or better agents of liberation on God's mission. Allow volunteers to share what they have written.

**Close** with silent prayers of confession and commitment.

# FOR YOUNGER ADULTS

## PREPARE FOR SUNDAY

• Luke 4:16-21;  
Matthew 1:21-23; 6:19-24;  
Isaiah 61:1-3; Mark 2:13-17

• **For Attention Getter:**

**1)** Reflect on **THAT'S LIFE** (LG):

**2)** Prior to Sunday, select three young adults to act the following characters based on **THAT'S LIFE**: Bertram, Bertram's wife and John.

**3)** Be aware of the meaning of liberation. See **A DEEPER LOOK** (TG).

• **For BIBLE STUDY OPTION:**

Know the assigned portions of Scripture.

• **For APPLICATION:**

**1)** Provide **markers**; **pens**; sheets of **cartridge paper**; sheets of **writing paper**.

**2)** Think about godly ways in which we can liberate ourselves from the threat of greed and the lure of placing priority on acquiring material things.

**3)** Know the **LIFE QUESTION** (LG) and consider probable answers.

## ON SUNDAY

**Attention Getter** 15 minutes

**Welcome** the young adults. Invite the assigned adults to **role-play** the characters Bertram, Bertram's wife and John from the **THAT'S LIFE** (LG) story. Allow members to respond to the question which follow. Invite a volunteer to explain the meaning of *liberation*. After the responses, state the meaning from **A DEEPER LOOK** (TG). Say that today's **lesson** will explore the significance of liberation in the Christian mission.

### BIBLE STUDY OPTION

**Focus** on **Matthew 1:21-23**; **Isaiah 61:1-3**; **Luke 4:16-21**. Make reference to the passages as you discuss the name, *Jesus*, and how it announced Jesus' role as Liberator. Say that Christ's primary liberating role is to free humans from sin, spiritual death and eternal punishment through the gift of salvation. Emphasize that as disciples of Christ, it should be our leading duty to proclaim and guide people to spiritual freedom.

**Discuss Mark 2:13-17**. Relate that the society held the tax collectors in such low regard—that is a major reason why the religious leaders, the Pharisees, were outraged that Jesus was eating with tax collectors and sinners (v. 14). Indicate that Jesus not only taught the tax collectors about the gospel, He ate with them. His words and actions made them feel welcomed, loved and valued. They could understand that Jesus came to free them from their stigmatized lifestyle. Encourage the young adults to have attitudes and actions which inspire persons to break free from any social stigma other social problems impeding their lives.

**Comment** that although Levi was a tax collector, he did not hesitate in following Jesus. When Jesus called, even though Levi was at work, he *got up and followed Him* (v. 14). Advise the young adults that we should learn from this Scripture to sacrifice our personal interests and possessions for God and His mission. Assert that if we live in obedience to Christ, we will not be slaves to possessions.

## APPLICATION 30 MINUTES

**Invite** volunteers to list on the **cartridge paper** some ways in which they can liberate themselves from the threat of greed and materialism. Discuss. **Have** them answer the **LIFE QUESTION** (LG) in writing. Invite volunteers to share their answer.

# Mission as Evangelism

## Desired Outcome

Adults will: **1)** demonstrate understanding that God requires that all Christians be faithful in sharing the gospel, and **2)** commit to using at least one method of evangelism within this week.

### PREPARE FOR SUNDAY

• 1 Thessalonians 1:1-10; Jonah 3:1-5, 10; 4:1-11

#### • For Introduce the Lesson:

1) Know the **lesson** title and the information in **A DEEPER LOOK (TG)**.

2) Study the data on **page 9 (TG)**. Make a **chart** highlighting the information.

#### • For BIBLE STUDY:

1) Reacquaint yourself with the definition in **A DEEPER LOOK, page 6**.

2) Do **background reading** on 1 Corinthians 2:4.

3) Provide **markers** and sheets of **flipchart paper** or **cartridge paper**.

4) Be familiar with **Section 3 (LG)**.

#### • For LIVING THE LESSON:

1) Reflect on the **THAT'S LIFE (LG) letter** and consider probable answers to the questions.

2) Allocate time for the adults to do **Reality Check (LG)**.

3) Supply **pens; paper**.

4) Suggest some **evangelism methods**. See **APPLICATION (TG)** for help.

### TRUTH FOR THE DAY

God has called believers to expand His Kingdom by engaging in evangelism.

### A DEEPER LOOK

**Evangelism** — Evangelism is the spreading of the Christian gospel by public preaching, personal witness or any other means. It is the dissemination of the gospel by words, actions and lifestyle. *Evangelism* is from the Greek root word, *evangelizesthai*, which means, *bring good news*.

**Nineveh** — Nineveh was the capital of the Assyrian empire located in the vicinity of what is today Mosul, in Iraq. At the height of its glory it was possibly the largest city in the world. It was about 550 miles from Samaria where Jonah was living when God called him to evangelise Nineveh. In 2014, ISIS militants destroyed some of important historical monuments that remained of that great city.

### TOGETHER ON SUNDAY

#### Introduce the Lesson 10 minutes

**Greet** the adults. Announce the **lesson** title and explain the meaning of *evangelism*, by referring to information in **A DEEPER LOOK (TG)**. Draw attention to the **chart** which has the data taken from **page 9 (TG)**. Discuss the information while emphasizing that evangelism is not optional for the Christian. State that it is a command of Christ as one of the components of mission noted in **Matthew 28:19-20**.

**Ask:** *Given the data you are observing, in what percentage of Christians would you fall when it comes to evangelism? Why?* Accept answers. Highlight that today's **lesson** will build awareness on the importance of evangelism in the lives and work of Christians.

#### BIBLE STUDY 20 MINUTES

**Invite** the adults to read **Jonah 3:1-5, 10**. State that the book of Jonah reveals the depth and the extent of God's love, His mercy, His willingness to forgive, and His

expectations that we respond obediently to His command to tell others about His saving grace. Remind the adults of the meaning of *marginalize* (See **A DEEPER LOOK, page 6**). Say that the Israelites had marginalized the Ninevites. Indicate that the latter were despised, distrusted, and the subject of prejudices, by the Israelites, who did not usually interact with them. Mention that although Jonah had disobeyed God in refusing to preach to the people of Nineveh, God pardoned him (1:4-17), and provided him with another opportunity to carry out evangelism to the people of that city (3:1-3).

**State** that although Jonah did not want to see the people of Nineveh saved, they all responded positively to the message that he declared from God. State that it is not so much the messenger, as it is the message and the power of God's Holy Spirit that produces conviction in the heart that will move a person to repentance and change. Refer them to **1 Corinthians 2:4**. Mention that some folk are reluctant to share the gospel because they consider themselves inadequate at the task. Highlight that it is important to remember that evangelism is not done in our own strength but rather in the power of God's Holy Spirit.

**Have** several adults share in the reading of **Jonah 4:1-11**. Invite the adults to list on a sheet of **flipchart paper** or **cartridge paper**, the major attributes of God noted in the Scripture being studied. Next, requests volunteers to list on another sheet of **flipchart paper** or **cartridge paper**, the major qualities they observed in Jonah. Express regret that Jonah, a prophet of God, was not reflecting God's holy qualities. Note that in spite of Jonah's disobedience and his stubbornness to align himself with God's merciful nature; God continued to reveal extraordinary patience and grace as He tried to get the prophet to develop a sense of compassion. State that if it were not for God's favour, too many of us, Christians, would have already been consumed by God's wrath, because of our failure to obey His command by sharing the gospel with others.

**Discuss 1 Thessalonians 1:1-10** by sharing key messages from **Section 3 (LG)**. Under-score that because the church at Thessalonica embraced the teachings of the apostles and immediately made it part of their lifestyle to share the gospel with others, the church grew and Christianity spread to many surrounding areas.

#### LIVING THE LESSON 15 MINUTES

**Invite** a member to read the **THAT'S LIFE (LG) letter**. Ask for answers to the questions listed after the **letter**. Next, permit the adults to write their responses to the **Reality Check (LG)** exercises. Have volunteers share their answer.

**Lead** a discussion to: **1)** identify three areas in the community or nation, where persons need to be reached with the gospel. **2)** Elicit suggestions on ways in which the class will evangelise residents of those areas.

# FOR YOUNGER ADULTS

## PREPARE FOR SUNDAY

- 1 Thessalonians 1:1-10; Jonah 3:1-5, 10; 4:1-11

- **For BIBLE STUDY OPTION:**

- 1) Be knowledgeable of **A DEEPER LOOK (TG)**.

- 2) Study the Scripture passages for the **lesson**.

- 3) Be prepared to recall the definitions for *on the margins* and *marginalized* noted in **A DEEPER LOOK, page 6**.

- 4) Prepare **assignment sheets** for the **three groups**.

- 5) Provide **markers; pens; pencils; sheets of cartridge paper** and **writing paper**.

- **For APPLICATION:**

- 1) Consider the methods used in evangelism. Be prepared to share your personal suggestions and those listed in **APPLICATION (TG)**.

- 2) Before Sunday, advise the young adults to take their **"smart phones", laptops, tablets** or other **computer-related devices** to the class.

- 3) Make **writing paper** and **pens** available.

## ON SUNDAY

### BIBLE STUDY OPTION

**Discuss** the definition of *evangelise*, citing information from **A DEEPER LOOK (TG)**. Point out that in today's **lesson** there are three major scenarios: **1)** a prophet of God who evangelised the people of Nineveh, who were perceived as being *on the margins* of the Jewish society; **2)** the same prophet regretted his evangelistic success; **3)** a young church which is marginalized by the society, yet it is focused on evangelizing against the odds. Divide the class into **three groups** to peruse respectively: **Jonah 3:1-5, 10; 4:1-11; 1 Thessalonians 1:1-10**. Instruct each group to **role-play** the leading character or characters in its portion of Scripture.

**Additionally**, ask the **groups** to prepare to discuss the following based on their assigned Scripture: **1)** What are the attitudes to evangelism by the messenger/messengers? **2)** What consequences face the messenger/ messengers? **3)** What were the reactions of those who heard the message?

**Permit** each **group** six minutes to make a presentation to the class. After the presentations, state that Jonah's disobedience was a sin and in like fashion any disobedience on our part to any of God's commands today is a sin. Indicate that despite Jonah's disobedience, God still used Jonah; God is able and willing to use us in spite of any past failures or sin. Stress the need for us to be repentant about our past failures and sin. Point out that God was merciful in granting Jonah a second opportunity to carry out the assignment. Say that we also need to be alert and obedient as God from time to time presents us with new opportunities to obey His command to share the gospel.

### APPLICATION 20 MINUTES

**Invite** the young adults to identify some methods of sharing the gospel, which they can and should be using. Ensure that the following are included in the **methods highlighted**: *face-to-face witnessing, use of social media, letter writing, sharing of testimonies, and preaching*. Let them commit to using at least one of those methods to spread the gospel this week.

**Next**, invite them to write an **email**, an **instant message** or a **letter**, in which they share the gospel. Have volunteers share with the class.