

LIVING
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CARIBBEAN BIBLE LESSONS



Bible

Enquirers

Youth • Age 13-18 • Teacher Guide

May • June • July • August • 2024



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Bible Enquirers

Summer Issue 2024
Phase 4R2, Vol. 25, No. 3

Youth • Age 13-18 • Teacher Guide

The *Youth Teacher Guide* provides in-depth Bible study with suggestions for teacher preparation and a step-by-step teaching plan for the youth Bible studies. Each teacher needs a copy of the *Youth Learner Guide* in addition to this *Youth Teacher Guide*.

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Editor: Kimberly Hinds **Editorial Assistants:** Flavia Orr, Gladstone Fletcher
Editorial Review: Beryl Roper **Cover Image:** Kimberly Hinds
Cover Design: John Hatton, Carleen Clothier, Ramon Morgan **Layout:** Diedre Callam
 Produced and published by Caribbean Christian Publications Ltd
 27 Balmoral Avenue, Kingston 10, Jamaica
E-mail: kimberlyh@ccpcbf.org; **Website:** www.ccpcbf.org; **E-mail:** info@ccpcbf.org
 Under the auspices of the **Caribbean Baptist Fellowship**,
Executive Secretary-Treasurer: Anselm Warrick
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Meet Our Writers

MAY

Lillieth Ledford



Lillieth is a retired educator living in Jamaica. She has years of involvement in Sunday School ministry. She expressed that writing lessons for **Bible Enquirers** has aided her spiritual growth. As a teacher of the Word, she is compelled to study the Word and apply it to her life and be a faithful steward.

JUNE

Derri-Ann Palmer



Derri-Ann is a church administrator. She worked as Youth Department Editor at Caribbean Christian Publications for over 10 years. Derri-Ann believes that we should seek to provide a safe space where youth can express their opinions, share their doubts and concerns and ask questions.

JULY

Melissa Gayle



Melissa is a lecturer. She serves as a deacon at her church in Jamaica. Melissa has fond memories of using **Bible Enquirers** as a youth in Sunday School. She shared that writing lessons for **Bible Enquirers** is a humbling experience for her as God uses her writing to impact the lives of our youth.

JULY

Malique Dawkins



Malique is a creative writer and a published poet. He holds a Bachelor's degree in English Literature and Theology. Malique shared that writing lessons for **Bible Enquirers** has made him more aware of the need to pay attention to the manner in which information is presented in a group setting to ensure that all understand.

AUGUST

Violet Stevenson



Violet is a retired educator and serves as Children Department Editor at Caribbean Christian Publications. Violet has recognised through writing these lessons that she has grown closer to God and has become more aware that she has to live what she writes and allow God to lead her at all times.

Caribbean Christian Publications would like to thank **Gay Foster** and **Linette Edgar** for writing the Bible Backgrounds, which are used in the Teacher Bible Study.

Women of Virtue



May 5
A Virtuous Woman

May 12
A Woman of Faith

May 19
A Woman of Prayer

May 26
Women of Devotion

Unit Overview: The May Unit will examine the virtues of some godly women in the Bible who have been an inspiration to Christians throughout the ages because of their faith, courage and devotion to God.

Unit Central Truth: God works through virtuous persons to glorify His name, and bless others.

Unit Teaching Aim: Youth will show, from the example of persons mentioned in the Bible, some virtues that God can develop and use in people today so they glorify Him and bless others.

Unit Youth Needs:

- To understand what it means to be a virtuous person
- To understand that the Holy Spirit empowers believers to develop a virtuous lifestyle
- To cultivate the spiritual disciplines which lead to a virtuous lifestyle
- To determine to live a virtuous life among ungodly people
- To realise that even in a male-oriented society, God chose to use women to carry out His plans

Writer: Lillieth Ledford, Jamaica

Photo: Sandra Stephens

WOMEN OF VIRTUE

A Virtuous Woman

| | |
|-----------------------|---|
| Bible Focus: | Proverbs 31:10–31 |
| Memory Verse: | Proverbs 31:10 (NIV) |
| Central Truth: | Developing a virtuous life begins with honouring God and making a deliberate choice to live by His standards. |
| Teaching Aim: | Youth will demonstrate an understanding of the need to deliberately choose to follow God's principles by examining actions of the virtuous woman to see areas in which they need to allow the Holy Spirit to take control of their lives. |

TEACHER
BIBLE STUDY

King Lemuel was an unknown Biblical king. Proverbs 31 begins by ascribing the wise words of advice and counsel that follow, to lessons his mother had taught him.

After cautioning him against the temptations of indiscretions with women and alcohol, she encourages him to use sound judgement and to defend the rights of the poor and needy.

She Is Valuable and Adds Value (Proverbs 31:10-12)

The epilogue in verses 10-31 begins as he fleshes out the character traits of a virtuous woman. In its original Hebrew form, these verses form an acrostic (each verse beginning with a letter of the Hebrew alphabet), but this cannot be appreciated in the same way as in our English translation.

Virtue may be defined as strength and moral courage, or moral excellence. The kind of woman described is suggested as rare, hence the question: ... *who*

can find? (v. 10 NIV) But the answer assures that when found, she is invaluable. She brings incalculable value to her husband and her home.

Her value is found in several characteristics, which include the confidence she inspires her husband to have in her, bringing him good throughout her lifetime. She is industrious, eager to work and not hesitant to get involved in tasks that will bring benefit to her household.

She Is Industrious and Caring (Proverbs 31:13-22)

She sacrifices for the good of others, even losing sleep to ensure that what needs to be done, is done. She is astute with financial matters, making wise decisions on her investments. Her work does not only focus on what is needed to feed her family for the day, but on adding lasting value for times to come. Though she works hard for the good of her own household, she has the resources and thoughtfulness to be charitable to others, lending help to those who are poor and needy.

She is prepared for hard times when they come and they do not catch her unaware. She ensures the best and most suitable fabrics are used to clothe her family. She knows that she also must take care of herself, as she needs beauty around her to sustain her spirit and to rest from her labours to revive her body.

She Is Dignified and Respected (Proverbs 31:23-31)

Because of how she conducts herself, the elders in the city respect her husband. Her craft and talents are a blessing to many people. She is strong and dignified; her inner strength makes her confident in her ability to gracefully face whatever life may bring her in the future.

Her words are not spoken loosely or lightly; she watches carefully what she says for she knows the great impact of her speech. She provides helpful instruction.

She knows what is happening in her home because she pays attention; she is not idle, but focuses on all that she needs to know and do in order to be her best. Her influence is clear because not only is her husband proud of her, but her children attest to her greatness. Her husband recognises that there are many other women who *do noble things* (v. 29a NIV) but this woman's character and worth is superb and stands above the rest.

The epilogue concludes by noting that a person's beautiful face or lovely personality is not the real test of virtue. Yet, those are the qualities that many times we use to quickly judge people. However, God is impressed with the condition and attitude of our hearts, not simply

how we look (1 Samuel 16:7). A woman whose focus is on pleasing the LORD is a woman who deserves the utmost respect and a great reward, and one with whom God is well pleased.



PLANNING

Plan to Meet These Youth Needs:

1. To understand what a virtue is
2. To realise that only the Holy Spirit can develop virtues in them
3. To understand that virtuous living is not limited to gender
4. To identify the virtues they possess and lack

Prepare to Teach

- Make a **Unit Poster** displaying the **Unit Title** and all the **Lesson Titles** for the **Unit**.
- Note the definition of “virtue” and use during **Get Class’ Attention**.
- Assign three youth to read dramatically **Proverbs 31:10-31 (NIV)** during **Examine Bible Lesson**.
- Prepare a summary of the information in **Teacher Bible Study** to share during **Examine Bible Lesson**.
- On cards, print the **Memory Verse, Proverbs 31:10 (NIV)** for use during **Commit to Action**.
- Prepare to record the names of those youth who memorised the **Memory Verse** prior to attending class. Do so for the rest of the sessions in the **Unit**.
- Complete the **Weekly Preparation Checklist** on page 32.



GUIDE THE SESSION

STEP 1 Get Class' Attention

Welcome youth as they arrive. Using the **Unit Poster**, introduce the **Unit Title** and the first **Lesson Title**. Ask youth to define "virtue". Share the definition you prepared. Ask youth to give examples of virtuous qualities they admire in an individual.

Ask for a volunteer, preferably a male, to read **A Leaf from Life**. Discuss the answers to the questions which follow the poem.

STEP 2 Examine Bible Lesson

Divide the class in two groups. Have the groups read the **Bible Focus: Proverbs 31:10-31 (NIV)**, alternately. Ask for a volunteer to read **Bible Focus Introduction**. Present your brief summary of **Teacher Bible Study**. Discuss the passage with youth.

Invite **Group 1** and **Group 2** to complete **Bible Search**. Correct responses: **Across:** 1) poor, 4) provides, 5) dignity, 6) confidence, 7) wisdom, 8) surpass. **Down:** 1) praised, 2) rubies, 3) household, 5) deceptive.

STEP 3 Apply Bible Truth

Encourage youth to complete **Personal Learning Activity Ai** and **B**. Ask for volunteers to share their responses. Read the **Central Truth**. Discuss the answers to the **Central Truth Application** questions.

STEP 4 Commit to Action

Hand out the **Memory Verse** cards. Have males ask the question in the first portion while females give the second portion of the **Memory Verse** as illustrated below:
Males: *A wife of noble character who can find?*

Females: *She is worth far more than rubies (Proverbs 31:10 NIV).*

Have youth read their cards twice and then have the groups say the verse from memory. Encourage youth to memorise the **Memory Verses** for the Unit.

Invite youth to reflect on their response to **Personal Learning Activity Ai** and to quietly read their prayer in **Personal Learning Activity Aii**.

Read together **The Lesson and Me**. Remind youth to prepare for the lesson for next week.

WOMEN OF VIRTUE

A Woman of Faith

Bible Focus: Exodus 2:1-10; Numbers 26:59, Hebrews 11:23
Memory Verse: Proverbs 31:28 (NIV)
Central Truth: God uses people of faith to accomplish His purposes.
Teaching Aim: Youth will demonstrate that they understand the importance of being persons of faith by listing some virtues of Jochebed which required faith in God, and examining their own lives to see whether they truly live by faith in God.

TEACHER
BIBLE STUDY

The book of Exodus is a great testimony to the way God acts directly and indirectly to fulfil His purposes in the history of humankind. It begins by setting the stage for understanding the need for the Hebrew people to emigrate from a land where they had been for over 400 years. The first chapter reveals that one of the pharaohs did not know about Joseph and how he saved the people of Egypt and other countries from the famine. This ruler realised that the sheer number of the Israelites could be a security risk to the Egyptians and he decided to enslave them. But when that did not work, he decreed that the midwives should kill all newborn male infants.

Exodus 1:16 (NIV) records that the Hebrew midwives were told, *...if you see that the baby is a boy, kill him; but if it is a girl, let her live*. It is ironic that the first chapter ends with the words *but let every girl live* (Exodus 1:22 NIV); because in the next chapter, women would play a pivotal role in this event.

Who Is This Mother? (Exodus 2:1-9; Numbers 26:59)

The names of the parents of Moses are mentioned (Numbers 26:59) in the genealogical records. Jochebed was that devout Hebrew woman who was married to a Levite, Amram. Their three children were Aaron, Miriam and Moses.

When Jochebed saw her baby boy, she saw that he was a *fine child* (Exodus 2:2 NIV) and so, did not want him to be killed. Scholars have noted that the phrase, *a fine child*, could also mean she saw that he was good, echoing the words used of God's creation on the first five days of creation.

Jochebed knew that she could not conceal the child for very long. After three months, she got a basket coated with tar and pitch made for the baby, as God had instructed Noah to do when he built the ark. Both Noah's ark and the basket in which Moses was placed means a chest, or container for treasures. In faith, Jochebed put the basket among the reeds along the banks of the river, Nile.

Miriam was another important woman in this event. She was given

the responsibility to take care of the baby. Note that she stayed at a safe distance where she could see him without being too conspicuous. Then, there was Pharaoh's daughter. She recognised the baby as a Hebrew child and she *felt sorry for him* (v. 6 NIV). Miriam turned up and offered to get a nurse for the child, and went to get his own mother. The Scriptures do not say whether Jochebed told Miriam what to say. However, everything turned out well as Jochebed was paid to raise her own child. The princess adopted him and named him Moses, because she had drawn him *out of the water* (v. 10b NIV). Although God's name is not mentioned in all of this, it is evident that God's hand was at work there, so that Moses could get the royal upbringing he would later need as leader of his people. Moses got the religious training about his ancestral roots as well as the elite upbringing by the royal family.

Jochebed's Faith (Hebrews 11:23)

God had a plan for Moses even before his birth. Amram and Jochebed are listed among the people of faith in the book of Hebrews (11:23). The parents saw that *he was no ordinary child* (v. 23 NIV). That could also mean that they realised that there was something different about him. The fact that they went against the king's law meant that they had great courage. There is no record of any other mothers who disobeyed the way Jochebed did. She is a great example of a mother who exercised her faith for the preservation of her child's life.

Jochebed was not in a position to change the king's law, but she

did what she could to show her disapproval of his edict. She knew that life is sacred and she had no right to destroy it. She took a great risk, no doubt trusting God for a good result.



PLANNING

Plan to Meet These Youth Needs:

1. To know that God can use them to fulfil His purpose
2. To identify the virtues of the Bible characters in the lesson
3. To thank God and show appreciation to their mother or whoever mothers them
4. To be assured that God has a plan for their lives

Prepare to Teach

- Prepare to display the **Unit Poster** during **Get Class' Attention**.
- Enlist a youth to tell the story in **A Leaf from Life** during **Get Class' Attention**.
- Enlist two youth to read the **Bible Focus, Exodus 2:1-10; Numbers 26:59, Hebrews 11:23 (NIV)** during **Examine Bible Lesson**.
- Prepare a summary of the information in **Teacher Bible Study** for use during **Examine Bible Lesson**.
- Print copies of the song, "Faith of Our Mothers" for use during **Commit to Action**.
- On a large sheet of paper, print the **Memory Verse, Proverbs 31:28 (NIV)** for use during **Commit to Action**.
- Record the names of those youth who memorised the **Memory Verse**.
- Complete the **Weekly Preparation Checklist** on page 32.



GUIDE THE SESSION

STEP 1 Get Class' Attention

Warmly welcome youth as they arrive. Display the **Unit Poster**. Draw attention to today's **Lesson Title**. Have the youth selected tell the story from **A Leaf from Life**. Discuss the answers to the questions which follow the story.

STEP 2 Examine Bible Lesson

Ask youth you pre-assigned to read the **Bible Focus: Exodus 2:1-10; Numbers 26:59; Hebrews 11:23 (NIV)**. Encourage the rest of the class to listen attentively. Discuss the passages and share information from **Teacher Bible Study**, where needed.

Have youth complete **Bible Search A** in pairs. Discuss their responses to the questions.

Correct answers for **Bible Search A**: 1) Jochebed and Amram; 2) Aaron and Moses; 3) three months; 4) To make the basket waterproof and to protect Moses; 5) Pharaoh's daughter; 6) Jochebed; 7) He was drawn out of the water; 8) They saw he was no ordinary child, and they were not afraid of the king's edict.

Together, complete **Bible Search B**. Possible answers for **Bible Search B**: resourcefulness, obedience, defiance (in the face of threat to the child's life), watchfulness, assertiveness, wisdom, alertness, trusting, insightfulness, caring, God-fearing.

STEP 3 Apply Bible Truth

Discuss **Personal Learning Activity A**. Ask for volunteers to share with the class their responses to **Personal Learning Activity A**.

Distribute copies of the song, "Faith of Our Mothers". Invite youth to read together the stanzas of the song. Sing together the first two stanzas of the song. Ask youth to state the virtues highlighted by the song.

Read the **Central Truth**. Discuss the answers to the **Central Truth Application** questions.

STEP 4 Commit to Action

Ask youth who have memorised the **Memory Verse** before class to recite it. Record the names of those youth who memorised the **Memory Verse**. Display the **Memory Verse: Proverbs 31:28 (NIV)**. Have youth read the verse twice from the chart and then say it twice from memory.

Read together **The Lesson and Me**. Invite youth to stand in a circle. Ask for two volunteers to read their poem from **Personal Learning Activity B**. Hold hands and invite each youth to pray sentence prayers of thanksgiving to God for the virtues of their mothers or mother figures.

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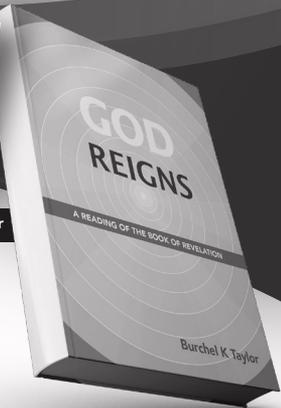


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E-mail: info@ccpcbf.org | Website: <http://www.ccpcbf.org>

ISSN 0799-6470



Beaming the Light of God's
Word to Caribbean People