



Course 7
Teacher's Guide
Teenagers as Witnesses for Christ

This set contains . . .

- ◆ Student Lesson Copy Masters
- ◆ Teacher's Guide
- ◆ CD with Student Lesson Copy Masters and Teacher's Guide in PDF and RTF files

Lesson 1: Witnesses for Christ: Opportunities

Lesson 2: Witnesses for Christ: Message

Lesson 3: Witnesses for Christ: Follow-Up

Lesson 4: Witnesses for Christ: Preparation for a Specific Witness

Suggested for Grade 9

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Introductory Pages for Topical Courses

TOPICAL COURSE FORMAT

Each course contains four to ten lessons on a specific theme, such as witnessing for Christ or making choices. You may spend as many days as you wish on each lesson.

LESSON FORMAT

Each lesson contains four to ten copy masters for use with the students. These student copy masters may be reproduced. The teacher's guide contains copy master text, answers, and other instructions. Each student should have a three-ring binder to store and organize all the copy master sheets.

Overview

This page contains the information the teacher needs to understand the lesson.

- **Lesson title**
- **Bible references**
- **Spiritual goals:** We pray that the Holy Spirit would help the students learn these spiritual truths and adopt these spiritual attitudes and habits.
- **Suggested memory treasures:** Assign these as you see fit. Be sure to discuss their relationship to the truths in the lesson. The students will have learned almost all the suggested memory treasures in their Christ-Light lessons at Lutheran elementary school or Sunday school. One asterisk designates those memory treasures that are part of the Sunday school core. Two asterisks designate what is additional core for Lutheran elementary schools.
- **Suggested commentary readings:** Read these to review Scripture or add depth to your instruction.
- **Introduction ideas:** Use these to interest the students and to help them see their need for what they will learn in the lesson.

Copy Masters

- The **Bible lesson** guides the students in their study of specific portions of the Bible. It begins with an Aim question and ends with a Truth(s) that answers that question. Key Points are emphasized along the way. You may hand out the Bible lesson copy master and have the students fill it in as you teach the lesson, or you may have the students work in small groups to complete a portion of it before you discuss it. Please note that the student pages will lose their effectiveness if assigned as homework before class.

- The **Discuss This** sheet contains questions related to the Bible lesson directly preceding it. Each option is designated to the specific Key Point to which it is most closely connected. The discussion options require a variety of learning skills, such as analysis, synthesis, evaluation, and application. *At least some of these questions should always be used, because they help the students apply the lesson to their lives.* Plan in advance which questions you will use and where the questions fit best. Then vary your use of these questions:

- ~ Discuss some questions as a class.
- ~ Have students write answers first before discussing the questions as a class.
- ~ Have students discuss the questions in pairs or small groups before discussing them as a class.
- ~ Assign some questions as homework.

- The remaining sheets contain **activities** to help the students explore the topic and make applications to their lives. The sheets include additional Bible studies of many kinds, real-life situations, skits and roleplays, simple doctrinal studies, hymn and memory treasure studies, illustrations, writing activities, simple art activities, and so on. They may be done in class or outside of class, independently or in small groups. *Select those activities best suited to your class, and limit the number of activities to fit the time allotted. Plan in advance at what point in the lesson you can most appropriately and effectively use the selected activities.*

Sample Lesson Plan

The following sample lesson plan is for Lesson 1: Witnesses for Christ: Opportunities.

1. Introduce the lesson with the first Introduction option (*When was the last time . . .*).
2. Hand out **Copy Master 1** (*Opportunities to Witness*). Read and discuss the first section, concluding with Key Point 1.
3. To apply Key Point 1, hand out **Copy Master 2** (*Opportunities to Witness*), the **Discuss This** page. Discuss applications 1, 2, and 3.
4. Return to the lesson on **Copy Master 1**. Have the students work in pairs to complete the second section, concluding with Key Point 2. Then discuss the section briefly as a class.
5. To apply Key Point 2, discuss applications 5 and 7 on **Copy Master 2**.
6. Return to the lesson on **Copy Master 1**. Answer the Aim question with the Truth of the lesson.
7. To apply the lesson, use **Copy Master 3** (*Opportunities Galore!*). Give the students three minutes to work on their own and then three more minutes to discuss what they've written with partners. Then discuss as a class.
8. To further apply the lesson, use **Copy Master 4** (*Organized Opportunities*). Note the different ways to do this copy master, depending upon your classroom situation.

Characteristics of Ninth-Grade Students

Spiritual Development

- They think more deeply about spiritual truths they have already learned.
- They can understand the interrelatedness of Bible events.
- They want to know how to apply spiritual truths to their lives.
- They may need additional guidance if they do not come from homes that model Christian living.

Emotional and Volitional Development

- They do not consider themselves children, and they are independent in their attitudes and habits.
- They are still greatly influenced by the actions and opinions of their peers.
- They are often governed by role models they have consciously or unconsciously chosen to follow.
- They are greatly influenced by television, movies, music, and magazines.

Sexual Development

- Their sexuality is becoming an important aspect of their lives.

Relationships with Parents

- They are in the process of leaving their parents in order to develop independent lives.
- They share less of their experiences with their parents.
- They are still influenced by their parents, especially if their parents respect their growing independence.

Learning Style

- They can study one topic in depth over a number of class periods.
- They still enjoy a variety of learning experiences:
 - ~ working independently and in peer groups
 - ~ learning by listening and by doing
 - ~ learning by reading and by writing
 - ~ learning by answering questions and by asking questions
 - ~ analyzing, synthesizing, evaluating, and creating
- They question things they have previously accepted without question.

Some Teaching Strategies

- **Meet the students where they are and then stretch them:** Recognize that your students have different levels of Bible knowledge and spiritual development, even when they might have received similar spiritual training in elementary school. Do not make assumptions about their previous learning. Start with the simple. Review the basics. Then move on to more complex concepts, deeper understandings, and applications of Bible truths relevant to their teenage years.
- **Create an open, responsive environment:** Recognize that as your students develop independent thinking skills, they may question things they previously accepted without question. Maintain a classroom in which it's good to ask questions, even spiritual questions. You are a spiritual leader. If they have questions, you want to give them truthful and appropriate answers. Encourage them to search the Scriptures not look to worldly "experts" for answers.
- **Allow them to work together on some exercises:** Occasional cooperative-learning activities yield many positive results. Your students may enjoy their work more when they do it with their peers. They may become accustomed to discussing spiritual issues with their peers—a skill we hope they take with them outside the classroom. And when they have already tried out their ideas on a small group of their peers, they may feel more confident discussing an issue in front of the whole class. To keep "chatty" students focused on the task at hand, give the students definite and fairly short time limits.

Witnesses for Christ: Opportunities

Matthew 10:5-8; John 4:4-15

Goals

We pray that the student

knows these spiritual truths:

- God wants all people to be saved.
- God wants us to be his witnesses.

develops these spiritual attitudes and habits:

- I want all people to be saved, as God does.
- I share my faith day by day as I meet people.
- I share my faith by participating in the evangelism efforts of my church.

To Memorize

- * Matthew 28:19,20
- Acts 1:8b
- Acts 4:20

Suggested Commentary Readings

- Pages 103-108,299-302 in Franzmann, *Bible History Commentary, New Testament*, Volume 1
- Pages 147-150 in Albrecht, *Matthew*, The People's Bible series
- Pages 60-64 in Baumler, *John*, The People's Bible series

Introduction Ideas

- When was the last time you were in a big crowd? About how many people were there? If Jesus had come that day, about how many of those people do you think would have gone to heaven with him? How does seeing that crowd as a group of believers and unbelievers affect your desire to witness?
- What does *carpe diem* mean? “*Seize the day.*” What does it mean to “seize the day”? *To make the most of it, to make the most of every opportunity.* How do we as Christians make the most of every opportunity? This lesson deals with some of the most important opportunities we will ever have—opportunities to witness for Christ.

Opportunities to Witness

Matthew 10:5-8; John 4:4-15



What opportunities do I have to witness?

Jesus, who wants all people to be saved and to come to a knowledge of the truth, seized opportunities to witness to others. He not only witnessed to the Jews but also to those people despised by the Jews—like the Samaritan woman at the well. And Jesus commands us to do the same: “Go and make disciples of all nations” (Matthew 28:19). We witness our faith anywhere and everywhere, starting at home and continuing to the ends of the earth. “You will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth” (Acts 1:8b).

Jn 4:4-15

- How did Jesus initiate a conversation with the Samaritan woman? *Jesus asked the Samaritan woman for a drink of water.*
- Why was the Samaritan woman shocked? *The Jews and the Samaritans did not associate with one another.*
- What was the real reason Jesus spoke to the Samaritan woman about water? *Jesus spoke to the woman to tell her of living water, the gospel of salvation.*
- How did the Samaritan woman respond? *She wanted the living water; she was open to further instruction.*
- In an ordinary conversation about water from a well, Jesus presented the truth of the gospel. How can we do the same? *Wherever we are, whatever we are talking about, we can look for opportunities to share the gospel.*

KEY POINT 1

How do I witness as I go about my daily life? *I look for opportunities to share the truth of the gospel in my daily conversation.*

As Jesus went from town to town, huge crowds followed him. He saw that they were “like sheep without a shepherd” (Matthew 9:36), and he had compassion on them. The

harvest was plentiful—there were many, many people who needed to hear the gospel—but the workers were few. He told his disciples to pray that God would send workers out into the harvest (Matthew 9:38), and then he commissioned his 12 disciples to go and preach to the lost sheep of Israel.

Mt 10:5-8

- Why were the people of Israel called the lost sheep? *The majority were lost in sin because they did not know their Savior.*
- When the Twelve preached that “the kingdom of heaven is near,” what were they really saying? *They were calling people to repentance and proclaiming to them that Jesus, the long-awaited Messiah, had come.*
- Why do you think Jesus gave the Twelve the power to do miracles and then told them to use that power freely? *That power showed the people that the Twelve were Jesus’ spokesmen, because Jesus himself had performed the same kinds of miracles. The miracles confirmed their message.*
- We might call this Jesus’ first evangelism program for his 12 disciples. In what evangelism efforts might you become involved? *Schools, churches, and our synod plan special evangelism programs, and you might have your own plan to witness to a specific individual or group of people.*

KEY POINT 2

How do I, like the Twelve Jesus sent out, be a part of a planned evangelism effort? *I can take part in the evangelism efforts of my church, school, and synod.*



What opportunities do I have to witness? *I look for opportunities to share the truth of the gospel in my daily conversation. I also take part in the evangelism efforts of my church, school, and synod.*