

Or didn't you realize
that your body is a sacred place,
the place of the Holy Spirit?

Don't you see
that you can't live
however you please,
squandering

what God paid
such a high price for?

The physical part of you
is not some piece of property
belonging to the spiritual part of you.

God owns the whole works.

So let people
see God
in and through your body.

STEWARDSHIP of OUR SELF

1 Corinthians 6:19-20 *The Message*



STEWARDSHIP OF OUR SELF

Introduction

"Therefore I urge you brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing—this is your spiritual act of worship" (Rom. 12:1). John Piper interprets it this way, "The offering of our bodies is not the offering of our bodily looks but our bodily behavior. In the Bible the body is not significant because of the way it looks but because of the way it acts. The body is given to us to make visible the beauty of Christ. The beauty of Christ is the beauty of love, not the beauty of looks. His beauty was the beauty of sacrifice, not skin. What God wants from us is a body that does mercy, not the body of Britney Spears or Mr. World. God wants visible, lived out, bodily evidence that our lives are built on his mercy."¹ And this is what it means to be a steward of our self. It means consecrating our bodies and all that we do with them to the Lord to be used for His purposes and to bring honor and glory to His name.

Recognizing that:

1. God created us, gave us life, redeemed us.
2. We are his unique workmanship, we belong to Him.
3. Our purpose is to bring honor and glory to God.
4. We do this when our actions reflect that Christ is the center of our lives.

Purpose

Daily, our students are accosted by messages in the media—television, radio, movies, and magazines that are antithetical to the values of Christians. According to the A.C. Nielsen Co., the average youth in America spends 1,500 hours a year watching television and during that time will have seen 20,000 TV commercials. By the time they turn 18 they will have seen 200,000 violent acts². This doesn't even account for the amount of sexually suggestive content they will be exposed to, nor does it factor in time spent listening to music, playing video games, or using the Internet.

As I am writing this, it is National TV Turnoff Week and there are many health professionals who are talking about the medical community's growing concern about the health risks children are facing in part due to the amount of TV viewing. But I can't help thinking that the most serious risk is to our children's spiritual health. Television and other types of media promote a very shallow and deceptive philosophy and it's feverishly pitched right at our children.



Greg Stier, in his article *Wet Soap In A Dirty World*, puts it this way, "Your teen could be immersed in philosophies that say oral sex is a commonly accepted and expected practice among their peers. For many, the Internet has become a hedonistic pipeline into your teenager's bedroom. And the threat isn't just the one-click-away pornography sites; it's also the chat rooms where young minds can be corrupted by anti-Christian messages. Teens are also bombarded with materialistic messages to buy, buy, buy—that they'll never be valuable until they have the latest MP3 player or that perfect body. Girls are tempted to vomit their way to physical perfection. Boys are tempted to inject steroids to get those enviable muscles."³

All these worldly philosophies, under the guise of entertainment, can ever so surreptitiously permeate our children's hearts and minds. Clem Boyd in an article called *The Good, The Bad, & The Filter*, points out "Because of this, many parents resort to blocking channels, prohibiting certain music, and installing Internet filters, which all work well. But unless you can figure out a way to shield your kids from all forms of media and outside influences, sooner or later your child will come face to face with the questionable messages this world has to offer."⁴

So what are we as Christian Educators to do about it? How can we help the young people who sit in our classrooms everyday not only withstand the influence of pop culture but be an influence for God in the world? Stier suggests, "Believe it or not, this isn't a new problem. Paul was talking about this way back in Romans 12:2 when he wrote, 'Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is— His good, pleasing and perfect will.' He recommended Roman Christians use the same thing that can help screen impurities from your children's minds: a moral filter. This is a set of beliefs firmly implanted in your mind that helps you evaluate behavior, beliefs, and ideas and respond to these in a way that brings honor to God."

It is what I hope this unit, Stewardship of Our Self, will help your students do. I hope it will begin the process of firmly establishing in your students' minds that they belong to God and as such "We are not our own; for we were bought with a price; therefore Glorify God in your body, and in your spirit, which are God's (1 Cor. 6:20 KJV). I hope it will teach them to "preserve sound judgment and discernment" (Prov. 3:21). I hope it will help them discover their own unique talents and abilities and find a way to use those gifts for God.

God is in need of young men and women who are pure of heart, strong, and fearless. He is looking for young men and women willing to "present their bodies as a living sacrifice, holy and acceptable unto God" (Rom 12:1) that He might do a mighty work through them.

1. Piper, John. "Present Your Bodies as a Living Sacrifice to God." 13 June 2004. 10 Apr 2006 <<http://www.desiringgod.org/library/sermons/04/061304.html>>.
2. "Television & Health." *The SourceBook For Teaching Science*. 10 Apr. 2006 <<http://www.csun.edu/~vceed002/health/docs/tv&health.html>>.
3. Stier, Greg. "Wet Soap in a Dirty World." *Focus on the Family Magazine* 2006. 10 Apr 2006 <<http://www.family.org/fofmag/sh/a0040066.cfm>>.
4. Boyd, Clem. "The Good, The Bad, & The Filter." *Christian Parenting* Winter 2005. 10 Apr 2006 <<http://www.christianitytoday.com/global/printer.html?cpt/2005/004/19.40.html>>.





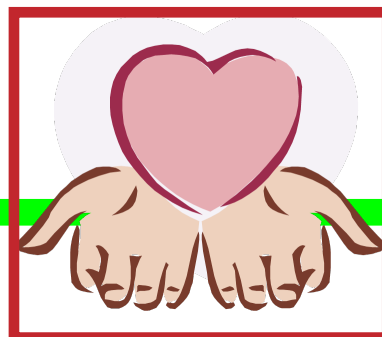
STEWARDSHIP OF OUR SELF

Focus

While the practice of stewardship encompasses many aspects of our lives, I recognized that all these aspects could not adequately be covered in one unit.

Therefore this unit is part of a larger series on **Stewardship**. The first unit in this series, ***Stewardship of Our Possessions***, can be found in **Volumes 3 & 4** of the ***Teacher Bulletin***. The second unit in this series, ***Stewardship of Our Time***, can be found in **Volume 4**.

While the units in this series do not have to be taught in a particular order, I would recommend teaching the Stewardship of Possessions unit first because it covers many basic principles of stewardship which apply to all the other aspects as well. However, for those of you who want to jump right in with ***Stewardship of Our Self***, it is designed so that it can be taught independent of the two other stewardship units. The Teacher Resources section does contain a mini-lesson which reviews the three general principles of stewardship



Format

This unit on stewardship is comprised of five lessons. There is also a section on extending the learning to integrate these lessons into your curriculum. Each lesson is divided into four major sections: the Attention Grabber, Bible Exploration, Wrap-Up, and Personal Application. A Teacher Resources Section contains all written materials and

instructions necessary for each lesson's activities. A list of additional resource materials (including a brief description) that would enhance and extend the learning of the concepts presented in each of the five lessons. There are some great additional resources so I would encourage you to look at the list.

Unit Outline

Lesson 1	<i>Someone Special</i>	p. 6
Lesson 2	<i>Glorify God</i>	p. 11
Lesson 3	<i>Daniel's Decision</i>	p. 16
Lesson 4	<i>Critical Choices</i>	p. 22
Lesson 5	<i>Paint a Picture</i>	p. 27
	<i>12 Ways To Dig Deeper</i>	p. 32
	Teacher Resources Section	p. 35



God is our owner.

*For God so loved the world, that he
gave his only
begotten Son,
that whosoever believeth in him should
not perish,
but have everlasting life."*

*What a price has been
given to redeem men
from the slavery of sin!*

*We are not to love the world, or to be
conformed to its customs and
practices.*

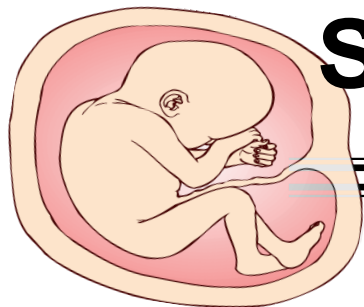
*Jesus says of his followers, "They are
not of the world, even as I am not of
the world."*

*If we have true religion,
we shall consider how we should
dress,*

*how we should speak,
and how we should deport ourselves,
realizing that we have been redeemed,
soul, body, and spirit,
and that we are to be
wholly sanctified.*

Ellen G. White
Youth Instructor
September 14, 1893 par. 3





STEWARDSHIP Lesson 1

OF OUR SELF

"Someone Special"

What this lesson is about

You are special to God. You are an original! No one on earth is exactly like you. You are unique and valuable. You were worth so much to God that He was willing to die to redeem you, so you could be in His family.

Scripture studied

Jeremiah 1:5; 31:3; Psalm 100:3; Psalm 139:14; Isaiah 43:1; Matthew 10:30; Ephesians 2:10

Key passage

"Before I formed you in the womb I knew thee; and before you were born I set you apart.." Jeremiah 1:5a

Lesson objectives

During this lesson your learners will:

1. Describe what makes something special.
2. Use Scripture to identify the reasons why they are special to God.
3. Consider how God's view of them might affect how they will live their life.
4. Write a paragraph explaining why they are special.

Materials needed

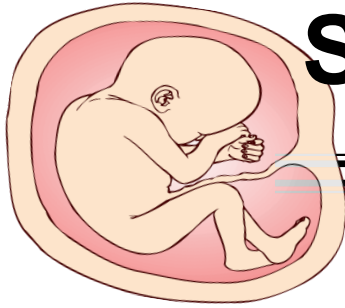
Attention Grabber:

- something that you have made and take great pride in
(if object can not be physically brought in, bring in a picture of the object.)
- Examples: a poem, artwork, piece of carpentry, scrapbook, etc....
- Something you have created with your own hands.

Exploring the Bible:

- Five large pieces of chart paper with body outlines and text drawn on them. (see ***Teacher Resource Lesson 1*** for details)
- Five dark-colored markers,
- Copies of ***Glorify God Activity Page*** for each student





STEWARDSHIP OF OUR SELF

"Someone Special"

ATTENTION GRABBER

8 minutes

Cherished Possession

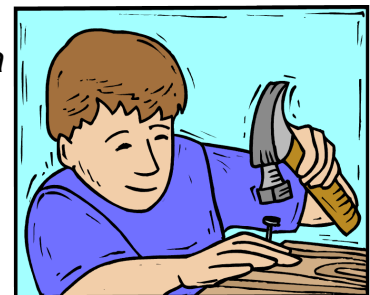
Place a bag or box, with your special object concealed in it, on a table where all students can see it.

Say: *I am going to show you something that I made and that I am really quite proud of.* Show students the object explaining a little bit about it why you made it and why you are proud of it.



Then say: *What about you? Can you think of something that you have made that you are proud of?* (Go around the

room giving each student an opportunity to share) Say: *If you did not know anything about this object, and came upon it in a yard sale or thrift shop, would you buy it and take it home as a cherished possession? Why or why not? Have you ever had something that you made destroyed by someone or by an accident? How did it make you feel? Why do we have such strong feelings about something we have made with our own hands? How would you feel if you worked hard to make something special as a gift for someone and they got rid of it, or didn't use it or display it? Would you have felt the same way if you had bought the gift instead of made it?*



After students have shared, say: *What makes something that we have special?* Give students the opportunity to name reasons why something becomes special to someone. Ask students: *Is the value of something always tied to how much money it is worth? What about to the way it looks?*

Through your discussion of these questions help students begin to understand what makes something special and valuable.

Transition into the **Exploring The Bible** by saying: *Today we are going to learn about God's greatest and most special creation.*

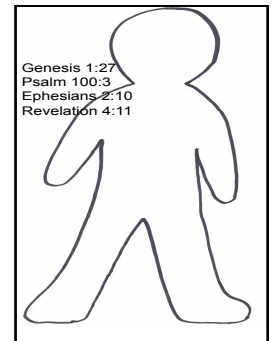




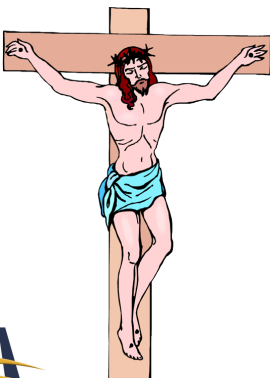
Step 1: Begin by saying: *In the first chapter of Genesis there is an account of God's creation of this world and all the things in it. Each day of creation God spoke into existence the objects that would comprise our world ("And God said..." Genesis 1). But on the sixth day of creation, after he had spoken into existence the animals, God did something different. It's what makes man different and more special than all the rest of the creation. Have students read Genesis 2:7. We are special because we are the personal handiwork of God created by his own hand and given life by his breath.*

Step 2: Say: *It's easy for us to think that we are just one of the millions and millions of people that are on this planet. After all, we know that most people on this planet don't even know who we are let alone think we are special. Sometimes we think that God views us in the same way, but God is not like everyone else. He sees each one of us as unique and special individuals. Today you are going to work together to search the Bible for reasons why you are special to God.*

Divide students into four small groups. Assign each group to one of the charts that you have hung up around the room. Make sure each group has several different Bible translations. As a group, they will read each text and identify the reasons the text gives for our specialness to God. Once the group is in agreement the scribe will write the reasons in the body outline. The group should follow the same procedure for each text.

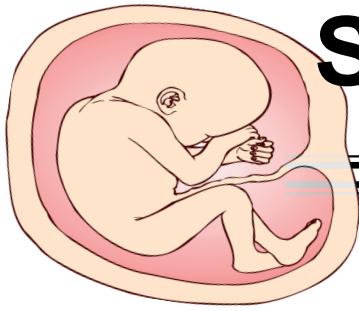


Step 3: When each group has finished, go around the room and have groups share what they have written on their chart. As they share, write a compilation of all the reasons (only write down a reason once) on your own "master" outline. Ask students, *Look at this list. What major themes can you identify here.* They should recognize: God created me, He knew me before I was born, He redeemed me with his blood, and He is preparing a place in Heaven for me.



Step 4: Transition into the Wrap-up by saying, *You are God's work of art—a unique creation unlike any other person who has ever lived. God does not love you because of what you do, or don't do, or what you look like. He loves you because He created you. How much are you worth? the only way to answer that would be to place a value on Jesus Christ himself—because he redeemed you with his own blood.*





STEWARDSHIP OF OUR SELF

"Someone Special"

WRAP-UP

10 minutes



To close the lesson, bring out the item you showed students at the very beginning of class. Say, *I care about what happens to this _____ because I invested time and energy in making it, there is a little of "me" in it. Do you think God cares about what happens the work of His hands? Knowing that we are God's special creation, how should that affect the way we take care of our selves and live our lives?* Hand students a copy

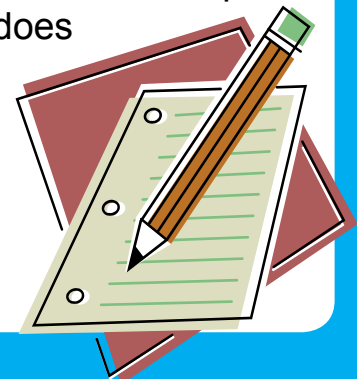
of the *Glorify God Activity Page*. Explain that you want each of them to think about what they have learned in today's lesson then write a paragraph (in the body outline) that begins with *I am special because....*

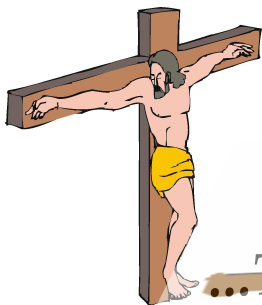
As students finish they can take a few minutes to write under each text the reason it gives that they are special.



Personal Application

Have students reflect on these questions in their Stewardship Journals. Look up Matthew 10:30 and read it. What does this tell you about God? How does it make you feel about God? How does knowing God's view of you affect how you think and feel about yourself? How would a person take care of themselves if they believed that they were God's special creation?





Glorify God

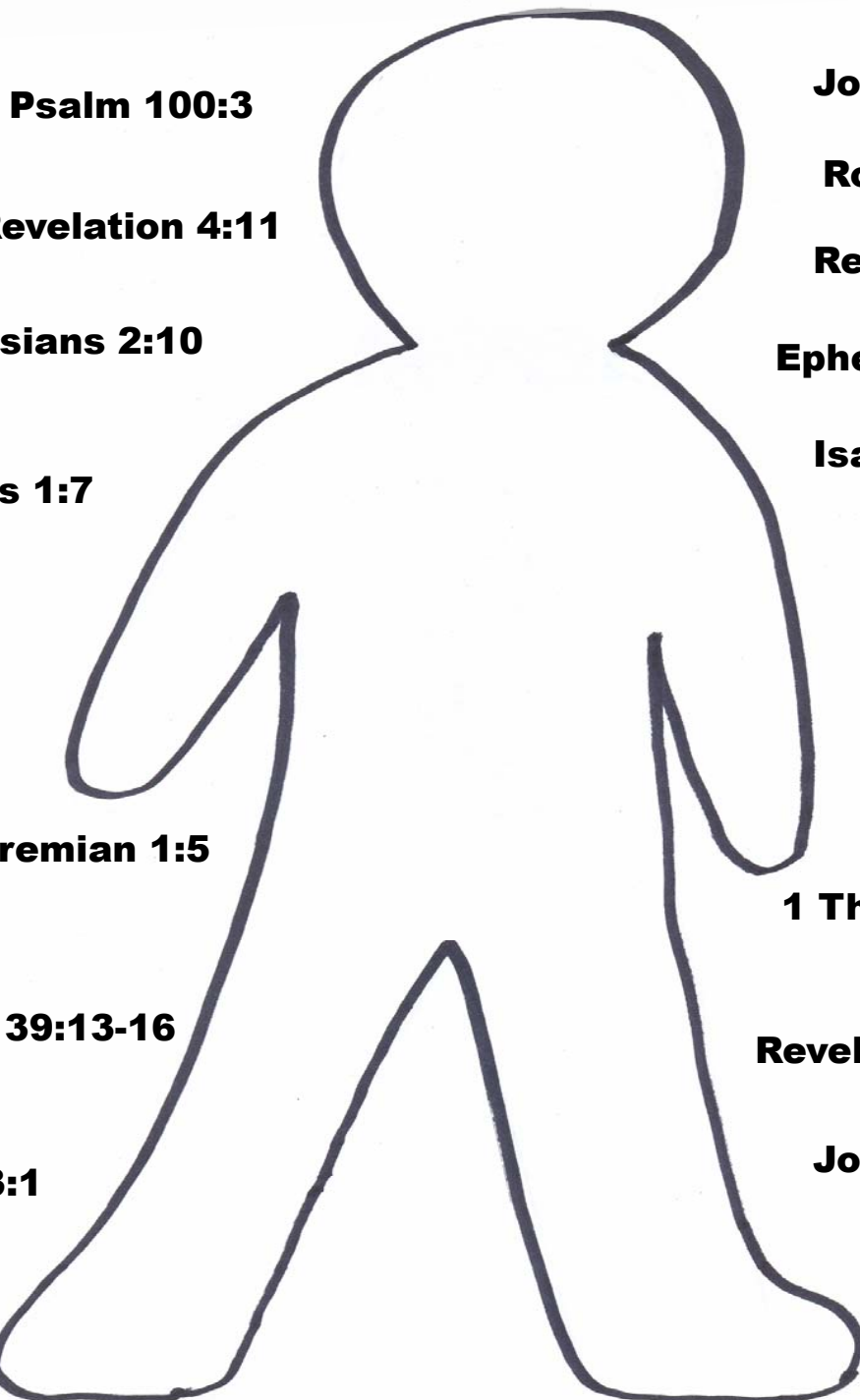
activity page



...Therefore, honor God with your body...

Directions: After completing the group activity, in the body outline below, write a paragraph that begins- *I am special because...*

I
A
M
S
P
E
C
I
A
L



Psalm 100:3

Revelation 4:11

Ephesians 2:10

Genesis 1:7

Jeremiah 1:5

Psalm 139:13-16

1 John 3:1

John 3:16

Romans 5:8

Revelation 5:9

Ephesians 2:13

Isaiah 49:16

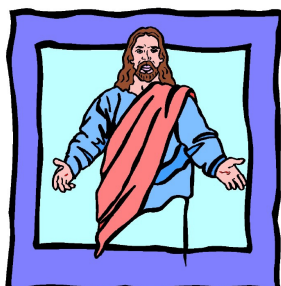
1 Thessalonians 4:17

Revelation 21:1-3

John 14:2



BONUS: Under each text listed above, write the reason it says we are special to God.



STEWARDSHIP OF OUR SELF

"Glorify God"

What this lesson is about

The Bible says that our purpose is to reflect God's glory. In order to reflect God's glory we have to be in his presence. When we have been in God's presence it changes us and we then through the living of our lives reflect God's glory.

Scripture studied

Exodus 33:20-23; Isaiah 49:3; Matthew 5:16; John 15:5-8; Romans 15:5-6; 2 Thesalonians 1:11-12

Key passage

Let your light so shine before men that they may see your good works and glorify your Father in heaven. Mathew 5:16

Lesson objectives

During this lesson your learners will:

1. Consider how dissimilar items can be used for the same purpose.
2. Solve a puzzle to find out the purpose for which they were created.
3. Identify the key to being a great reflector.
4. List specific ways they can "remain in Christ."

Materials needed

Attention Grabber:

- A collection of items used for grooming: shampoo, soap, perfume, hair care products, brushes or combs, toothbrush, floss, toothpaste, lotions, makeup products, fingernail clippers, hand mirror.

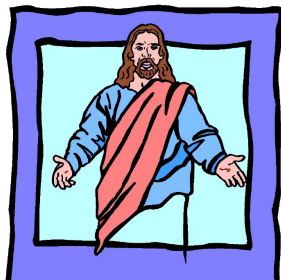
* *Note a hand mirror is an essential item in this list!*

- One item that doesn't belong in the above collection. See **Attention Grabber** for further instruction.

Exploring the Bible:

- Small mirrors, one for each pair of students
- Copies of **Glorify God Activity Page** for each pair of students
- Copies of Reflect The Son (**Teacher Resources: Lesson 2**), one per student





STEWARDSHIP OF OUR SELF

"Glorify God"

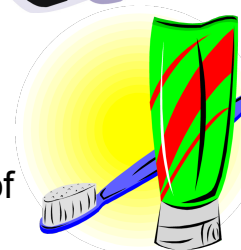
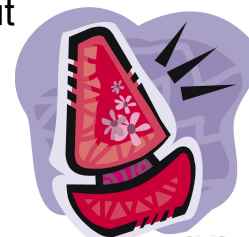
ATTENTION GRABBER

5 minutes

One of these things
is not like the others...

Display instructions:

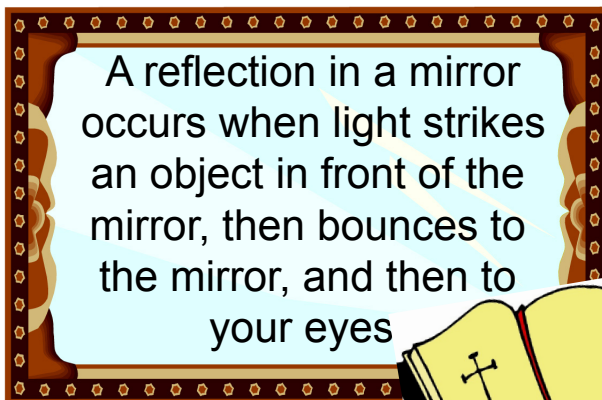
You need your collection of grooming items, plus one item that "doesn't belong," displayed so all the students are able to view them. Depending on the age of your students, you can make the item more or less difficult. For example, a more difficult object might be something you would use in the bathroom but not for the purpose of grooming. A less difficult object would be more obviously out of place—a pencil or a kitchen utensil etc.



Ask students to study the objects and identify one that doesn't belong in the collection. Allow students to guess. This should help them think about what all the other objects have in common. Once the object has been guessed, ask students to tell you how the rest of the items are "alike." When students have made the connection, that all the items are used for grooming, point out the fact that each one is also different. For instance, we wouldn't use toothpaste to wash our hair or hairspray to brush our teeth with.

Transition into the **Exploring the Bible** by pointing out as humans we were created to be unique individuals, but we also have a common purpose. Just like all these different items help to make a person well groomed. Today, you are going to discover what the Bible has to say about what our common purpose is and what that means for how we should live our lives.





Step 1: Say, *To do this, you are going to use one of these items to solve a puzzle which will help you answer the question, what is my purpose? Anyone want to guess what item in my collection we will use?* Give students a few tries at guessing, then pick up the mirror. Say, *Can anyone explain to me how a mirror works?* (If necessary, give students a brief explanation of how a mirror works.) Then ask, *For used?* Make sure students understand:

what purpose is a mirror a mirror is used to reflect an image, so an image that normally couldn't be seen, can then be. For example, unaided a person cannot see themselves but they can know what they look like by viewing their reflection in a mirror.

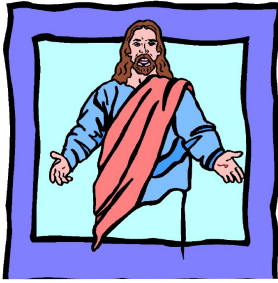
Step 2: Say, *using this information you and a partner will work together to solve this puzzle.* Pair students up and then hand out a copy of the **Glorify God activity page** for this lesson. They might say, "Hey, we can't read this!" Remind students they will need to use what they've learned about mirrors to solve the puzzle, and that the answer to the question lies within the solution to the puzzle. If students hold up the individual tile cards in front of the mirror, they will be able to read the text in the reflection. When a pair has solved the puzzle, they should then discuss the question and come up with an answer. If time allows, students can work on the *Bonus* written at the bottom of the activity page.



Once everyone has completed the task asks students to share their answers to the question posed. Explain to students that just like a mirror we are to be reflections of God's glory so that the world will be able to know who God is and what he is like.

Step 3: Transition into the **Wrap-up** by saying, *There is one specific condition that must be met in order for a person to be a reflector. As you read this selection, I want you to see if you can figure out what that one condition is.* Hand out copies of the *Reflect The Son* reading. Have students read the selection in pairs or as entire class.





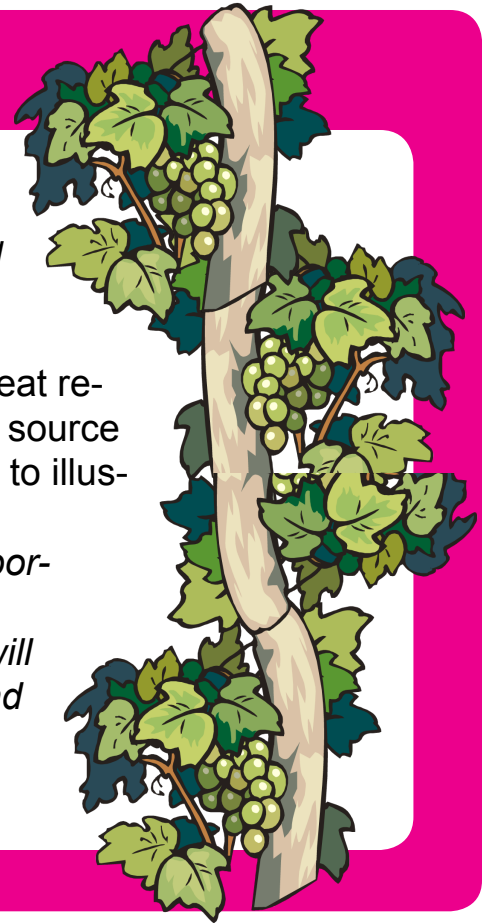
STEWARDSHIP OF OUR SELF

"Glorify God"

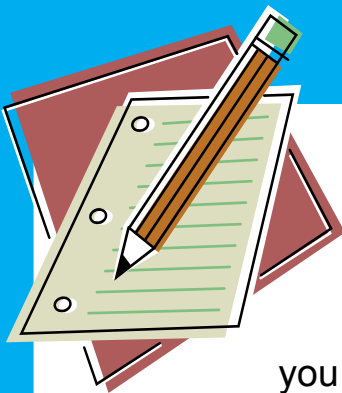
WRAP-UP 10 minutes

Once students have finished reading *Reflecting The Son*, ask them if they have figured out what is necessary for one to be a good reflector. Help students make the connection that the key to being a great reflector depends on putting oneself in contact with the source of light. Jesus used the analogy of a vine and branch to illustrate this concept in *John 15:5-8*.

Then say, *in your journals you will have the opportunity to reflect on how you personally can "remain in Christ". And as we continue studying this topic, we will look at some specific ways in which we can honor and glorify God as we live our lives.*



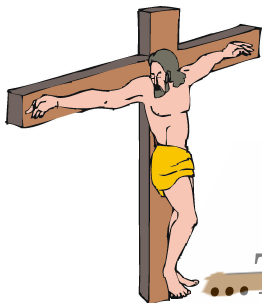
Personal Application



Have students reflect on these questions in their Stewardship Journals. If you are going to reflect God's glory you need to be in front of The Light Source.

Reread John 15:5-6, then make a list of specific things you can do to "remain in Christ." What things do you already do? Look over your list of things that you could do and choose one thing that you will commit to doing this week. Now, go spend some time in the Son!





Glorify God

activity page



...Therefore, do all to the glory of God...

Directions: Cut apart the tiles. Using a mirror, work together to read the tiles. Then put them in order to reveal the verse.

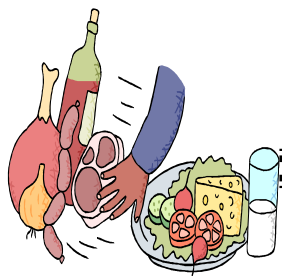
What's my purpose?

in	before	so	that	we
and	they	get	see	works
way	men	we	see	works
we	see	we	see	works

used 3 times

Bonus: Find the text for this verse. Your answer should include: book, chapter, and verse.





STEWARDSHIP OF OUR SELF

"Daniel's Decision"

What this lesson is about

Daniel and his three friends understood the connection between the body, mind and spirit. When we disregard God's natural laws in one of these areas then we experience the consequences in all aspects of our lives.

Scripture studied

Daniel 1; 1 Corinthians 6:19-20

Key passage

What? Know ye not that your body is the temple of the Holy Ghost which is in you, which ye have of God and ye are not of your own? For ye are bought with a price: therefore glorify God in your body, and in your spirit, which are God's. 1 Corinthians 6:19-20 KJV

Lesson objectives

During this lesson your learners will:

1. Compare the health affects of two different diets on a plant.
2. Examine the story of Daniel and his three friends found in Daniel 1 using a narrative Bible Study format.
3. Identify the key to Daniel's success.
4. Consider the connection between body, mind and spirit.
5. Apply lessons learned from Daniel to their own lives.

Materials needed

Attention Grabber: Special Instruction! Prep Ahead!

- Two plants of the same kind. One should be alive and well, the other wilted and dying. I would suggest buying a small, inexpensive garden perennial.
- A bottle of water, a can of soda, plant food, M&M's®, small night light or lamp

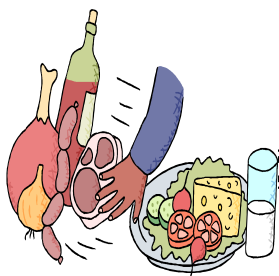
Exploring the Bible:

- Copies of **Glorify God Activity Page** for each pair of students
- Copies of Daniel's Decision (**Teacher Resources: Lesson 3**) one per student
- One copy each of cards #1 to 5 cut apart and hidden around your classroom.



Answer Key; Glorify God activity page- 1 Corinthians 6:19-20 KJV

STEWARDSHIP OF OUR SELF



"Daniel's Decision"

ATTENTION GRABBER

5 minutes

You Are What You Eat!



Display the two plants you have brought in for this demonstration. Ask students what they may have noticed about these plants. It should be rather obvious: both plants are the same kind, and one is healthy, the other is not.

Say, *I don't understand how these two plants, that are the same kind of plant but are exhibiting such completely different signs of health. I have given both these plants liquid—pull out a bottle of water and pour a little into a healthy plant. Next, bring out a bottle of soda and pour a little into the sickly plant. Then say, I have given both these plants food. Take out a jar of plant food and sprinkle a little on the soil of the healthy plant, then take out a bag of miniature m&m's and poke a few in the sickly plant's soil. Finally say, and I have made sure each plant had plenty of light. Pull out a small lamp and set it beside the sickly plant, turning it on. Then ask students, why is one of my plants doing*



so well—its green, strong and healthy and one of my plants looking so sickly? Make this point, while you are providing each plant with a diet of liquid, food and light—with one plant you have not followed the specific guidelines for the proper feeding of this type of plant. For optimal health it needs the specific nutrients God designed for it to grow on.

Transition into the **Exploring the Bible** by saying, *Yesterday, we talked about how our purpose is to reflect God's Glory. Today, we are going to read about a man in the Bible who honored God with his body. Hand out the student copies of the reading, Daniel's Decision.*





Step 1: Divide students into small groups of threes or fours. Make sure each student has a copy of *Daniel's Decision* so that they can follow along together as they read. Explain to students that they are to read this story together as a group. After they have finished, they will need to locate one of five question cards

you have hidden around the room. There are five cards numbered 1 through 5 and they should begin with card #1. They may only pick up one card at a time. Once they have located the # 1 card, they should go back to their group and answer the questions before looking for card #2. Each group should have an assigned scribe and someone who reads the questions. They will need to find and answer questions on all five cards.

CARD # 1

1. Who are the characters?
2. What problem(s) do they face?
3. How are they acting?

Alternative Teaching Method: Use a cooperative jigsaw method. Divide students into groups of five. Give each student in the group a numbered card. Then have all the students with #1 cards form a new group. They will work together to answer the questions on the



#1 card. All the students with card #2 will form a new group to answer the questions on their #2 card. Continue regrouping until all students are in a new group based on the number of their question card. When all the groups have finished answering the questions on their card, the individual members should go back to their original groups. Each original group will now have one member who has the answers to one of the five

sets of questions. Individuals will share the answers to questions on their number card. The other group members will write down answers on a master form (See **Teacher Resources** for this lesson).

Step 2: If students finish early, they can work on the student activity page puzzle. Once all groups have answered their questions, pull groups back together for a discussion. Starting with the first question card, read the questions then call on one group to share how they responded. Continue with the second question card repeating the process until all groups have had a chance to share responses to at least one set of questions. (Make this brief. Choose the questions you feel would be most significant and meaningful for students to share with entire group.)



Exploring The Bible Continued ...



Step 3: *What was Daniel's key to success? Use the following quote from *Prophets and Kings*¹ to help students answer that question. If possible, bring out the points made in the quote through a brief discussion rather than a reading of the quote.*

Daniel and his friends were careful in the use of their bodies and the mind that God had given them. They made the knowledge of God the foundation of their education and even more importantly they entered into relationship with God, praying for wisdom.

"They placed themselves where God could bless them. They avoided that which would weaken their powers, and improved every opportunity to become intelligent in all lines of learning. They followed the rules of life that could not fail to give them strength of intellect. They sought to acquire knowledge for one purpose—that they might honor God" (PK 486.1).

"God brought Daniel and his associates into connection with the great men of Babylon, that in the midst of a nation of idolaters they might represent His character. How did they become fitted for a position of so great trust and honor? It was faithfulness in little things that gave complexion to their whole life. They honored God in the smallest duties, as well as in the larger responsibilities" (PK 487.2).

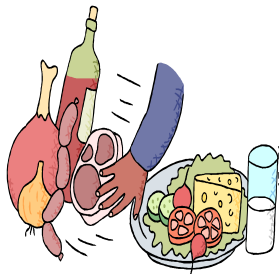


Daniel and his friends gave God the opportunity to bless them and to use them for his honor and glory. They did this by obeying God and living their lives according to His principles. Sometimes God tests us to see if we are obedient in the little things so that He can give us greater responsibilities.

Step 4: Read 1 Corinthians 6:19-20. Ask students, *How did Daniel and his three friends glorify God with their body and with their spirit? Is this text just talking about a person's physical looks or health? What other aspects of our lives would be covered by the word "bodies"?* Point out to students that when the Bible talks about offering our bodies to God we are not just talking about our bodily looks or even just our physical health. It includes the aspect of our bodily actions. The way in which we choose to live our lives. Transition into the Wrap-up by asking, *What do we learn from the example of Daniel and his three friends about how we can honor and glorify God?*

1. White, Ellen. *Prophets and Kings*. chapter 39. Mountain View: Pacific Press Publishing Association, 1917.

STEWARDSHIP OF OUR SELF



"Daniel's Decision"

WRAP-UP 5 minutes

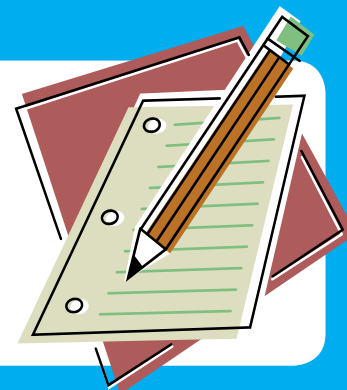


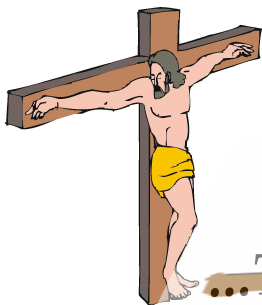
Daniel and his friends knew that you cannot separate your physical, mental and spiritual health. When we disregard God's laws in one of these areas then we witness the consequences all aspects of our lives. A nutritious diet, no alcohol or mind altering substances (physical health) leads to clear minds, increased- mental capacity, better concentration (mental health), gives one the ability to study and focus on spiritual truths, hear God's voice, which gives us the stamina and strength to persevere in difficult situations.



Personal Application

Is there an example for me to follow in this story of Daniel and his three friends? Can I picture myself in this story? What would God like to do in my life through this story? What particular part of the story speaks to me? Summarize the story in one sentence.





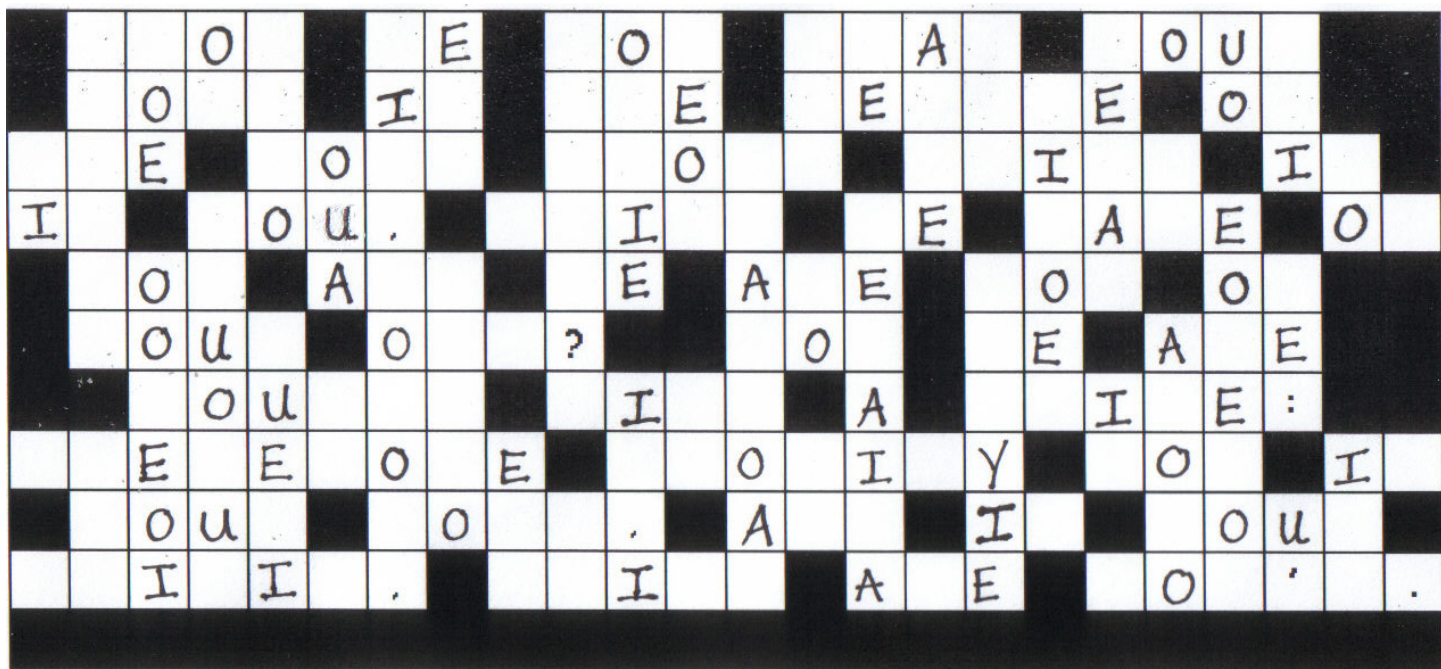
Glorify God

activity page



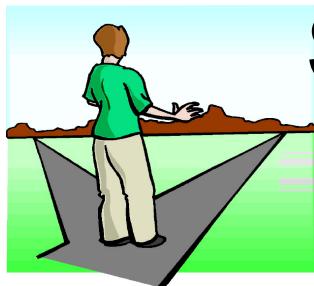
...Therefore, honor God with your body...

Directions: To solve this puzzle put the letters back into the grid to rebuild the phrase. Each letter appears in the same column, but below where it should be.



Y Ø R I H H D
 P I Ø R Y Ø G H H E Y E Ø Ø
 G Ø Y Y N T N I T H Ø A Y H I Y Ø
 B Ø D E A L W T H E F T D R I L G Ø E F
 Y E D H F Ø Y D H G C Ø R A M P E C Ø D F I
 I K E R Ø G B D E H I C H T E F T I A V R I S
 T N N Ø Ø T Ø R W Y I T A R Y W N Ø Y C Ø Ø Ø
 T H B Ø R Ø I S N W E Ø A N I A E R G H E R R F
 S H Ø Ø W Ø H E W Y Ø L S T R E P N T A Ø E S N





STEWARDSHIP OF OUR SELF

"Critical Choices"

What this lesson is about

God gave human beings the freedom of choice, and the choices we make have consequences either negative or positive. Part of being a good steward of our self is learning how to make choices that honor and glorify God. We are not without support. God is there to help us make wise decisions when we ask.

Scripture studied

Romans 12:1-2; Phillipians 4:8

Key passage

"Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy think about these things." Philipians 4:8 NIV

Lesson objectives

During this lesson your learners will:

1. Practice making decisions
2. Look at the pros and cons of a decision
3. Apply Biblical principles to everyday situations
4. Understand that God is always with them to help them make good decisions

Materials needed

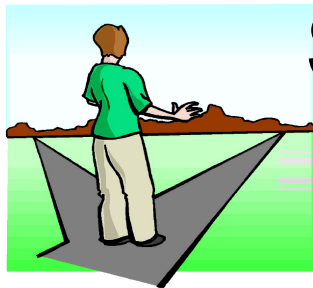
Attention Grabber:

- A room with four walls.
- A copy of *Decisions, Decisions, Decisions*, (Teacher Resources: Lesson 4)

Exploring the Bible:

- Copies of *Critical Choices # 1-11* (Teacher Resources: Lesson 4)
- Copies of *Glorify God activity page*





STEWARDSHIP OF OUR SELF

"Critical Choices"

ATTENTION GRABBER

5 minutes

Decisions, Decisions, Decisions!

Divide students into four groups and assign each group to stand in front of a different wall of the classroom. Explain that you will read a series of statements (See **Teacher Resources** Lesson 4) and that if they agree with the statement then they should move to the next wall to their right. If they do not agree then they should stay where they are at. Keep this activity light hearted and fast moving. When finished ask students to return to their seats. Were any of these decisions hard for you? Why? or Why not? What were the consequences of your choices in this game? You either stayed where you were or you moved ahead.

Transition into **Exploring the Bible** by saying, *The choices you make in your life determine where you'll be and the kind of life you'll live. Some choices that you make, such as what color shirt to wear or whether what you want to eat for supper, are not necessarily life-altering decisions. But some choices are like Daniel's. They are critical, and they can change the course of your life, determine the kind of individual you will be, and either bring honor and glory to God or dishonor his name.*



Exploring The Bible - 45 minutes



Step 1: *The choices we just made were designed to be lighthearted and fun. But let's look at some real life situations that involve some serious choices that you might have to make.* Depending on the number of stu-

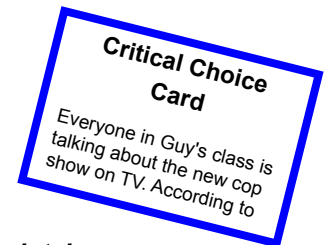
dents you have divide them up and give each group one or two of the Critical Choices cards, a sheet of chart paper, and a marker. Have students read the situation and the given Bible texts. They can make a list of pros and cons and tell what they would decide and why. Then as a group, students should make a list of points to be considered when faced with making this type of decision.

Step 2: Once groups have finished, Have each group present their scenario to the class along with the decision they recommend, the reasons why and their list of points to ponder.

Step 3: Ask students, *Was it hard to decide what to do in these situations? Why or why not? What helped you decide what was best? Sometimes as followers of God we find ourselves having to make difficult and unpopular decisions. Daniel found himself in this position and although the choices he had to make may be different from yours and mine today, the fact is he had to decide between doing what everyone else was doing and what he knew God wanted him to do. When we give ourselves to Jesus we are giving our heart, body, and soul. And because we acknowledge that God owns our bodies we have a higher standard for what we intake through our eyes, ears and our mouth.*



Step 4: What exactly should that standard be? Read Philippians 4:8 and Romans 12:1-2. Say, *these texts give us a standard to uphold when it comes to Christian living, but they do not provide guidelines specific to some of the issues we have been discussing. How should this standard be applied in our daily lives? What guidelines should govern what a Christian wears, eats, reads, watches, etc.? It is important for you to have thought about these things so that if you find yourself in a position where your standard is being questioned you will be able to know what to do and why.* Handout the **Glorify God activity page**. Have students work with their Critical Choice group to develop a set of Guidelines for Christian Living.



PROS & CONS
POINTS TO CONSIDER



STEWARDSHIP OF OUR SELF

"Critical Choices"

WRAP-UP

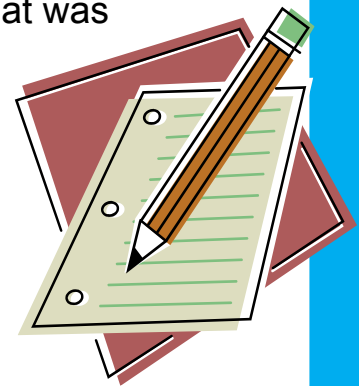
3 minutes

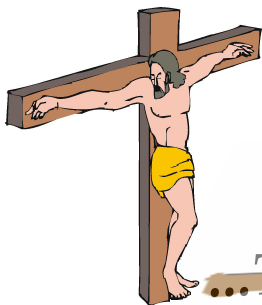
It is important to remember though that God does not leave us to struggle on our own. He was with Daniel and his three friends and he will help you as you face difficult decisions. So ask God to help you make good decisions. And he'll guide you to do what's best for you and for those around you.



Personal Application

Do you find that one of these critical choices that was discussed in the lesson today is a critical choice for you personally? God knows your struggles, even the secret hidden in your heart and He wants you to know that he understands our weaknesses and temptations and that He died so that we might overcome them. Read Hebrews 4:12-16. Then confess your temptations to God and ask to receive His Grace and Mercy.





Glorify God

activity page



...Therefore, do all to the glory of God...

A Guide for Living the Christian Life

Topic _____

Therefore, I urge you brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing- this is your spiritual act of worship. Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is-his good, pleasing and perfect will. Romans 12:1-2

Points To Consider...

-
-
-
-
-
-

Bible Texts to Apply:





STEWARDSHIP OF OUR SELF

"Paint a Picture"

What this lesson is about

Our bodies are given to us to make visible the beauty of Christ. The beauty of Christ is the beauty of love and His love is an action. God wants us to provide a "living" example of His love.

Scripture studied

Luke 10:25-37; James 2:14-17; 1 John 4:8-9; 13:34-35; Ephesians 2:10; Romans 12:9-21; 1 Corinthians 10:31

Key passage

For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do. Ephesians 2:10

Lesson objectives

During this lesson your learners will:

1. Draw a picture of God.
2. Examine the parable of the Good Samaritan.
3. Use a concordance to locate Bible texts on a topic.
4. Classify actions into general categories.
5. Understand that God uses people to make his love visible.
6. Make a personal action plan.

Materials needed

Attention Grabber:

- One blank white sheet of paper per child

Exploring the Bible:

- Copies of **Glorify God Activity Page** for each pair/group of students
- Bible Concordances or Computers with Internet access

Wrap-up: Special Instruction! Prep Ahead!

(See special instructions in the **Teacher Resources: Lesson 5**)

White construction paper and paint brushes





STEWARDSHIP OF OUR SELF

"Paint a Picture"

ATTENTION GRABBER

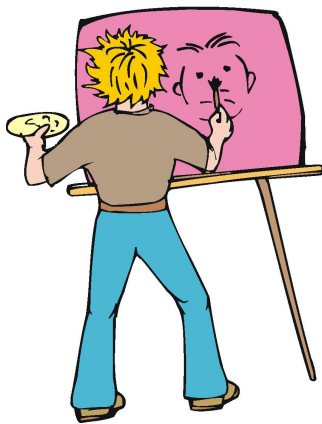
5 minutes

Picture God

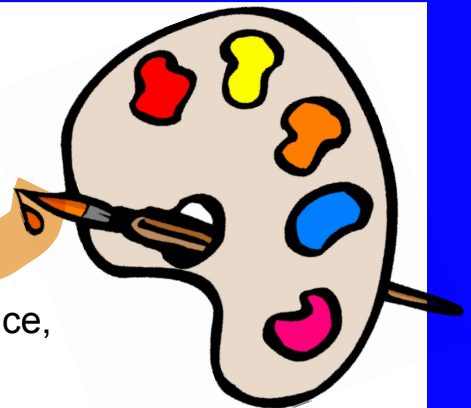
Hand out a blank piece of paper. Tell students, *Today, I want each of you to draw me a picture of God.* Allow between five and 10 minutes of time to do this. (Let students use medium of choice, i.e. crayon, colored pencils, markers, etc.)

Ask for volunteers to share their pictures.

As students share, prompt them to explain how they decided what to draw. *Do any of us know what God's physical characteristics look like? So when we create a picture of God what are we portraying? (Who God is) The Bible tells us in 1 John 4:8 that "God is love". How do we know this? Verse 9 says, "because He sent His Son to die so that we might live." Notice the action. We know God loves us because of what he has **done**.*



Transition into **Exploring the Bible** by saying, *This is not some picture like you would see hanging in an art museum. It is not a "still life." It is a living picture. When we consecrate our bodies and all that we do with them to the Lord to be used for His purposes and to bring Honor and Glory to His name- We become the paint colors that God the Master Artist uses to paint His self-portrait. God is love and love is an action verb.*



Exploring The Bible - 30 minutes

Lesson 5



Step 1: Jesus told a story to illustrate this very point. It's found in Luke 10:25-37. Let's read it together. Then ask students, "The first two people to pass by the man in need were supposed to be men of God. The priest and the Levite—but they did not stop. What kind of picture of God did they create? What about the man who stop what did his picture of God turn out like? James 2:14-17 tells us that we can say we are Christians but our actions will portray the true picture.

Step 2: How do we paint a picture of God? Let's use our Bibles do find out exactly what kinds of actions or colors we need? Divide students up into small groups and then give each group a copy of the **Glorify God activity page**. Each group will need a Bible Concordance and a corresponding Bible Version. If you have the technology and the ability for each group to have a computer with Internet access, students could use an online concordance (see inset). This would also be a good time to teach students how a reference Bible works. If students have a hard time and need a little prompting, start them out with Romans 12:9-21.



These actions show
Sympathy
mourn with
rejoice with
listen to

Step 3:

Have students share their findings from the Glorify God listing the actions on the board (do not write an action more than once). Have students look at the list and in their groups work together to classify these actions. For instance, provide food, water, clothing, shelter, might be categorized as actions that meet people's physical needs.

Step 4: Transition to the Wrap-up by saying, *these are all things that each one of us can do. This is what it means to be a steward of our self. It means consecrating our bodies and all that we do with them to the Lord to be used for His purposes and to bring honor and glory to His name.*

1 Corinthians 10:31





STEWARDSHIP OF OUR SELF

"Paint a Picture"

WRAP-UP

3 minutes

***Two Wrap-up options. See Teacher Resources.**

As you begin the **Wrap-up**, hand out to each group a small container of grape juice and several paint brushes. Hold up your white piece of construction paper and say, *Right now, this is the picture that many people have of God, He is invisible to them. You can help to make Him visible. Your actions are the paint that creates the picture.*

Have students dip paint brushes in grape juice and paint over the white sheet of paper. The painting should reveal the words ...



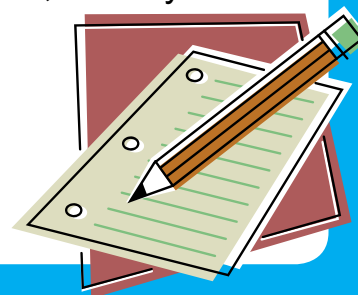
God Is Love.

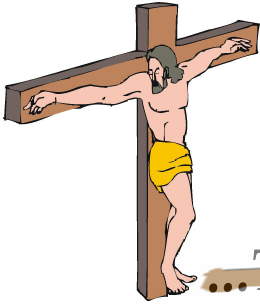


Personal Application

What kind of picture of God are you painting? Read John 13:34-35 then look over the list of "love" actions you made in class. Identify five actions that you already are in the habit of doing. Now, identify five actions that you are not in the habit of doing. Take those five actions and make a "personal action plan."

Specify who, what, where, when, and how.





Glorify God

activity page



...Therefore, do all to the glory of God...

"Love Actions"

Directions: Using a Bible Concordance, locate texts that suggest the kinds of "good works" or actions that Christians should be engaging in. Only record an action once. If you discover additional references for that action add the reference in the **Texts** box.

Search term	Text(s)	Recommended actions
Kindness	Ephesians 4:32	Be kind to one another



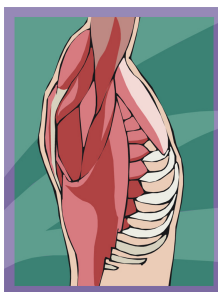


STEWARDSHIP OF OUR SELF

"12 Ways To Dig Deeper"

The following is a list of ideas for integrating this unit into your curriculum and for extending some of the concepts presented. On the last page of this unit, you will find a list of additional resources that will help dig a little deeper.

1. Have students create a bulletin board titled "I'm Someone Special." Have students type up the paragraphs they wrote for Lesson One, mat them on a piece of construction paper, and attach a photo of themselves as a baby! You could leave off students names and let people guess whose picture belongs to whom. Or, if you'd rather, create a classroom scrapbook. Assign each student a number of pages. Have pages that focus on students talents and abilities, important spiritual milestones, etc.



2. This is a great time to integrate those science chapters that cover the systems of the human body. It's hard to study the human body and not believe in a God the Master Designer.

3. Extend the lesson on mirrors introduced in Lesson Two. Integrate science chapters on light, mirrors and lenses. Make a copy of the science curriculum guide for light, mirrors and lenses. Cut each of the essential learnings into a strip. Have students draw them out of a hat and then create a science demonstration to teach that concept to the entire class.

4. In Lesson Two, we talked about how the relationship between the earth's sun and moon provides us with a natural example of a spiritual concept. Start a list of examples from the natural world that illustrate spiritual concepts. As students discover new examples, have them share them with the class and then add them to your list. See how many you can come up with by the end of the school year. Jesus the Master teacher was great at using this technique. You could take this concept one step further and ask students to find an example and present it for class worship.



5. Stewardship of Self provides a great opportunity to integrate health and nutrition content. Students could even come up with a "Healthy Lunchbox" cookbook. Entries could provide a complete lunchbox meal that follows food pyramid guidelines. If your school promotes vegetarianism, check the resources list for a link to a vegetarian food pyramid.

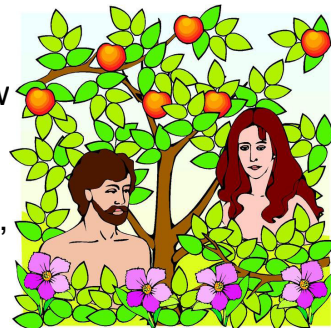


"12 Ways To Dig Deeper," *continued*

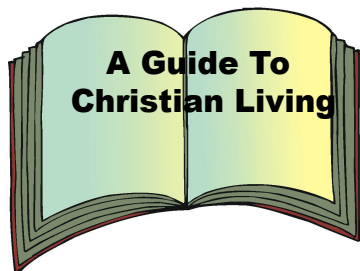


6. Every teacher knows that sugar is our arch-nemesis! But most of your students probably do not realize the effect that certain food substances can have on their brain and body function. Invite a nutritionist in to speak with your students. Also, have them research out both foods that help improve brain function and those that decrease it. They will be amazed at what they find.

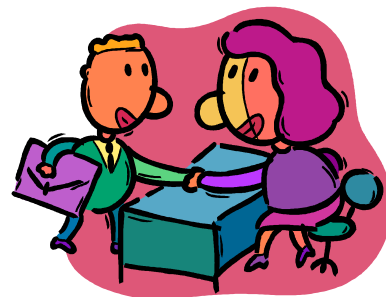
7. Freedom of choice was established in the Garden of Eden and each of us, like Adam and Eve, have to decide whether or not we will choose God. In this unit we examined the decisions made by four young Hebrew boys and how those decisions affected their life outcomes. The Bible is full of stories about people who had to make tough decisions, decisions to follow God's way or to go their own. (Abraham, Moses, Samson, Saul, David, Job, Ruth, Esther, Mary, Peter, Nicodemus, Paul...just to name a few!) Have students choose a biblical character, then identify a specific time in their life where they faced a critical choice. They can use the narrative bible study form from Lesson Three as they examine the biblical account.



8. We know that our students are daily confronted with philosophies that are counter to their Christian beliefs. Help students to continue the lesson about critical choices by publishing a classroom "Guide to Christian Living." Have individual students or small groups write chapters dealing with real obstacles that kids their age face on a daily basis. Some ideas for chapters: Finding time for God, Saying no when you want to say yes, How to stay clean in a dirty world, etc. Once you start brainstorming with your kids they will have lots of ideas. Each chapter should outline the issue, why it is important, provide biblical support or insight, and offer practical solutions.



9. Proverbs 12:15 says *The way of a fool seems right to him, but a wise man listens to advice.* Have students interview adults of various ages in their church community. The purpose of the interviews should be to find out what these adults do when they are faced with critical choices. Some adults may be willing to share specific scenarios, but students should be reminded to be mindful of the fact some may not want to share specific details. This is fine because you want your students to get a sense of the principles that govern a person's life.



"12 Ways To Dig Deeper," *continued*



10. Create a "Playlist." If you don't know what a "playlist" is, ask one of your students! Most kids will be familiar with Ipods or mp3 players where the listener creates a category of songs called a "playlist." You can have your students create a playlist of Christian music songs that would encourage them to "Dare to be a Daniel." Have students write down the title of the song, the lyrics, and why they chose the song.

11. Help your students discover their spiritual gifts and begin finding a meaningful ministry to participate in. There are many readily available, quality resources for doing this (see last page of this unit). Your pastor probably would be a great resource for materials on this topic, as well.



12. Provide opportunities for your students to use their talents and abilities to serve God in their communities. Start a "Bible Labs" program at your school. Bible Labs are a great way to get your whole school involved in service projects. It could be as simple as regularly visiting the local nursing home or as complex as taking on a conservation project in your town. You could decide whether you want to have several small service opportunities or a larger long-term project that the entire school participates in. Students will realize both academic and spiritual benefits from serving others and working to meet the needs in their community.



Teacher Resources



STEWARDSHIP of OUR SELF



Genesis 1:27
Psalm 100:3
Ephesians 2:10
Revelation 4:11

Directions for Exploring the Bible Activity: *Using large sheets of chart paper, draw five body outlines. Then beside the outlines on four of the sheets write the texts as shown. The fifth sheet will be used by the teacher to write a compilation of all the reasons.*

Psalm 139 13-18
Jeremiah 1:5
1 John 3:1

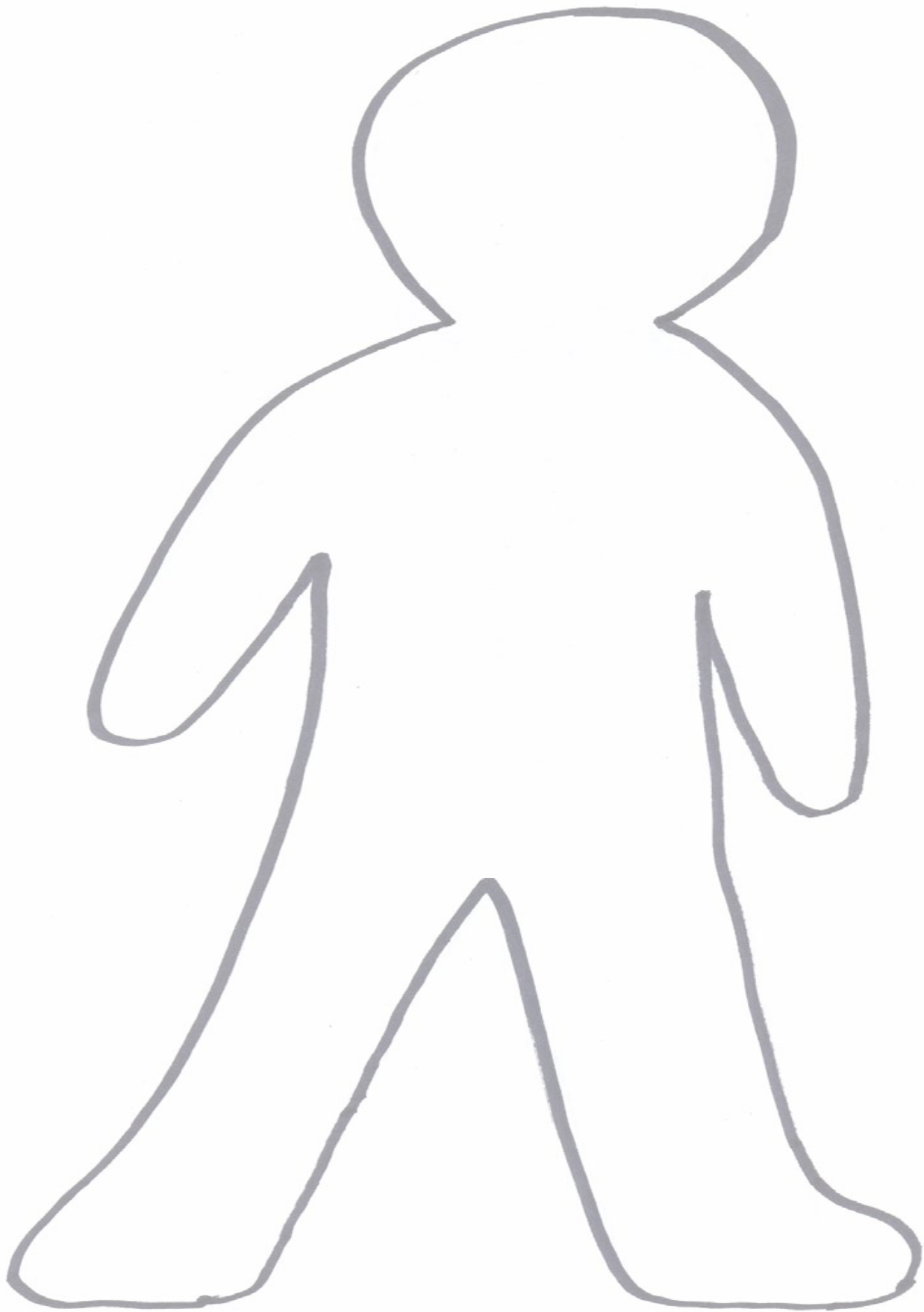
*Teacher's
master outline*

- God created Me
- He knew me even before I was born
- He knows my name.
- He loves me
- He redeemed me with the blood of His Son.
- He is preparing a place in heaven for me.

Isaiah 49:16
John 3:16
Romans 5:8
Ephesians 2:13
Revelation 5:9

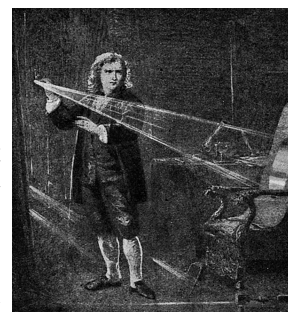
John 14:2
Rev 21:1-2
1 Thess. 4:17





Reflect The Son

Once, as an experiment, the great scientist Isaac Newton stared at the image of the sun reflected in a mirror. The brightness burned his retina, and he suffered temporary blindness. Even after he hid for three days behind closed shutters, still the bright spot would not fade from his vision. If he had stared a few minutes longer, Newton might have permanently lost all vision.



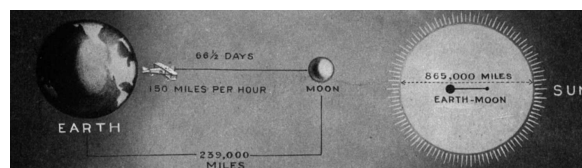
In Exodus, we can read about a similar experience that Moses and the people of Israel had. It was just after the infamous golden calf incident. The Lord told Moses to get ready to break camp and leave the area. Of course, the children of Israel were giving Moses a hard time, and, needless to say, Moses was perhaps a little discouraged and apprehensive about doing his job. So he talks to God asking him for reassurance that God would indeed be with him as Moses led the children of Israel to the Promised Land. Even though the Lord assured him, Moses still had his doubts. Finally, he requests of God, "show me your glory." So God agreed. This is what He told Moses, "You cannot see my face, for no one may see me and live. ... There is a place near me where you may stand on a rock. When my glory passes by, I will put you in a cleft in the rock and cover you with my hand until I have passed by. Then I will remove my hand and you will see my back; but my face must not be seen"¹ (Exodus 33:20-23).



You see, just like Newton found out the chemical receptors that govern eyesight cannot withstand the full force of unfiltered sunlight without damage, sin can not stand in the presence of God's glory and live. So Moses was only able to have a filtered glimpse of God's glory. But even a mere glimpse of it changes you and people notice. The Israelites noticed Moses. Look at what happened when he came down the mountain, his face shone radiant with God's glory. It was so bright that the people were afraid to look at it and Moses had to cover his face. Moses had been in contact with God's glory and it showed.

On the fourth day of Creation, when God created the sun and the moon, he gave us a tangible example of this truth. What is the sun? The sun is the most prominent feature in our solar system. It is the largest object and contains approximately 98% of the total solar system mass. A big ball of gases where, at its core, temperatures and pressures are so intense that nuclear reactions take place².

And the moon what is it made of? Rock! According to astronomer Lynn Carter, "... the moon is actually not very reflective, the sun is just very bright. The moon reflects only about 11% of the sunlight that hits it. But the sun is so bright that even this much reflection looks very bright to us. The rocks on the lunar surface are greyish volcanic rocks, and although there are small glass particles mixed in (which can be shiny), the overall mixture isn't really very reflective."³



If you would like to get a good idea of how the moon reflects the sun, simply find a reflector like you would find on the back of a bicycle and, in a dark room or at night, shine a flashlight directly at the reflector. You will see how it glows bright red. Switch the flashlight off and you will no longer be able to see it. Like that reflector, the moon itself does not produce its own light. To shine, it must have contact with the light rays of the sun. It was created to reflect. We were also created to reflect and, in order to shine we must be in contact with the light source. Max Lucado puts it this way, "We become reflectors of God's glory when the things we do highlight Him."⁴ Jesus said, "Let your light so shine before men, that they may see your good works and glorify your Father which is in heaven" (Matthew 5:16). Aim to be the moon, *Reflect the Son*.

1. All Bible text are from the New International Version.

2. Hamilton, Calvin. "Sun." *Views of The Solar System*. 13 Apr. 2006 <<http://www.solarviews.com/eng/sun.htm>>.

3. Carter, Lynn. "Why Is The Moon So Bright." *Curious About Astronomy? Ask an Astronomer*. Jan. 2003. Cornell University. 13 Apr. 2006 <<http://curious.astro.cornell.edu/question.php?number=9>>.

4. Lucado, Max. *it's not about me*. teen edition ed. p. 80. Brentwood: Integrity, 2005.





Daniel's Decision*

It was the third year of King Jehoiakim's reign in Judah when King Nebuchadnezzar of Babylon declared war on Jerusalem and besieged the city. The Lord allowed him to capture the king of Judah and plunder the Temple. Then Nebuchadnezzar left for Babylon and told his generals to bring the captives and the Temple treasures back with them. The treasures were to be

placed in the temple of his own god.

The king told Ashpenaz, head of the palace staff, to get some Israelites from the royal family and nobility—young men who were healthy and handsome, intelligent and well-educated, good prospects for leadership positions in the government, perfect specimens! Ashpenaz also was to see to it that they were taught the language and literature of Babylon. The king then ordered that they be served from the same menu as the royal table—the best food, the finest wine. After three years of training they would be given positions in the king's court. Four young men from Judah—Daniel, Hananiah, Mishael, and Azariah—were among those selected.

The king did not make the Hebrew youths give up their faith in favor of idolatry, but he hoped to bring this about gradually. The head of the palace staff gave them new names that associated them as servants of the gods of Babylon. Every day they were exposed to the idolatrous customs and traditions of the Babylonian culture as a means of persuading these Hebrew captives to abandon the religion of their nation and to join in the worship of the Babylonians.

Right from the start, Daniel and his friends found themselves in an important test of character. It was arranged that they would be provided food to eat and wine to drink from the king's very own table. By doing this, the king hoped to show these young men his goodwill and his consideration for their welfare. But a portion of the food from the king's table was offered to idols; and anyone who ate of it would be considered to have given worship to the gods of Babylon. Daniel and his friends also knew the weakening effect this kind of diet and lifestyle would have on their physical, mental, and spiritual development.

Daniel and his friends had been trained by their parents to practice standards of healthy living. They had been taught that God would hold them accountable for the use of their bodies and the talents he had given them. They knew they must never participate in any activity or use any substance that might diminish these God-given capabilities. Because of this education, Daniel and his friends were able to resist the strong temptations surrounding them in the king's palace. No power, no influence, could make them compromise the principles they had learned through the study of the word and works of God.

Daniel and friends could have come up with any number of very good excuses for not following the principles of their faith and the habits of healthy living they had been taught. After all, if they were to offend the king they probably would not just lose their positions, they probably would lose their lives. But if they were to disregard the commandments of the Lord, they would retain the favor of King Nebuchadnezzar and secure for themselves intellectual advantages and flattering worldly prospects.

These were some tough choices, but Daniel had made up his mind to be identified with the



God of Israel, not Bel, the god of Babylonians. Daniel decided not to eat the king's food which had been offered to idols or to drink his wine. And in this resolve he was supported by his three friends. So he asked Ashpenaz, who was in charge of his training, for permission to follow his Hebrew diet. Because Daniel stood firm for God, God worked on his behalf. As a result, Ashpenaz was especially kind to Daniel.

But when he heard what Daniel wanted to do, he said, "I'm not sure the king would appreciate this because he personally picked out the food and drink you are to have. If he sees that you're not as healthy as the others and that I have taken you off his diet, he'll have me executed."

Then Daniel went to Melzar, his personal tutor, whom Ashpenaz had put in charge of the four Hebrews, and said, "Test us for ten days by letting us eat our Hebrew diet of vegetables and water. Then compare us with the others and see for yourself if we don't do better than the ones on the king's diet. After that, whichever diet you decide on, we'll stay with it."

Melzar agreed and tested them for ten days. At the end of ten days they looked healthier and were stronger than any of the others who were on the king's diet. So Melzar decided on his own to take them off the king's diet of meat and wine and keep them on their Hebrew diet.

As these four young men went through their studies, God helped them. He gave them insight and skill in whatever they learned. In addition, God gave Daniel the gift of interpreting visions and dreams. With their habits of self-denial and earnestness of purpose, diligence, and steadfastness they sought to bring honor and glory to God whose servants they were.

When the time came for the youths in training to be tested, the Hebrews were examined, with other candidates, for the service of the kingdom. The king tested each of them and found that Daniel, Hananiah, Mishael and Azariah were ahead of all the others.

Representatives from all the lands had come to the court of Babylon. These representatives were some of the most talented, gifted, and well learned men of the world. Still, none could compare to Daniel and his three friends. In physical strength and beauty, in mental sharpness and academic knowledge, they were unsurpassed. The very way they carried themselves, the confidence with which they walked, the glow on their faces, the brightness in their eyes, even the freshness of their breath gave evidence to the benefits of following God's laws and principles for healthy living.

This so impressed the King that he made them permanent members of his court. As they served the king, no matter what questions the king asked or what problems he raised, he found them ten times better and more reliable than any of the fortune tellers and astrologers who served as his advisers. In fact, Daniel served in Babylon 70 years as a member of the royal court until Cyrus, the Persian, conquered Babylon.

Wow! What an amazing lifework Daniel and his three friends had. Little did they dream of what an important role they would play when they were teenagers being taken captive from their home. Because of their faithfulness and steadfastness God was able to fulfill His purpose.

The same mighty truths that were revealed through these men, God desires to reveal through young people today. The life of Daniel and his friends is a demonstration of what He will do for those persons who give themselves to Him and with their whole heart seek to glorify Him. Will you dare to be a Daniel?

*This reading has been adapted from the following sources:

1. Blanco, Jack. The Clear Word. 3rd ed. Hagerstown: Review and Herald Publishing Association, 1994.
2. White, Ellen. Prophets and Kings. chapter 39. Mountain View: Pacific Press Publishing Association, 1917.
3. Pytlik, George. "Timeline history unfolded." Daniel God's Messenger to the Future. 2003. 13 Apr. 2006

<<http://www.pytlik.com/observe/daniel/timeline.html>>



CARD #1

1. *Who are the characters?*
2. *What problem(s) do they face?*
3. *How are they acting?*

CARD #1

1. *Who are the characters?*
2. *What problem(s) do they face?*
3. *How are they acting?*

CARD #1

1. *Who are the characters?*
2. *What problem(s) do they face?*
3. *How are they acting?*

CARD #1

1. *Who are the characters?*
2. *What problem(s) do they face?*
3. *How are they acting?*

CARD #1

1. *Who are the characters?*
2. *What problem(s) do they face?*
3. *How are they acting?*

CARD #1

1. *Who are the characters?*
2. *What problem(s) do they face?*
3. *How are they acting?*



CARD #2

4. *Why are they making the decisions/ choices they have made?*
5. *Would most people have made similar choices? Explain.*
6. *What would you do?*

CARD #2

4. *Why are they making the decisions/ choices they have made?*
5. *Would most people have made similar choices? Explain.*
6. *What would you do?*

CARD #2

4. *Why are they making the decisions/ choices they have made?*
5. *Would most people have made similar choices? Explain.*
6. *What would you do?*



CARD #2

4. *Why are they making the decisions/ choices they have made?*
5. *Would most people have made similar choices? Explain.*
6. *What would you do?*

CARD #2

4. *Why are they making the decisions/ choices they have made?*
5. *Would most people have made similar choices? Explain.*
6. *What would you do?*

CARD #2

4. *Why are they making the decisions/ choices they have made?*
5. *Would most people have made similar choices? Explain.*
6. *What would you do?*

CARD #3

7. *What effects did their choices have?*
8. *What situations came about as a result of these choices?*

CARD #3

7. *What effects did their choices have?*
8. *What situations came about as a result of these choices?*

CARD #3

7. *What effects did their choices have?*
8. *What situations came about as a result of these choices?*

CARD #3

7. *What effects did their choices have?*
8. *What situations came about as a result of these choices?*

CARD #3

7. *What effects did their choices have?*
8. *What situations came about as a result of these choices?*

CARD #3

7. *What effects did their choices have?*
8. *What situations came about as a result of these choices?*



CARD #4

9. *What does this story tell me about God?*
10. *What difference does it make that God is this way?*
11. *Is God active or inactive? Explain.*

CARD #4

9. *What does this story tell me about God?*
10. *What difference does it make that God is this way?*
11. *Is God active or inactive? Explain.*

CARD #4

9. *What does this story tell me about God?*
10. *What difference does it make that God is this way?*
11. *Is God active or inactive? Explain.*

CARD #4

9. *What does this story tell me about God?*
10. *What difference does it make that God is this way?*
11. *Is God active or inactive? Explain.*

CARD #4

9. *What does this story tell me about God?*
10. *What difference does it make that God is this way?*
11. *Is God active or inactive? Explain.*

CARD #4

9. *What does this story tell me about God?*
10. *What difference does it make that God is this way?*
11. *Is God active or inactive? Explain.*



CARD #5

12. *How are the characters different at the end of the story?*
 13. *How did the situation change?*
 14. *How would my life be different if this happened to me?*
 15. *How was God honored and glorified?*
-

CARD #5

12. *How are the characters different at the end of the story?*
 13. *How did the situation change?*
 14. *How would my life be different if this happened to me?*
 15. *How was God honored and glorified?*
-

CARD #5

12. *How are the characters different at the end of the story?*
13. *How did the situation change?*
14. *How would my life be different if this happened to me?*
15. *How was God honored and glorified?*

CARD #5

12. *How are the characters different at the end of the story?*
 13. *How did the situation change?*
 14. *How would my life be different if this happened to me?*
 15. *How was God honored and glorified?*
-

CARD #5

12. *How are the characters different at the end of the story?*
 13. *How did the situation change?*
 14. *How would my life be different if this happened to me?*
 15. *How was God honored and glorified?*
-

CARD #5

12. *How are the characters different at the end of the story?*
13. *How did the situation change?*
14. *How would my life be different if this happened to me?*
15. *How was God honored and glorified?*



Daniel's Decision: A Narrative Bible Study

CARD #1

1. *Who are the characters?*
2. *What problem(s) do they face?*
3. *How are they acting?*

CARD #2

4. *Why are they making the decisions/ choices they have made?*
5. *Would most people have made similar choices? Explain.*
6. *What would you do?*

CARD #3

7. *What were the effects of their choices?*
8. *What situations came about as a result of these choices?*

CARD #4

9. *What does this story tell me about God?*
10. *What difference does it make that God is this way?*
11. *Is God active or inactive? Explain.*

CARD #5

12. *How are the characters different at the end of the story?*
13. *How did the situation change?*
14. *How would my life be different if this happened to me?*
15. *How was God honored and glorified?*



Daniel's Decision: A Narrative Bible Study

Answer Key

CARD #1

1. Who are the characters?

Daniel, Hananiah, Mishael, Azariah, King Nebuchadnezzar, Melzar

2. What problem(s) do they face?

Daniel and his three friends are asked to eat and drink food that has been offered to idols and is considered unclean by Jewish law.

3. How are they acting?

They have decided not to go against their beliefs.

CARD #2

4. Why are they making the decisions/ choices they have made?

They had been brought up by their parents to follow God's laws. Their parents had taught them that their physical health would have an impact on their spiritual and mental health. And they knew that they were not to worship any god but the true God of Israel.

5. Would most people have made similar choices? Explain.

Answers will vary according to student's opinion.

6. What would you do?

Answers will vary according to student's opinion.

CARD #3

7. What were the effects of their choices?

They had to explain themselves to Melzar. He agreed to put them on a trial diet. They were under more intense scrutiny.

8. What situations came about as a result of these choices?

Daniel and friends were on a different diet. And when it came time for them to be tested before the King they were far superior in every aspect to the other candidates. And because

of this, these boys were given positions in the King's court. Daniel served in the court of Babylon for 70 years!

CARD #4

9. What does this story tell me about God?

God's laws are for our benefit. He asks us to obey and blesses us when we do. He gives us courage and strength to face difficult situations. Accept all reasonable responses.

10. What difference does it make that God is this way?

It tells me that God wants good things for me. He has a plan and purpose for my life even if I don't see it at the time. Obedience isn't easy but it ultimately leads to God's honor and glory. God is with us. Accept all reasonable responses.

11. Is God active or inactive?

Explain. Answers will vary, but should be supported.

CARD #5

12. How are the characters different at the end of the story?

They were stronger physically, mentally, and spiritually.

13. How did the situation change?

They went from being ill-favored to being the most favored.

14. How would my life be different if this happened to me? Answers will vary.

15. How was God honored and glorified?

It was clear to everyone who saw Daniel and his friends as the King tested them that there was a difference and that difference was a result of them obeying their God.



Attention Grabber: Decisions, Decisions, Decisions

Move one wall to the right if

1. you like reading better than social studies.
2. you'd rather go shopping with your mom than your dad.
3. you prefer to wear jeans instead of khakis.
4. you would rather wear your hair long than short.
5. you'd rather go swimming than hiking.
6. you'd rather watch a movie than go skating/skiing/rollerblading (choose one that is popular with your students)
7. you'd choose milk over water.
8. you prefer burgers to pizza.
9. you like mushroom pizza more than cheese pizza.
10. you like chocolate ice cream better than vanilla ice cream.
11. you would rather play soccer than basketball.
12. you'd rather watch baseball than play baseball.
13. you like comedy over action.
14. you'd rather stay up late than get up early.
15. you like cats better than dogs.
16. you prefer to study with music on rather than without.
17. you would rather a friend tell you the truth than protect your feelings.
18. you like advice from friends more than your parents.
19. you would rather spend time with your family than with friends.
20. you'd rather go to school than stay home.



Critical Choice Card #1

Brain Food

Lately, Chris has been struggling in school. His grades have started to slip a little and it seems like his teacher has been having to help him stay focused and on-task more often. Today, Chris has a science test. He really needs to do well on this test so that he can keep his grade from slipping to a C. Last night he stayed up late with the help of a little Mountain Dew® and some Doritos®, cramming for the exam. This morning he feels quite groggy and his head is hurting. He really doesn't feel like eating much breakfast. Before she left for work this morning, his mother made scrambled eggs, toast, hot cereal with blueberries, and orange juice for breakfast. Chris debates whether to eat the breakfast even though he doesn't feel the greatest, or just grab a PopTart® on his way out the door. What do you think Chris should do?

Bible text: Daniel chapter 1

Questions to consider:

- *Does what we eat really matter?
- *How do our food choices affect our physical, mental, and spiritual health?
- *How is God glorified by something as seemingly insignificant as our diet?

Critical Choice Card #2

The Voice of Experience*

For the youth group meeting, Mr. Willard had invited a young man from a nearby Christian college to speak—to warn everyone not to make the same mistakes that he had made as a teenager. Corey listened intently as the speaker described how empty he felt as a teen. "I came from a broken home. I hated myself and everyone else," the young man related. He told the group that he had filled his emptiness with partying, alcohol, and drugs. All the time, he told them, he was trying to convince himself that he was having a good time. But all the partying did nothing to get rid of the hurt and the inner loneliness. "The only way to find true peace and acceptance is coming to know Jesus Christ," he said.

After the meeting, Corey and his friends discussed the speaker's message. Most are really impressed by his sincerity and his desire to save them the heartache of making serious mistakes like getting involved with drugs and alcohol. Corey keeps silent. He is not so sure. After all, this guy had his fun. Why shouldn't he? There is plenty of time for Jesus—later. Or is there? How do you think Corey should respond to the message?

Bible texts: Daniel 1:8 & 15; Ecclesiastes 12:13-14; Proverbs 13:13; 22:3 & 5; 23:19-21; 28:26

Questions to consider:

- *Do the choices we make about the substances that we put into our body matter? Why?
- *Isn't experimenting with drugs and alcohol something that every kid does as a part of the "growing-up" experience?
- *What does the Bible have to say about a person who doesn't listen to wise counsel?

* Excerpted from Schmitt, B. (1997). *Sticky situations: 365 devotions for kids and families*. Wheaton, IL: Tyndale House



Critical Choice Card #3

Appealing Appearance

Dion wasn't too concerned about his appearance. He would often roll out of bed in the morning just in time to throw on a pair of baggy pants, long t-shirt, and a pretty beat up pair of sneakers. As for showering, brushing his teeth, combing his hair, and using deoderant well, he rather catch a few extra zzzz's in the morning. Besides, he was in good company with some of his friends. What did he have to prove anyway? If someone didn't want to hang with him simply because of his appearance he didn't want them as a friend anyway. Recently, though Dion was beginning to feel a little twinge of discomfort about his appearance. In Dion's youth group they have been looking at the topic of glorifying God. They were talking about how our bodies are the temple of God and what we do with them and how we take care of them honors God. So he was thinking that maybe he needed to mend his hygiene practices a little. On the other hand, he had also been told that God doesn't look at his outward appearance but at his heart. What do you think? Should Dion clean up his act?

Bible texts: 1 Corinthians 6:19-20; 1 Timothy 4:12; Prov 22:1

Questions to consider:

- *Does it really matter to God what we look like or even smell like?
- *Should it matter to us how others perceive us?
- *How does a person's grooming and personal appearance reflect what he/she thinks of him/herself?

Critical Choice Card #4

Bod Mod for a Mod Bod?

Natasha just recently became a Christian and a lot of things in her life have been changing. During spring break, Natasha's friend Aliya got a small butterfly tattoo above her right hip. Now Aliya is considering getting her belly button pierced. She is trying to talk Natasha into having her naval pierced too. Natasha's parents really don't like the idea of her doing anything to her body that might permanently alter it and that she may regret doing later in life. Aliya thinks that reasoning is old-fashioned and she wants Natasha to hurry up and make up her mind because she wants to get her ring in time for swimsuit season. Needing more advice, Natasha talks to the Youth Pastor at church. He said that the Bible doesn't specifically say "Thou shalt not pierce thy belly button." But he gave her some important questions to consider and several Bible texts to study. He said that he would be praying that God will give her insight and wisdom as she makes her decision. What do you think? Should Natasha go ahead and get her belly pierced?

Bible texts: 1 Corinthians 6:19-20; 1 Peter 3:3-4; Romans 12:2; Proverbs 1:8-9

Questions to consider:

- *Does God love you if you have a tattoo or a body piercing?
- *Should Natasha consider how she might feel later in life about having a tattoo or body piercing? Would she find it an obstacle in getting certain jobs? Would she be embarrassed by it later when she is a wife and mother with children?
- *How seriously should she take in consideration the counsel of her parents?



Critical Choice Card #5

"Potty" Mouth

There is a group of popular kids in Joe's class that have real "potty" mouths. In the halls between classes, at lunch, on the basketball court, or whenever they are out of earshot of a teacher they can be heard using vulgar language, swearing, and taking the Lord's name in vain. Whenever Joe is around these classmates he feels like a real misfit. Anyone that this group recognizes as a friend has real status. Joe knows if he wants to be in with this crowd he will have to start acting and talking like they do. He figures as long as his parents or teachers don't hear him using this kind of language there is really no harm done. Do you think this is true? What advice would you give Joe?

Bible texts: Phil 4:8; Ephesians 4:29; Exodus 20:7; Psalm 19:14; Proverbs 22:11

Questions to consider:

- * Is using vulgar language, swear words, and taking the Lord's name in vain really that big of a deal?
- * How might someone's language reflect his/her values?
- * In what ways could our speech glorify God?

Critical Choice Card #6

Off-Limits*

Everyone in Guy's class is talking about the new cop show on TV. According to Guy's friends (who haven't missed an episode), the show is filled with blood-and-guts scenes, lots of shooting and killings, and even some great swearing. His friends know all the characters; at lunch, they sit and talk about these TV personalities as if they know them personally. Guy has to be the only one in the entire school who hasn't seen the show. He has asked his parents if they could let him see one episode, but they explained that the show received terrible reviews in a Christian parent magazine. They also pointed out that two young boys tried to copy one of the scenes from the TV show and were severely injured. They have strictly ruled out the show as off-limits to Guy and his brother.

Tonight is the climatic ending to the show's season. Guy's friends have been talking about the possible endings for days. Tonight Guy's parents are going out for a church meeting, leaving him in charge. Guy figures that when his parents leave, he will have just enough time to get his younger brother to bed and watch the show. How will his parents ever know? What do you think Guy should do?

Bible texts: Proverbs 13:13; 14:12; 22:5; Philippians 4:8; Ephesians 4:21-23

Questions to consider:

- *How does what a person chooses to watch in the way of television or movies affect his/her spiritual health.
- *Why is it important to listen to the counsel of our parents?
- *Do the things we view on TV have an influence on our values? Explain.

* Excerpted from Schmitt, B. (1997). *Sticky situations: 365 devotions for kids and families*. Wheaton, IL: Tyndale House



Critical Choice Card #7

Lighting Up

It's Saturday night and Ramon is at a friend's post-basketball game party. There are a lot of kids from school there. There is plenty of food—pizza, sodas, chips and everyone is having a fun time when one of the other boys brings out a pack of cigarettes. To Ramon's dismay, the pack is passed around and everyone takes one and lights up. Ramon watches as the pack gets passed around and eventually end up in his hands. What do you think Ramon should do?

Bible texts: 1 Corinthians 6:19-20; Proverbs 22:3; Proverbs 1:10; Proverbs 14:12

Questions to consider:

- *What affect does smoking have on a person's physical, mental and spiritual health?
- *Obviously, one smoke wouldn't hurt Ramon, so what would be the harm in just taking a puff and passing it on?
- *Would this situation be easier for Ramon if this was just a group of his close friends, or if it was just a bunch of kids that he really didn't know all that well? Why?
- *Do the choices we make in friends matter? Why?

Critical Choice Card #8

Surfing The Net*

For the past several weeks, Henry has been totally absorbed in his family's new computer. He has already mastered all the computer games and has learned how to make some really cool things with his digital photos. But the most fun is surfing the Internet. The computer came with a month-long trial of the service, and Henry is hoping his parents will continue their subscription. So far, he has found several sports Web sites, a Web site devoted to trading baseball cards, and some cool chat rooms for kids. Henry's parents have established well-defined guidelines for using the Internet, and so far there haven't been any problems.

Today at lunch, Henry overhears some boys at the next table talking about "this really cool Web site. You've gotta see it to believe it!" Henry catches up to the boy who was talking about it and asks him for the address. The boy looks at him closely and says, "Well, I guess it's OK." When Henry gets home, he grabs a snack and heads back to the computer. He easily finds the Web site the boys were all talking about, but when he gets into it he immediately realizes that the material there is X-rated. What do you think Henry should do? Why?

Bible texts: Matthew 5:28; 1 Timothy 6:11; Philippians 4:8; Proverbs 22:3

Questions to consider:

- *What is the harm in someone looking at pictures of women or men naked or scantily clad, in sexually suggestive or explicit poses?
- *What does the Bible mean when its says we should think about things that are pure? Why do you think it gives us this admonition?

* Excerpted from Schmitt, B. (1997). *Sticky situations: 365 devotions for kids and families*. Wheaton, IL: Tyndale House



Critical Choice Card #9

Strictly Restricted

Samone is sure that she has the most strict parents in the whole world, well at least of any of her friends. They are very particular about what they allow Samone to watch on TV or see in movies. Samone hasn't seen even half of the movies some of her friends have seen and talk about. Just last week, they had refused to let her brother go see a movie with his friends because they felt it contained too much violence. Now, her friends were inviting her over for a sleepover to watch the latest chic flick released on DVD. When Samone's mom went on line and reviewed the movie, she found out that it had several scenes that had sexual content. Now, she is sure her mom won't let her go. Samone thinks her mom is being just plain old-fashioned. After all, it's not like one movie is going to totally influence her whole life. What do you think? Is Samone's mom being too strict?

Bible texts: Romans 12:2; Phillipians 4:8; Matthew 5:28; Proverbs 1:8-10

Questions to consider:

- *How does what a person chooses to watch in the way of television or movies affect his/her spiritual health?
- *Do these forms of media influence a person's values? Explain.
- *Should a Christian have a different set of criteria for what they watch? Why or why not?

Critical Choice Card #10

Questionable Melodies*

Brooke is confused. Her best friend from youth group recently won some tickets to a rock concert from the local radio station. Her friend's mom and dad agreed to take her, and she wants Brooke to come. All their friends are so envious that they have tickets to the concert. It's one of the hottest groups in the country right now. But Brooke isn't so sure that, as Christians, they should go. Most of the group's songs promote drugs and use all sorts of gross language and images. Then there's the group itself. The group prides itself on being "party animals," with the emphasis on "animals." The group is known for its anti-Christian lyrics as well, making fun of anyone who believes in God. Brooke asks her friends about these things. Her friend seems unconcerned. "Hey, what's the big deal? I just like their music. It's only a concert, after all." What do you think Brooke should do?

Bible texts: 2 Timothy 3:1-5; Phillipians 4:8; Proverbs 22:5

Questions to consider:

- *How does what you choose to listen to affect your spiritual health?
- *Does the music someone listens to reflect his/her values? Why or why not?
- *In what way could one's choice of music bring glory to God?

* Excerpted from Schmitt, B. (1997). *Sticky situations: 365 devotions for kids and families*. Wheaton, IL: Tyndale House



Critical Choice Card #11

Fashion Statement

Tina really admires the way her friend Lindsey dresses. Lindsey always has the right look, like she just walked off the cover of some teen fashion magazine. She always has the hottest new shoes and accessories. If any one has a question about how to dress, Lindsey is the go-to girl. She is always giving Tina ideas about how to make her clothes look more trendy. Recently, Tina received some money for her birthday which she wanted to put towards buying some new clothes. Tina knows that Lindsey would love to go shopping with her to help her select some new outfits, but Tina is not sure it would be such a good idea. Tina knows that some of the styles Lindsey wears, like lowrise jeans, short tops, low cut dresses would not meet the approval of her parents. She is not even sure she would feel comfortable in some of these styles. On the other hand, she would really like to look modern and fashionable. What do you think Tina should do?

Bible texts: 1 Peter 3:3-4; 1 Timothy 2:9-10

Questions to consider:

- *Does how we dress really matter?
- *How might someone's clothing styles reflect his/her values?
- *How can our appearance honor and glorify God?

Obviously, the above situations are not comprehensive. Use the blank card below to make up additional scenarios that you feel will be relevant to your students' lives.

Critical Choice Card



Directions to Lesson Five, Wrap-up Alternatives

#1 You will need one sheet of construction paper for every 2 students. A day or two before you teach this lesson, use a paint brush to write the sentence "God Is Love." Use a solution of equal parts baking soda and water. Let the sheets dry and bring them to class. When your students paint over them with the grape juice concentrate, the baking soda will react with the juice and the invisible words will appear in purple.

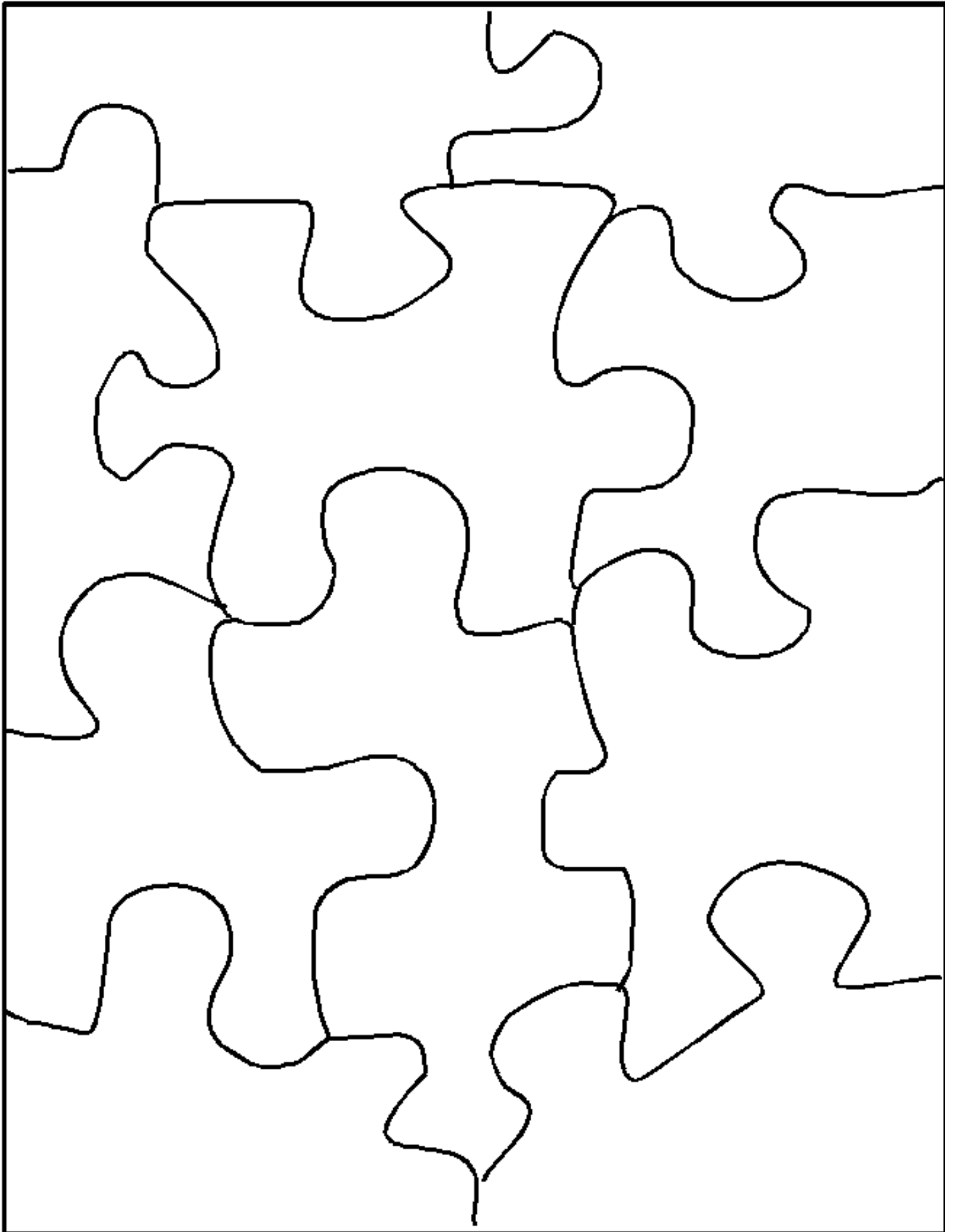
#2 Use a large piece of white butcher paper. You will need a kind that is not coated or glossy. The back side of a piece of white poster board would work as well. Using equal parts baking soda and water, paint in large letters the sentence "God Is Love." Let the paper dry and bring it to class. When you are ready to wrap up the lesson, have your students gather round and paint over the posterboard with the grape juice concentrate. The baking soda will react with the grape juice and the sentence will appear in purple.

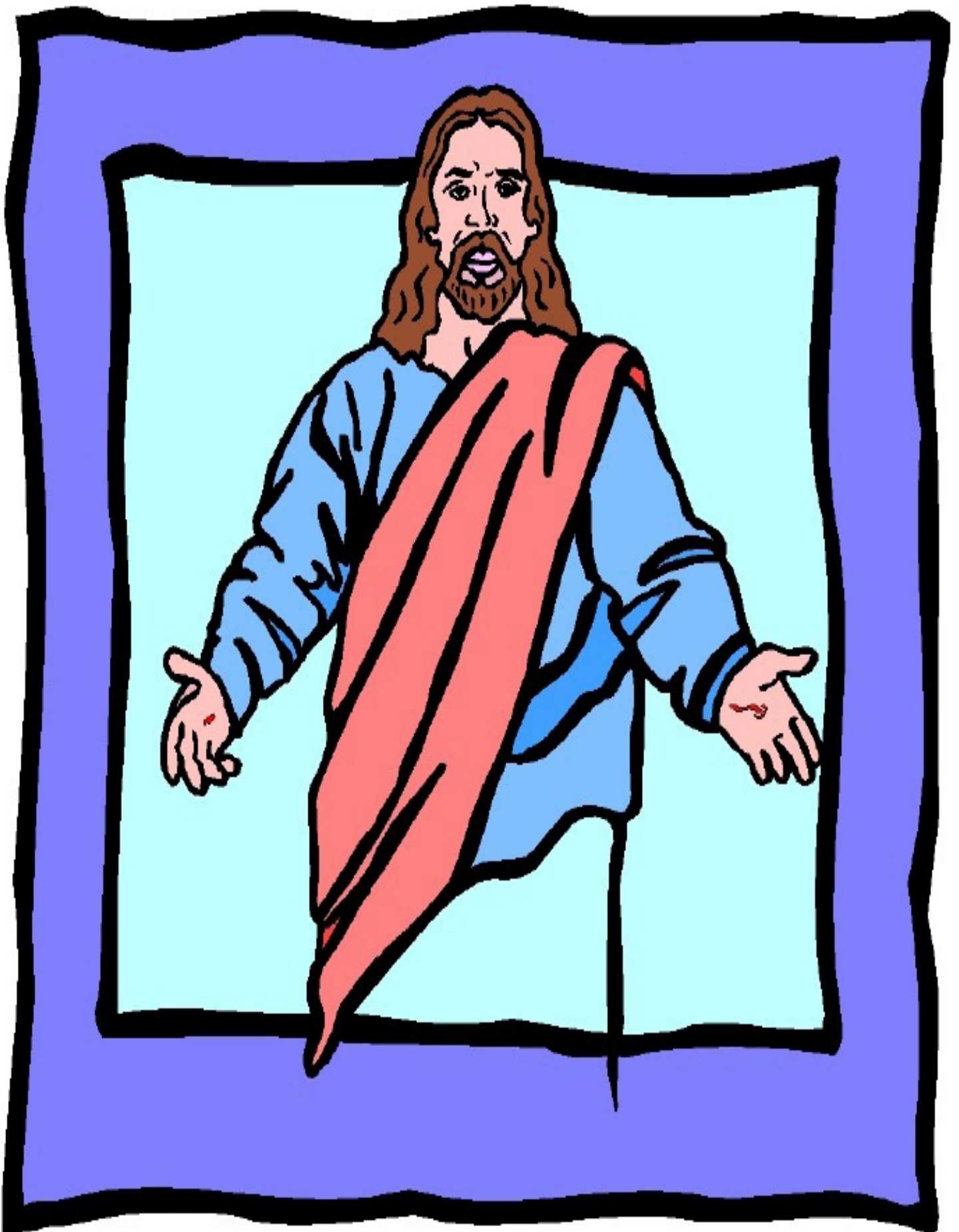
***Note:** You must use a white, absorbant paper, any type of coating will prevent the baking soda mixture from soaking into the paper and the letters will simply smear when the grape juice is applied! So if you are using something other than construction paper, I would test it first.

****Note:** Do not try to hurry the drying process by applying heat. If you do, the baking soda will turn brown!

3 If the above two alternatives require too much prep for your taste, use this puzzle as a Wrap-up alternative. **Directions to print puzzle.** On the following two pages you will find a blank puzzle template and a large picture of Jesus. Print out the puzzle template on card stock. Next feed the paper, with the puzzle printed on it, back through your printer. You want the picture of Jesus to print on the opposite side. (You could print to pictures separately, then glue backs together and cut out.) Cut the picture along the puzzle lines. Depending on the number of students in your class, you may need to print several puzzles. Have students write their name on the blank side of a puzzle piece. Then ask them to assemble the puzzle name sides up. Once the puzzle is completely assembled, turn it over to reveal the picture of Jesus. Each one of us as unique individuals together form the body of Christ.

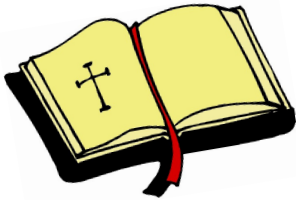






A Review of the Principles of Stewardship

Step 1: Remind students they are God's special creation, formed by his own hand. In other words, God customized designed us. But he didn't stop there. Because sin entered the world and seperated us from God, he



wanted to make sure we knew how special we are to him so he sent his only Son down to earth to live and die so that we would one day be able to be reunited with Him again. Read 1 Peter 1:18-19 from the NIV.

Step 2: So what does that mean for us today? If these bodies are not our own than they really belong to God he has given to them to us for our use than we are really stewards of our bodies. What is the role of a steward?

Step 3: Divide students into small groups, maximum of four. Give each group an envelope with one of the following three puzzles cut apart. Explain to students that they will need to solve the puzzle in the envelope in order to discover one of the principles of stewardship. Once students have solved the puzzle, the bring the class back together and read the principle. Discuss each of these principles with students. Ask them how they apply to Stewardship of Our Selves.

Puzzle #1 Everything belongs to God.

Puzzle #2 God entrusts us with the management of what He has given us.

Puzzle #3 God has expectations as to how these gifts should be used

PUZZLE #1

Unscramble the tiles to reveal a message.

ELHI TID .ON GS

NGER YTO EV GO

B

Created by [Puzzlemaker](#) at [DiscoverySchool.com](#)



PUZZLE #2

Unscramble the tiles to reveal a message.

HINT: 12-word Phrase

US.

AS G

US

WITH

AGEM

GOD

OF W

USTS

IVEN

HAT

ENT

ENTR

HE H

THE

MAN



PUZZLE #3

Unscramble the tiles to reveal a message.

HINT: 11-word Phrase

CTAT

GOD

HOUL

HESE

IONS

GIF

D.

EXPE

HAS

D BE

OW T

USE

TO H

AS

TS S





Stewardship Journal Lesson 1

Look up Matthew 10:30 and read it. What does this tell you about God? How does it make you feel about God? How does knowing God's view of you affect how you think and feel about yourself? How would a person take care of themselves if they believed that they were God's special creation?





Stewardship Journal Lesson 2

If you are going to reflect, you need to be in front of the light source. Reread John 15:5-6, then make a list of specific things you can do to "remain in Christ." What things do you already do? Look over your list of things that you could do and choose one thing that you will commit to doing this week. Now, go spend some time in the Son!





Stewardship Journal Lesson 3

Is there an example for me to follow in this story of Daniel? Can I picture myself in this story? What would God like to do in my life through this story? What particular part of the story speaks to me? Summarize the story in one sentence.





Stewardship Journal Lesson 4

Do you find that one of these critical choices that was discussed in the lesson today is a critical choice for you personally? God knows your struggles, even the secret hidden in your heart, and He wants you to know that he understands our weaknesses and temptations and that He died so that we might overcome them. Read Hebrews 4:12-16. Then confess your temptations to God and ask to receive His Grace and Mercy.





Stewardship Journal Lesson 5

What kind of picture of God are you painting?

Read John 13:34-35 then look over the list of "love" actions you made in class. Identify five actions that you already are in the habit of doing. Now, identify five actions that you are not in the habit of doing. Take those five actions and make a "personal action plan."



Worship Stories to Inspire You.



Reprinted from *Over and Over Again 2: 150 Adventists Share Faith Stories about Stewardship*. Published by the North American Division of Seventh-day Adventists, Silver Springs, Maryland. Used by permission of the publisher.



God's Everyday Ways

By Ann Heck

Now that you're retired, what can we do to serve the Lord more than we are doing?"

My Husband Joe had recently retired. I thought it was time we did something big.

"We have lots of land," he said, "and we are teachers. Why don't we start a self-supporting academy?"

This was a big idea, the kind I was looking for. But it wasn't to be. So I continued to be active in church and community service, and I was blessed by the results. Still I was looking for that "something big."

We were invited to teach in the South Pacific but were unable to do so at the time, so we spent the next three years teaching church school for our church. After two families moved the school was closed.

Shortly after this, I saw an ad on the back of the South Pacific Division Record: "Teach English in China for a year." I had dreamed of being a missionary in China since I had heard one speak in church when I was seven.

Praise God! He wants me to teach



God has shown me
that it isn't the
occasional big
things we do for
Him that bring the
biggest blessings
It's the little things
He calls us to do
every day.

English in China. My dream would come true. I could do something big for God.

Seven months later we were teaching English in China, not just one year but two. Our students saw something different in us and asked us what it was. We were able to share with them the truth that sets us free.

Now I am back home, serving the Lord in all the everyday ways He sets before me. And He rewards me with simple pleasures. Who can top the joy of showing God's love to an alcoholic who, through the

power of God, is now sober and baptized? What a blessing to hear someone tell you that because you showed him God's forgiveness, he now really knows that God loves him after all! What can beat seeing the joy on a young student's face when a new concept is finally understood? What better way to spend my time than studying the Bible with a friend or sharing breakfast with singles on Sabbath mornings, or listening to a lonely person?

These are everyday ways God uses me to bless others—and me.

God has shown me that it isn't the occasional big things we do for Him that bring the biggest blessings. It's the little things He calls us to do every day.

Ann Heck is a retired schoolteacher in Talkeetna, Alaska. She is a member of the Sunshine Seventh-day Adventist Church in Talkeetna.

And we desire that every one of you do shew the same diligence to the full assurance of hope unto the end: that ye be not slothful, but followers of them who through faith and patience inherit the promises. Hebrews 6:11, 12.

Real Needs, God's Words

By Matt Fivash

HEAD ELDER! *How do I get myself into these things?* It started innocently. I had opened my mouth with a few ideas about how to care for our little church. Then the pastor asked if I'd help as an elder. I agreed, but only if the need was real, and I didn't think there was any real need for my services.

And becoming head elder certainly wasn't on my agenda, not after my mini-stroke. It's been difficult learning to speak again. The words still come slowly. Occasionally the right word waits, it seems, for seconds before my brain permits me to say it. When the words come, they seem to be voiced before I can be certain they are the right ones. Many times I pray that my words make sense to those listening.

In light of this, I wondered how I could really help in any meaningful way. But since then, I realize I have served our little church as a cook, a speaker, an accountant, a counselor, a musician, and a lot of other things. But I wonder if anyone has found the Christian walk better, or easier, or been drawn closer to God during my watch? Have I been a good steward in God's house?

As a mathematician who sees the world and the Bible from different perspectives, I worry that I've just muddied the waters, that somehow Jesus and His love have been missed. Many times in the small hours of the morning I find I'm thinking about my little church. Did I bungle an opportunity? Did I say the wrong thing? Have

I pray that God will give me the courage and the joy to speak and work for Him in whatever way He asks.

I driven someone away?

I am thankful that God has ways to let me know how I'm doing. Although I can't quite recall the first time a certain couple stopped by our church for a sermon, they've become members. One Sabbath my wife and I asked them to our home



for Sabbath dinner (Isn't this part of the first elder's job?). After lunch I listened to their testimony with numbed surprise. They told of their search for a church home and how those sermons of mine seemed to draw them to our church.

I had to recheck my notes. Did I really speak those words?

I pray that God will give me the courage and the joy to speak and work for Him in whatever way He asks.

Matt Fivash is a statistical researcher for the National Cancer Institute in Frederick, Maryland. He is a member of the Catoc-tin View Seventh-day Adventist Church in Thurmont, Maryland.

**Now therefore, go, and I will be with your mouth and teach you what you shall say.
Exodus 4:12, NKJV**



Raw Vegetables

By Lee-Roy Chacon

My Allergies were out of control, my body was itching all over, and I was suffering frequent asthma attacks. I was able to sleep only two or three hours a night, had no energy, had constant headaches, and was not able to concentrate. I had difficulty with bowel functions and would get sick often.

A physician put me on allergy shots for about three to four months. The shots helped with my allergies, but the itching continued, as did my sleeplessness. Another doctor tested different antibiotics on me. Nothing seemed to help. I was desperate. A psychiatrist told me that my load was too much and that I was depressed. I was willing to do whatever it took to get well.

Eventually, I was referred to a doctor who practiced 300 miles away from any hometown. He ran different tests, and his final analysis was that I had become allergic to different foods. My body was now reacting to corn, dairy products, grains, soy sauce, mushrooms, peanuts, and legumes. Whenever I ate an apple or pear, I had a hard time breathing, for I was allergic to



the pesticide that is used on fruit. I was allergic to cats, dogs, pollen, tumbleweeds, and dust, which was not good since I live in Texas. The doctor said that my immune system was very weak.

"When your immune system is weak," the doctor ex-



plained, "you get food and inhalant allergies, emotional stress, and your body is full of toxins. You'll probably complain of fatigue, headache, depression and develop yeast or fungus infections of your skin and nails, and have rectal itching." He said I had a condition called yeast candidiasis.

Candidiasis is a fungus disease that can affect any system in the body, but primarily affects the gastrointestinal, nervous, endocrine, and immune systems. Candida overgrowth is often caused by overuse of antibiotics. When yeast multiplies, it puts out toxins, which circulate through the body, weaken natural defenders, and cause sickness.

Candida also manufactures a type of alcohol that can cause its sufferers to feel constantly "hung over." When the liver is overloaded with toxins, it is not able to filter blood properly.

In August 1999, the doctor put me on a diet of raw vegetables for 90 days. I wasn't allowed to eat packaged and processed foods, breads or other baked goods, cheeses, condiments, sauces, malt products or mushrooms. I was not allowed to eat melons, fruit juices, or dried or canned fruits, because fruits would multiply the sugar in my blood. All I could drink was water.

That first week of raw vegetables was the hardest. I had been raised on a farm and was used to eating very well. So

"A failure to care for the living machinery is an insult to the Creator."

I went through different emotions. Mostly I was angry. I was constantly hungry and irritable at home. My body began to stink badly, because it was getting rid of all those toxins.

I began reading *Counsels on Diet and Foods*. These statements had a new meaning for me: "A failure to care for the living machinery is an insult to the Creator." "Every careless, inattentive action, any abuse put upon the Lord's wonderful mechanism, by disregarding His specified laws in the human habitation, is a violation of God's law" (pages 16,17). "Obedience to these laws must be made a matter of personal duty. We ourselves must suffer the ills of violated law. We must answer to God for habits and practices" (pages 18,19).

I thought I had been a good steward, and perhaps I had been in other areas of my life. But now I was suffering from my bad health habits and dietary practices. I



I prayed a prayer similar to this: "Lord, forgive me for abusing Your holy temple. Give me the power and strength to overcome. I give my life over to You. I give my cravings and my diet to You. Help me to get well soon."

The Lord granted my request and helped me overcome. Within ten days I was healed. My yeast candida was gone, my allergies were under control, and I was no longer de-

pressed. I could sleep at night, and I had more energy. I felt better than I had in a long time. In the process I lost 22 pounds. At five feet, three inches tall, I could afford to lose some of my 140 pounds. Now I weigh 118 pounds.

I praise the Lord everyday because He healed me. As a good steward of my body, I have to work in conjunction with His will to overcome long years of poor practices. I still have to be careful about what I eat. I rejoice in the Lord's help and strength every day.

Lee-Roy Chacon is executive secretary of the Texico Conference of Seventh-day Adventists in Amarillo, Texas. He is a member of the Amarillo Spanish Seventh-day Adventist Church.

What? Know ye not that your body is the temple of the Holy Ghost which is in you, which ye have of God, and ye are not your own? For ye are bought with a price; therefore, glorify God in your body, and in your spirit, which are God's. 1 Corinthians 6:19, 20.



Challenging God

By Denzle Harrison

I was a third-year accounting major at Oakwood College and not sure what I would do when I graduated. I asked a senior chemistry-major friend what he was going to do when he finished. He was an honor student and certainly had a bright future ahead of him. I was not prepared for his answer.

"I'm going to be a student missionary," he said.

I laughed to myself. Why would he want to do something like that, especially after graduation? But neither Robert nor I had any idea the impact his response would have on my life.

For the next several months of my junior year the Holy Spirit spoke to me, directly instructing me that I would become a student missionary. I tried to ignore it, but I could not. So I posed a challenge to God:

"If You want me to become a student missionary, then You will have to meet the following requirements:

Allow me to work in accounting (most student missionaries I knew taught Bible or English).

Send me to a Spanish-speaking country (most student missionaries went to such places as Korea, Japan, Indonesia, Guam. I was confident this would not be an option).

Allow me to graduate on time (I still needed approximately 69 credit hours, so this seemed impossible)."

I was confident that with such conditions, I would never have to go as a student missionary. I completed the necessary applications at the end of my junior year and was told that only one opening was available, on the island of Truk (now Chuuk) in

Micronesia. Several months later that assignment was canceled.

Early during my senior year, I called the General Conference to tell them that I would not serve if they did not have an opening to match my requirements. As I was about to hang up the telephone, the person on the other end of the line said, "Hold on a moment. An opening is coming in on the telex machine." I listened in disbelief as she read to me an opening for a bookkeeper to work in Belize. The primary language was English, and the secondary language was Spanish.

I accepted the assignment. I graduated on schedule in June and left in August for Belize, where I served for a year.

Stewardship is more than finances. It also involves management of your time for advancing the cause of God and agreeing, even if sometimes grudgingly, to serve anywhere He calls. I thank God for accepting my challenge and changing my life forever.

**For with God nothing shall be impossible.
Luke 1:37**

Denzle Harrison is a senior business consultant for Administaff in Atlanta, Georgia. He is a member of the Shiloh Seventh-day Adventist Church in Smyrna, Georgia.



**Stewardship is
more than
finances.**



Out of the Way

By Denzle Harrison

“You aren't going to do it, are you?” my wife asked me as I hung up the telephone.

I had spent more than 30 years teaching church school, but never had I received a more heart-rending telephone call. One of my sixth-grade girls called late in the evening. She was in tears.

“Mr. Willis, could you come over every morning and pick up my brother and me and take us to school? My mother is mad at Mrs. Jones and won't let us ride with her any more. And my mother won't take us herself because it's too early to get up. She says if I can't find a ride, she's going to put us in public school. Please take us!”

I heard myself telling her to be ready at 7:30.

My head was buzzing as I hung up the phone. “Are you really going to drive way over there and take them to school?”

I heard my voice saying, “Yes, I am.”

I spent a restless night. My heart ached for those children.

When I picked them up the next day, my good deed wasn't rewarded with pleasantness. The mother was surly, the children sullen, and the trip to school was not a joyful occasion. About the time we arrived at school the children told me I needed to take

them home as well.

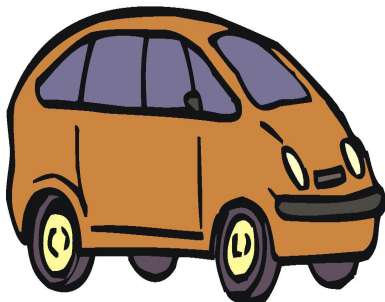
At staff meeting I told the other teacher of the all, and her response was

predictable. “You aren't going to do it, are you? You know how much trouble the boy is in my classroom. And they won't appreciate what you're doing for them.”

I looked across the table and replied, “I brought them here this morning, I'll take them home tonight, and I intend to keep doing it as long as they are willing to come. I'm not doing it to be appreciated.

I'm doing it for God, because He loves these children, and so do I.” How could I do otherwise than go out of my way for these children in my charge? After all, my Savior went our of His way for me.

"I'm not doing it to be appreciated. I'm doing it for God, because He loves these children, and so do I."



By this all will know you are my disciples, if you have love of one another. John 13:35, NKJV



Spiritual Doing and Spiritual Being

By Gordan Bietz

In one of my favorite cartoon strips, the first panel shows Garfield the cat standing in the shadows on one side of bright sunlight that is beaming through the window. He contemplates the warmth of the sunlight. The balloon above his head contains the words, "I wonder if I can get across this time."

The second panel shows Garfield making a tremendous leap, trying to get through the warmth of the light to the other side. The final panel shows him collapsed in a heap in the midst of the warm sunbeam. He had fallen totally asleep in the warmth and comfort of the sun.



That cartoon is a picture of my journey into my office each morning.

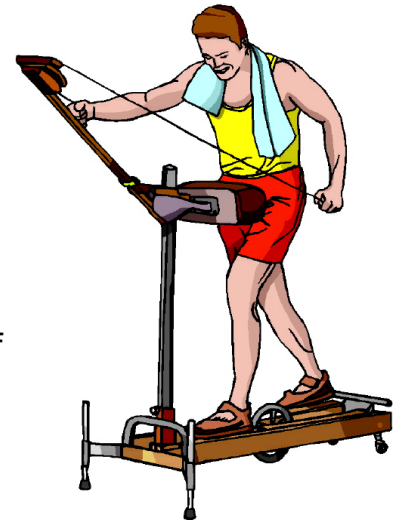
On the far side of my office is a chair where I am committed to having my personal devotions. My Bible is there. But on the way to that chair I must pass the irresistible draw of my desk and computer. The desk is piled high with work, and the computer beckons with the siren song of e-mail. It is as if there is a black hole that irresistibly draws me. From pastor, to conference president, to university president, the ongoing nemesis of my life is my activist personality—the desire to do things and please people instead of taking time to be with God.

I have stood when calls were made to spend one hour a day in prayer. I have stood when appeals were made to spend

fifteen minutes a day in Bible study and prayer. I have made appeals to others at the close of sermons and then had to live with the guilt of personal lack of performance.

With Paul I say, "For I have the desire to do what is good, but I cannot carry it out." (Romans 7:18 NIV.) I have rationalized my weakness, but my human nature goads me to please man, to God. When I answer mail, write letters, organize events and send thank-you notes, I receive many rewards. The rewards of spending quiet time with God are not as immediate; God doesn't send me thank-you notes.

Unfortunately, I am prone to measure my worth by the things I do rather than the person I am. I would rather do a spiritual task than be a spiritual person, not realizing that I can do nothing spiritual until I am spiritual. I have come to the realization that, for me, I must not wait until the day gets in gear before my spiritual life gets in gear. Rather, I must take time for my first priorities before I get there. So now, before I get to the office, I have a time of exercise and prayer. I may not finish as many tasks, but no one seems to miss my doing what I thought was so crucial.



Gordan Bietz is president of Southern Adventist University in Collegedale, Tennessee. He is a member of the Collegedale Seventh-day Adventist Church.

Be still, and know that I am God. Psalm 46:10



Additional Resources

Internet resources

“Bible Labs Manual.” [Circle adventist.org](http://circle.adventist.org). 1999. Curriculum and Instruction Resource Center Linking Educators. <<http://circle.adventist.org/browse/resource.phtml?leaf=217>>. Published by the Lake Union Conference, NAD. *A manual to help Adventist educators clarify areas of responsibility, plan and implement practical options to fulfill the mission of the church in the community and world, using religious knowledge acquired by students in Bible classes. A synthesis of previously published material on Christian service in Seventh-day Adventist education, and is based on many years of field experience in Bible Labs on the K-10 level.*

“Bible Study Tools.” [CrossWalk.com](http://bible.crosswalk.com). CrossWalk. <<http://bible.crosswalk.com/>>. *This site has many useful tools for Bible study such as Concordances, Dictionaries, Lexicons, Parallel Bible and much more.*

“Creation Health.” [Creation Health](http://www.creationhealth.com). 2006. Florida Hospital. <<http://www.creationhealth.com/>>. *This website looks at wellness using Creation as an acronym. Has good information from a Christian perspective and links to other helpful resources.*

“Creative Service-Learning Projects.” [Circle adventist.org](http://circle.adventist.org). 04-24-06. Curriculum and Instruction Resource Center Linking Educators. <<http://circle.adventist.org/files/jae/jae199154014601.pdf>>.

“PuzzleMaker.” [DiscoverySchool](http://puzzlemaker.school.discovery.com/chooseapuzzle.html). 2004. Discovery School. <<http://puzzlemaker.school.discovery.com/chooseapuzzle.html>>. *If your students like puzzles and you would like to take your content and create a puzzle for them, this is the site for you. You can make word search, word search with hidden message, criss-cross, number blocks, math square, double puzzle, cryptograms, letter tiles, fallen phrases, and mazes.*

Feddes, David. “Body Modification.” [The Back To God Hour 10-21-2001](http://www.holybible.com/resources/poems/body_modification.htm) <http://www.holybible.com/resources/poems/body_modification.htm>. *Provides a thought-provoking argument against body modification. Looks at history of body modification practices and their use in our current culture. Discusses the underlying attitudes and reasons for BodMod and discusses what the Bible has to say about what we do to our bodies.*

MacDonald, Brent. “Body Piercing and Tattoos: What’s a Christian to do?.” [Lion Tracks 2002](http://www.liontracks.org/roarlion/nlbody.htm) <<http://www.liontracks.org/roarlion/nlbody.htm>>. *Provides a thought-provoking argument against body modification.*

“Showdown at Mt. Carmel.” [Group’s Children’s Ministries.com](http://www.childrensministry.com/article.asp?ID=954). 2006. Group Publishing, Inc.. <<http://www.childrensministry.com/article.asp?ID=954>>. *Use this skit to teach kids about standing their ground as a Christian.*

[Christianbook.com](http://www.christianbook.com). <<http://www.christianbook.com/>>. *An online Christian book store that has any resource you have ever wanted and reasonable prices.*

“Spiritual Gifts and Children.” [Ministry Tools Resource Center](http://mintools.com/children-spiritual-gifts.htm). 1999-2006. Ministry Tools Resource Center. <http://mintools.com/children-spiritual-gifts.htm>. *Define and list the gifts, discover yours with a spiritual gifts test, learn to effectively use and recruit church workers based on gifting*



Books

Burns, Jim, and Doug Fields. The Word On Finding and Using Your Spiritual Gifts. Gospel Light, 1995. *This book will help your group discover and use their spiritual gifts. This dynamic study will help your group draw on God's power to support each other and reach out to friends who aren't yet believers. This high-involvement youth Bible study has been field tested in the crucible of Jim Burns's own ministry.*

Courtney, Vicki. TeenVirtue. Nashville, TN: Broadman & Holman, 2005. *Looking for a fun-to-read survival guide for the teen years? Here it is! Teen Virtue addresses common issues girls your age face and points you to just the right passages in the Bible. Believe it or not, God cares about girl politics, boy problems, breakups, embarrassing moms, roller-coaster emotions, broken hearts and much more. He never intended for you to go it alone in the world, and He's given you the guidance you need. With a layout similar to that of a magazine, inside the pages of this guide you'll find short, easy-to-read articles and quizzes. Discover how you can make it through these tough years and reap the tremendous rewards of being a rare find with world far above rubies—a virtuous girl!*

Covey, Sean. The 7 Habits of Highly Effective Teens. New York, NY: Simon & Schuster, 1998. *Sean Covey applies the timeless principles of the 7 Habits to teens and the tough issues and life-changing decisions they face. In an entertaining style, Covey provides a step-by-step guide to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, get along with their parents, and much more.*

Lucado, Max. It's not about me: Live like you mean it. Teen Edition. Brentwood, TN: Integrity Publishing, 2005. *Best-selling author Max Lucado takes the biggest lie we've all believed (the one that says "It's all about me") and shows us truths that will bump us squarely off the center of the world. Wouldn't it be nice to live the life you were born to live? The one that makes sense? "The 'God-centered' life works and it rescues us from a life that doesn't," Max assures us. Discover God's plans for your life. And read some pretty amazing stories of real-life teens who made the shift from "me-centered" living to "God-centered" life. When my successes, my struggles, my message, my salvation, even my body, are not about me but about Him, life take on a "holy" different meaning. Live life like you mean it. Your discovery starts here.*

Lucado, Max. It's not about me: Live like you mean it. Leader's Guide. Brentwood, TN: Integrity Publishing, 2005. *This companion Leader's Guide offers everything you'll need to facilitate this life-altering journey with any kind of youth group. Here you'll find six field-tested, "ready-to-go" lesson plans packed with fun icebreakers and skits, creative discussion questions, take-home worksheets and reproducible student devotionals.*

Schmitt, Betsy. Sticky Situations: 365 Devotions for Kids and Families. Wheaton, IL: Tyndale House, 1997. *R-rated movies. Mischievous friends. Cheating on tests. There are all sorts of temptations to steer kids away from doing what's right. And there are many responses to these situations—some that will get kids in trouble and some that will glorify God. Together, parents and kids can read 365 sticky situations and discuss what kids should do when faced with dilemmas that are not cut and dried. Each day's devotion includes a sticky situation, multiple choice options for how best to handle the situation, and a Scripture reference to show what the Bible says. A separate answer section lists the best response, and discussion questions probe the subject more deeply.*

