

A LAMP  
UNTO MY FEET

**Getting into the Bible**

*Teacher's Guide*

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# A LAMP UNTO MY FEET

## INTRODUCTION

### Objectives:

1. The main objective of “A Lamp Unto My Feet” is to jumpstart young people into regular Bible reading. The goal here is to encourage a habit with some of the students that will continue outside of Sunday school.
2. We want students to understand the importance of the Bible and God’s word in the Christian life. They will learn what God’s word does and how it affects those who hear and read it.
3. The students will learn about themselves and their spiritual life through the Bible stories and readings. They will learn that the Bible does apply to them.

## DYNAMICS OF THIS CURRICULUM

### *Preparing for the Year*

**Classroom:** You may want to decorate your classroom with all the books of the Bible. Another idea is to write all the verses of the week for the 24 lessons on separate colored sheets of paper (maybe even laminate them so they will be good for years to come). You could put all the memory verses up on the walls at the beginning of the year or put them up each lesson.

You will want a space for the Bible object lessons, probably a separate table off to one side. Label the table somehow with something like “God’s word is like...”

**Bible Object Lessons:** There are 22 Bible object lessons. You may want to assemble all of them before the classes begin and put them in a box in a safe place. You can put them back in the box after the year and label it. Below are all of the objects needed for the lessons.

1. Plant (with glass of water)
2. Manger/crib (or picture)
3. Old glasses/contacts case
4. Bread
5. Love letter
6. WW II video

7. Some sort of owner's manual
8. Picture/replica of horse/donkey
9. Flashlight
10. A person's will (made up)
11. Safety helmet
12. Sight-seeing brochure
13. Teddy bear
14. Toy sword
15. Mirror
16. Romance novel
17. Sweepstakes Winner Notification (provided)
18. Résumé of Jesus (provided)
19. Picture of an anchor or jewelry
20. Telephone
21. Wedding invitation
22. A short string

**Bible Chart:** Make up a "Bible Chart" which has a list of each student with a place for each class period where you can check if the students have:

1. Brought their Bible to class
2. If they read the lesson at home

**Miscellaneous:** You may want to have 4-colored pens and a "Color-coding Key" ready for each student the first day of class (see under "Assignments" below).

**Assignments:** Reading the Bible is a weekly assignment for the students of *A Lamp Unto My Feet*. The students will read what is assigned for each lesson. These readings will average around 2-3 chapters. The point is to get youth into the Bible at home and then in class help them learn more about what they read.

Do not tell the students that these readings are assignments. Explain to them that reading God's word on a regular basis is what Christians do. As we follow God, we will want to listen to him. We, through this curriculum, are simply encouraging them to begin or increase this Christian discipline. Relate to them that they are now getting older and they are ready to be responsible for many aspects of their faith development.

The Table of Contents in the student's book has a list of every lesson, the title of the lesson and the scripture that goes with it. Make a separate list with this information and the reading assignment along with the dates you

will be having classes and give it to the students to keep in their Bibles so they know when to read what.

Students will also be asked to underline (in blue) verses that say something special to them as they read at home. Three lessons will also have students underlining in their Bibles in class with different colors (red for verses that tell of God’s love for us—Ruth lesson; black for verses that talk about the importance of God’s word—Psalm 119 lesson; and green for verses on prayer—Daniel lesson). Think about buying 4-color pens for each student as a gift. They can keep the pens in the classroom for when they are needed or take them home each week and then bring them back to class. Encourage students to underline in the Bible using a straightedge. You may want to purchase inexpensive mini-rulers for them.

You may want to send a letter to all students and their parents before the class begins to let them know what to expect. You may want to let them know that the students will be asked to read the Bible regularly and include in the mailing a list of the lessons and readings with when they are due. Also emphasize that students will need to bring their Bibles along to every class.

It would be a good idea to make up a “color-coding key” on labels the size of a cassette tape for each student so that they can remember which color means what. On the first day of class give these to every student and have them peel off the label and place it on the top of the first pages in their Bible. The label can look something like the following:

### **COLOR-CODING KEY**

- My special verses (blue)
- God’s love for me (red)
- God’s word (black)
- Prayer (green)

## **TEACHER’S GUIDE**

### ***Preface to the lesson***

**Introduction to the Bible reading:** Each lesson in the teacher’s guide has an introduction to that particular Bible reading. This will give the teacher some background into the lesson and an understanding of the main thrusts and points. This section emphasizes the content of the passages more than giving a detailed picture of the author, his times, and dates of the writing.

**Objective of the session:** Each lesson has a brief explanation of the main objective of the session. This should help guide the teacher in knowing what to emphasize and on what to focus.

### *Class*

**Items needed.** Teachers should check this section first in order to know if any materials or special props are needed for the lesson.

**Opening:** Greeting the students should not be rushed. Teachers should take time to chat with each student as they arrive and talk casually with them together before the class begins. The teacher may want to ask the class a certain question like “What was the best part of this week?” and have every student answer it separately. Developing relationships with the young people is the most important part of teaching. They will see Christ in the teacher more if they respect him/her and enjoy being with him/her.

Make a habit of praying before the lesson begins. The teacher can pray his/her own prayer, read a prayer from a book, or have a student pray.

Check each week to see if the students have a Bible with them. Check them off on the chart if they do. The teacher could have a small prize or treat at the end of the year for those who brought their Bibles to every class. Have Bibles available each week for those who failed to bring one. You may want to try to have all the students use the same translation.

*Important:* Have students who have read the assignment at home and underlined their favorite verses share what they have underlined if they are willing.

**Bible object lessons:** The object lesson is designed to help teach the students about the role of the Bible in the Christian life. We want them to gain an appreciation and respect for the Holy Scriptures. Display the object in the classroom and review them occasionally. As stated previously, put the objects together on a table to the side labeled “The Bible is like...”

**Bible Study:** Each week the teacher is to ask the students if they have read the lesson at home. The student’s name should be checked off the chart if they have.

The first Bible object lesson is a glass of water and a plant. Students learn that as water feeds and helps a plant to grow, so the Bible helps us to grow in faith. Keep the plant in the front of the classroom every week. After finding out which students have read the lesson, let them come forward and water the plant a little. This is a weekly reminder that as plants need watering regularly, Christians need God’s word regularly. Those who read

the lesson at home took time to water their spiritual life. You may want to start the first day with a seed and watch it grow over the year, analogous to the faith of each student that grows when they read the Bible.

The class will read the Bible lesson together every week. This will be the second time students have gone through it if they did the assignment at home. Sometimes the class reads the whole section of scripture first, sometimes they need to read an introduction to the lesson before they read, and sometimes they need to read the Bible passages in sections stopping after each to answer questions. The teacher should make sure he knows which it is. Another option for going through the reading as a class would be listening to the story on a cassette. You can find narrations of the Bible and even dramatized narrations. A video that depicts that particular passage could also be used. Try and use a variety of ways of going through the day's story.

**About the Bible:** This section is designed to help students learn something about the structure and the content of the Bible as a whole each week. Many of these activities can be done by breaking up the class into groups to work together or can be done nicely individually.

**Activity/Game:** If there is time, the activity can be a nice break that is a fun time and will, most of the time, tie into the lesson. The activity pages are included as single sheets so the teacher can copy the amount of sheets needed.

**Prayer:** A prayer is in the teacher's guide for each lesson that ties into the theme of the day. Teachers can pray their own prayer if they would like. If it works with a particular class, prayer requests can be made by the students dealing with needs in the world, the community or in their own lives. The Lord's Prayer would be a nice way to conclude the prayers and would include all students.

## **THIS MATERIAL**

Mostly likely, your class period will be no more than an hour in length. This curriculum has activities for much more than that. Do not become frustrated at attempting to get through all the activities. Pick and choose what you think is most important or what you think will be most beneficial for the students in your class. You may choose to read less of the Bible reading than is suggested. Some of the activity pages tie in nicely with the lesson and consequently you may want to make that a priority (like writing your own Psalm, etc.)

There are twenty-four lessons. If you are using this curriculum for Sunday school, you probably have more like thirty class periods. Include fun days throughout the year (especially the first class period and the last) where you have no lesson. Use extra sessions also for service projects (like visiting the nursing home or making cookies for shut-ins or writing cards for somebody in the hospital.) You may also want to use a session or two for simply having one or more adults come and share what the Bible has meant to them in their life.

Stress the Bible reading at home. The more you do, the better chance you will have of getting them to do it. Emphasize the underlining (in blue) of their favorite verses as they read. Do not use the word “assignment” around the students. They are doing what Christians do. You may want to call your students once in a while to see if they have read the reading for the week at home.

Pray for the students that their faith in Jesus Christ would grow. Pray that the Holy Spirit would work through God’s word and you to draw these kids to the person of Jesus Christ. And finally, may God bless your year!

# Lesson 1—A Special World

## PREFACE TO THE LESSON

### *Introduction to Genesis 1:1-2:4*

The first chapter of Genesis shows us right off the bat what kind of God we are dealing with in the Bible. This opening chapter describes God as he will be through the rest of the story of the Old and New Testament. It also gives us an understanding of God as he is today.

First of all, God is outside his creation. That is, he is not a part of creation or the sum total of creation as some religions claim. He is totally other than what it means to be creation. Conversely, nothing created is part of God or divine in any way. Everything, including humans, is totally dependent on God and subject to him. All things were created to serve the Sovereign God and please him.

Secondly, this God is a God who has not abandoned his creation after forming it but instead enters it in order to bring order, harmony, and peace. In the beginning, at the point that Genesis 1 picks up the narrative, there was only darkness and floodwaters. These elements brought chaos and emptiness. God spoke into that dead chaos and called forth a beautiful world with his word, teeming with life and in harmony with him and with itself. This is the way God will respond consistently throughout the rest of the Bible story. He will continue to enter the world and human affairs and through his word he will seek to bring life and peace. This is the same way God behaves today. As humans make a mess out of the world and relationships because of their sin, God will bring new life and renewed harmony and order by his powerful word.

Finally, Genesis 1 reveals to the reader God's perspective on his creation. Seven times God acknowledges that what he made was "good." This includes human beings. In a word, God thinks his creation is *cool* and *awesome*. This perspective is important to us because we so often fail to think of ourselves as beautiful and valuable to God. Sixth graders are no exception. In fact, they are looking desperately for a perspective of themselves from outside themselves that is positive. They wonder what the opposite sex thinks of them, they worry that their friends will reject them, and are striving for parental approval and praise. Consequently, Genesis 1 has an important message for them: They are beautiful, loved by God, and incomprehensibly valuable. It must be noted that this information comes from a very reliable source, the Bible.

## **OBJECTIVE OF THIS LESSON**

The objective of this lesson is to remind the students that God made them and cares about them very much. Because of this, each one of them is beautiful, valuable, and special even before they do anything at all.

## **CLASS**

### ***Items needed:***

- ✓ Bibles for those that did not bring their own
- ✓ A glass of water and a small plant (for object lesson)

### ***Opening***

Greet students as they arrive. When it is time for class to begin, start with a prayer. Check to see if everyone has a Bible. Mark on the chart those who do. If they do not have one, provide them with one.

### ***Bible Object Lesson: A glass of water & small plant***

Put the glass of water (preferably in a clear glass so it can be easily seen) and the small plant or seed out where the students can see them as they enter the classroom. When it is time for the object lesson, pour some water on the soil of the plant/seed. Ask students what water does for plants. They will not have a problem responding. Emphasize that water helps plants to grow. Then ask students why the Bible is like that water. After giving the students a chance to answer, have everyone open their Bibles to Isaiah 55:10-11. Have somebody read it out loud. Again ask them how God's word is like water to a plant. *God's word is like water because it helps us grow in our faith in Jesus Christ. It helps us to grow spiritually.*

### ***Bible Study***

- I. Ask the students which of them read today's Bible story (Genesis 1:1-2:4). Check off the names on the chart of those who did the reading. Ask students what they remember about the story, what interested them, what questions they have, etc. If they want to, have those who read the story share the verses they underlined in blue.
- II. Read the Bible story out loud together (or use an audio cassette or video).
- III. Read the lesson under "Bible Study" together, stopping to answer the questions. You can find the answers in the answer book.  
NOTE: The word "good" appears seven times in Genesis 1 in most

translations. However, in some Bibles (like Good News For Modern Man) a different word is used. Make sure that students have access to translations that use the word “good” seven times.

IV. The answers to the questions are as follows:

*What Was Good?*

1. Verse 4—the light
2. Verse 10—earth/seas
3. Verse 12—vegetation
4. Verse 18—lights
5. Verse 21—fish/birds
6. Verse 25—land animals
7. Verse 31\*—everything

*Psalm 139*

8. God
9. Fearfully and wonderfully
10. When you were in your mother’s womb

### ***About the Bible***

Read as a class the first paragraph under “About God’s Word.” Have the class break up into five groups and look up the scripture passages across from the phrase describing something that God’s Word accomplishes when somebody reads or hears it. Have each group look up one of the passages. When everyone is done, have one member of each group read the verse aloud. After each, ask the class how that passage relates to the corresponding Bible passage.

### ***Activity page***

If there is time, have students do the “Word Search” activity. The point of this activity is that they were created unique.

***Bible Riddle:*** Where is baseball mentioned in the Bible?

***Answer:*** In Genesis 1 it says “In the big-INNING.”

### ***Prayer***

*Thank you Lord for creating everything. Thank you for making us. What an awesome thing to think that you planned for us all along. Sometimes we do not feel very beautiful. Help us remember that because you made us, we are both special and beautiful even when we do not feel like it. Amen.*

Circled letters=IEGOVFR

*Final Answer*=FORGIVE

***Bible Riddle:*** What time of day was Adam created?

***Answer:*** Just a little before eve [Eve].

### ***Prayer***

*Dear God,*

*Thank you for the Bible. In it you show us that we are beautiful and loved. We also learn that we are sinners and in constant need of forgiveness. Thank you for sending Jesus to show us how much you love us and to bring us close to you. In His name we pray, Amen.*

## Lesson 24—New Testament Review

### PREFACE TO THE LESSON

### OBJECTIVE OF THIS LESSON

The objective of this lesson is to have the students review some of the things they have learned about the New Testament in their readings and lessons.

### CLASS

#### *Items needed:*

- ✓ Bibles for everyone (preferably their own)

#### *Opening*

Greet students as they arrive. When it is time for class to begin, start with a prayer. Check to see if everyone has a Bible. Mark on the chart those who do. If they do not have one, provide them with one.

#### *Bible Object Lesson: A review*

There is no new Bible object this lesson. Simply take more time than usual to review the past eleven object lessons. See if the students can remember why each is like the Bible.

#### *Bible Study*

- I. There is no reading assignment for this lesson. Students were asked to simply review the books of the New Testament. You can quiz them on this if you want.
- II. Have the students do the “Bible Review” on their own as a review of the past eleven lessons that dealt with the New Testament. Tell them that all these questions were addressed in past lessons. When done, go through the questions together. Have students add up how many questions they got right and put the number in the blank available for that. Remind them that this was for fun and review. Tell them that this was a very difficult test.
- III. Answers are as follows:
  1. Matthew; Mark; Luke; John
  2. c. 27
  3. a. epistles
  4. a. Matthew and c. Luke

5. d. 4
6. c. Acts
7. b. Paul
8. b. Romans
9. c. 2 Timothy
10. c. Revelation
11. b. Mark
12. c. Mark
13. a. God's word
14. c. joy and service
15. a. Jesus
16. It speaks of God's love for us
17. b. Matthew
18. c. Matthew
19. a. Revelation
20. b. Timothy

### ***About the Bible***

This section is self-explanatory. This is an activity of looking up Bible verses and matching them with how they describe Jesus. Do this however you want: together, in groups, or individually. Answers are as follows:

Matthew 1:23 = Immanuel

Matthew 2:2 = King

Luke 1:32 = Son of the Most High

Luke 2:11 = Savior

John 1:1 = The Word

John 1:29 = Lamb of God

John 6:35 = Bread of Life

John 8:12 = Light of the World

John 10:14 = Good Shepherd

John 11:25 = Resurrection and Life

John 14:6 = the Way, Truth and Life

John 15:1 = True Vine

John 20:17 = Brother

Philippians 2:6 = God

Colossians 1:16 = Creator

Revelation 22:13 = First and the Last

Revelation 22:16 = Bright Morning Star

***Activity page***

If there is time, have the students begin the “Bible Race” activity. Answers are below:

1. Hebrews
2. Corinthians and Philippians
3. Thirteen
4. John
5. Four
6. Galatians

***Bible Riddle:*** How many books of the bible begin with the letter H?

***Answer to Riddle:*** Three.

***Prayer***

*Dear God,*

*Thank you for communicating your love and your will for us in the Holy Scriptures. Thank you for the church where we can hear your word preached and sung. Thank you for the opportunities in church where we take time to study your word in greater depth and learn what it means for our life. We pray in Jesus’ name, Amen.*