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SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

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THE COMBINED TEACHER'S GUIDE

SPRING QUARTER 2026

MARCH • APRIL • MAY

Christian Education Department
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BASIC SUPPLIES

Bible dictionary	writing paper
Bible pictures and maps	DVD recorder/player
CD players	milk crates
chart paper	paper – letter, drawing
Christian music – books, sheets, recordings	pencils, pens, markers
Christian videos and DVDs	poster boards
crayons	robes, scarves
digital camera	old clothing
digital camcorder	scissors, glue, paste
drawing paper	video player

The Teacher's Guide
Liberating Faith Studies
Spring Quarter: March – May 2026
Prepared by Dr. Catherine S. Powell

Recognizing Our Debt to Others

Lesson 1

March 1, 2026

Lesson Scripture: Nehemiah 4:15-23; Mark 12:28-34; Romans 15:1-7; Philippians 2:1-8; Colossians 3:12; 4:1; James 2:14-17

Focus Scripture: Mark 12:28-34; James 2:14-17

Key Verse: (The scribe said to Jesus,) "... 'to love (God) with all the heart and with all the understanding and with all the strength' and 'to love one's neighbor as oneself' – this is much more important than all whole burnt offerings and sacrifices." Mark 12:33

Key Terms

- **Hosanna (Hebrew: *Hoshia-na*)** – “Save please” or “save us now.”
- **Immigrant (Hebrew: *Ger*; Greek: *Xenos*)** – Biblically, the term applies to descriptions of foreigners, sojourners, or strangers. In general, the term applies today to people living outside their native country, often in need of hospitality and protection, as well as equity and justice.
- **Immigration** – The act of moving to and settling in a country other than one's native country.
- **Sadducees**– A priestly and aristocratic group that held positions of power in the temple. The sect is known for its strict adherence to the written Torah and for rejecting beliefs in resurrection and life after death.
- **Scribe (Hebrew: *sofer*)**–A highly trained religious scholar, responsible for accurately copying, interpreting, and teaching the Torah (first five books of the Bible).
- **Shema (Hebrew: *sh'MaH*)** – A central declaration of faith in Judaism (Deut. 6:4-5), meaning “to hear” or “listen.”

Lesson Goals: By the end of this lesson, students will be able to:

1. Explore and articulate Jesus' teachings on love.
2. Examine correlations between love as Jesus taught (Mark 12:28-34) and faith according to the apostle James (James 2:14-17).
3. Compare and contrast the role of love in the life of disciples with the

role of whole burnt offerings and sacrifices in Old Testament traditions.

Teaching Strategies

1. Discuss the differences between the national needs to protect our country's sovereignty and the security of all from criminal actions by immigrants, as well as other citizens.
2. Have participants brainstorm a list of actions that could convey love to neighbors.
3. Ask participants to create individual lists of actions they might take to influence changes to current immigration practices and share them with the larger group to foster commitments to act.

Resources: Bibles, Bible dictionaries, technology for research during class time, chart paper and markers, current research data showing the numbers and profiles of immigrants who have been deported from the United States over the last six months, reliable reports on the treatment of immigrants whom the United States government has apprehended over the last six months.

Keeping Fit for the Sake of Others

Lesson 2

March 8, 2026

Lesson Scripture: Daniel 1:8-20; 1 Corinthians 9:19-27; 1 Timothy 4:7-12; 2 Timothy 2:1-5

Focus Scripture: Daniel 1:8-17; 1 Timothy 4:7-8

Key Verses: Train yourself in godliness, for, while physical training is of some value, godliness is valuable in every way, holding promise for both the present and the life to come. 1 Timothy 4:7b-8

Key Terms

- **Assimilation** – A process where individuals or groups from different cultural backgrounds adopt the norms, values, behaviors, and social practices of a dominant or host society, ultimately minimizing or eliminating cultural differences.
- **Kosher** – A term from Jewish dietary laws (*kashrut*) that means fit, proper, or permissible to eat.

Lesson Goals: By the end of this lesson, students will be able to:

1. Differentiate love as an action from love as an emotion.
2. Encourage introspection for participants to assess personal growth with learning to love the Lord and others, as Jesus taught in Mark 12:33.

3. Compare and contrast the benefits of Daniel's negotiation strategy with Asphenaz as opposed to open confrontations.

Teaching Strategies

1. Explain how defining love as an emotion is ineffective for teaching love as a daily practice for following Jesus' commands.
2. Brainstorm a list of spiritual practices that encourage us to love God with all of our hearts, minds, and souls. Explore how these practices can help us love others as Jesus taught us.
3. Discuss how Paul's instructions to Timothy can apply in our own lives as well as in our churches and other organizations. Also, what can we learn from Daniel's negotiating strategies?

Resources: A participant prepared in advance to tell the background story of Daniel's capture and deportation to Babylon, a biblical map, depicting the journey from Jerusalem to Babylon, Bibles, dictionaries, chart paper and markers, technology for research during class, images depicting apparel worn by most Israelites before the Babylonian conquest.

Helping Neighbors in Need

Lesson 3

March 15, 2026

Lesson Scripture: Deuteronomy 15:1-11; Matthew 25:31-46; Luke 10:25-37; James 1:27; 2:14-17

Focus Scripture: Deuteronomy 15:4-11; Matthew 25:42-45

Key Verse: "Since there will never cease to be some in need on the earth, I therefore command you, 'Open your hand to the poor and needy neighbor in your land.' Deuteronomy 15:11

Key Terms

- **Deuteronomy** – The fifth book of the Old Testament; from the Greek translation, it means "the second law."
- **Economy** – Refers to the systems through which goods and services are produced, distributed, and consumed to meet the needs and wants of people living and working within a specific geographic area.

Lesson Goals: By the end of this lesson, students will be able to:

1. Compare and contrast God's definition of economic justice with twenty-first-century Western perspectives.
2. Explore and appreciate the true joy that derives from giving with no expectations of being repaid.

3. Develop at least one strategy that addresses a specific injustice.

Teaching Strategies

1. Play a short DVD or YouTube video on the subject of reparations:



2. Present a brief, interactive lecture with background information on Deuteronomy; give special attention to events leading to Deuteronomy 15:4-11.
3. Brainstorm two lists of ideas: one on ways participants can personally show love and compassion for people in need; a second list on ways participants can engage civically to show love and compassion for people in need.

Resources: Technology and other necessary resources for a DVD or YouTube presentation, Bibles, dictionaries, chart paper and markers, WIFI and other technology for research during class, images depicting the distance from which Moses gave his last address to the Jordan River and the promised land.

The Teachers' Guide
Senior Lessons
Spring Quarter: March – May 2026
Prepared by Faith Waters

Recognizing Our Debt to Others

Lesson 1

March 1, 2026

Lesson Scripture: Nehemiah 4:15-23; Mark 12:28-34; Romans 15:1-7; Philippians 2:1-8; Colossians 3:12; 4:1; James 2:14-17

Focus Scripture: Mark 12:28-34; James 2:14-17

Key Verse: [The scribe said to Jesus,] “. . . ‘to love [God] with all the heart and with all the understanding and with all the strength’ and ‘to love one’s neighbor as oneself’—this is much more important than all whole burnt offerings and sacrifices.” Mark 12:33

Words to Know

- **Scribes** – They interpreted and taught the law but also added oral traditions that sometimes made it difficult to understand its original meaning (Matthew 23).
- **Commandment** – It is a divine directive that expresses God’s will and moral expectations for humanity. They are expressions of the covenant between God and God’s people, guiding how to live in harmony with God and with others.
- **Love** – Expressions of the covenant between God and God’s people, guiding how to live in harmony with God and with others.
- **Faith** – To believe in God and express it through works of love and obedience.

Lesson Goals: By the end of this lesson, students will be able to:

1. Compare and contrast the knowledge of the “first commandment” (Mark 12) with its everyday application (James 2).
2. Strive to grow in our love for God, self, and others.
3. Demonstrate love and kindness by serving others in need.

Teaching Strategies

1. Discuss the life and ministry of Jesus to show how his love was manifested in his actions.
2. Explore the behavior of those who hate God and others. Ask: What can be done to help them?

3. Colossians 3:12-17 describes the qualities of those who are new creations in Christ and the behaviors Christ expects us to demonstrate. Spend ten minutes having the class volunteers role-play how to show compassion, kindness, humility, meekness, and patience. The teacher can provide scenarios for the class.
4. James wrote to a church afflicted by bigotry. The wealthy church members were shown preference over the poor, whose needs were not being met by the affluent members of the church.
5. Compare Paul and James: In Galatians 2:16, "the law" is Mosaic law (e.g., being circumcised and eating clean food), while in James 2:14, "works" include caring for the disadvantaged (see Galatians 5:6). Works-righteousness is not the issue for James; acting on faith to help (love) my neighbor is. In other words, I do not earn salvation by helping others; instead, I celebrate the gift of salvation through my actions.

Keeping Fit for the Sake of Others

Lesson 2

March 8, 2026

Lesson Scripture: Daniel 1:8-20; 1 Corinthians 9:19-27; 1 Timothy 4:7-12; 2 Timothy 2:1-5

Focus Scripture: Daniel 1:8-17; 1 Timothy 4:7-8

Key Verses: Train yourself in godliness, for, while physical training is of some value, godliness is valuable in every way, holding promise for both the present life and the life to come. 1 Timothy 4:7b-8

Words to Know

- **Resolved** – Determined or firm in purpose.
- **Defile** – To pollute, make unclean.
- **Rations** – A controlled or limited amount of something, especially food.
- **Hananiah** – Pronounced: han-uh-NAI-uh.
- **Mishael** – Pronounced: MEE-sha-el.
- **Azariah** – Pronounced: AZ-uh-rye-uh.
- **Godliness** – A deep respect and awe for God's holiness, leading to a lifestyle that honors God through obedience, worship, and righteous living.

Lesson Goals: By the end of this lesson, students will be able to:

1. Discover how our physical and spiritual health are essential as witnesses for Christ.
2. Love and honor the body God has given us.
3. Practice regular physical exercise and spiritual discipline.

Teaching Strategies

1. Read Leviticus 11 and share some of the foods God forbade the Israelites to eat.
2. Discuss healthy versus junk food.
3. Be sensitive towards those who suffer from food insecurities and must eat what is available.
4. Be sensitive towards those who have physical limitations and are unable to exercise.
5. Research exercises that the class can do together for five minutes. Let the class share exercises they do that may help others.
6. Encourage the class to set aside time regularly to pray, read the Word, and fast, among other spiritual practices.

Helping Neighbors in Need

Lesson 3

March 15, 2026

Lesson Scripture: Deuteronomy 15:1-11; Matthew 25:31-46; Luke 10:25-37; James 1:27; 2:14-17

Focus Scripture: Deuteronomy 15:4-11; Matthew 25:42-45

Key Verse: "Since there will never cease to be some in need on the earth, I therefore command you, 'Open your hand to the poor and needy neighbor in your land.'" Deuteronomy 15:11

Words to Know

- **Remission** – To pardon, forgive debts.
- **Hostility** – Aggressive behavior or unfriendly attitudes; opposition or resistance.
- **Ungrudging** – Given or done freely without reluctance or resentment.
- **Liberally** – In a generous or open-handed manner; without strict limitation.

Lesson Goals: By the end of this lesson, students will be able to:

1. Understand God's definition of economic justice.
2. Appreciate the joy that comes from giving to others.

3. Implement a plan for continual help in addressing economic injustices.

Teaching Strategies

1. The biblical seventh year, known as the Sabbatical Year or Shemitah (שמיטה in Hebrew), was a sacred cycle of rest, release, and renewal commanded by God for the people of Israel. It is described mainly in Leviticus 25:1-7, Exodus 23:10-11, and Deuteronomy 15:1-11. It involved resting the land, meaning no sowing or harvesting was allowed. Whatever grew naturally was free for anyone to eat. It also included the cancellation of debts. Debts among Israelites were forgiven: creditors were to cancel loans made to fellow Israelites (Deuteronomy 15:1-2). There was an element of freedom and trust. The Shemitah served as a test of faith in God's provision. In Leviticus 25:20-22, God promises a triple harvest in the sixth year to support the people during the seventh year. It reminded Israel that the land belonged to God, and they were stewards – not owners.
2. Discuss the story of the Good Samaritan and the lessons it teaches.
3. Be sensitive towards those who may come from less fortunate backgrounds.
4. Be sensitive towards those who have unspoken needs but are embarrassed to ask for help.
5. Discuss the importance of using wisdom when offering help to those struggling with addiction. Talk about alternative ways to assist them.
6. Let the class brainstorm organizations that are currently fighting against injustices, and the possibilities of volunteering with them.
7. Discuss incidents where someone refused to accept help and explore strategies for dealing with the rejection.

The Teacher's Guide
Intermediate Lessons
Spring Quarter: March – May 2026
Prepared by Dr. Kabrina Bass

Recognizing Our Debt to Others

Lesson 1

March 1, 2026

Lesson Scripture: Nehemiah 4:15-23; Mark 12:28-34; Romans 15:1-7; Philippians 2:1-8; Colossians 3:12; 4:1; James 2:14-17

Focus Scripture: Mark 12:28-34; James 2:14-17

Key Verse: (The scribe said to Jesus,) “. . . ‘to love (God) with all the heart and with all the understanding and with all the strength’ and ‘to love one’s neighbor as oneself’ – this is much more important than all whole burnt offerings and sacrifices.” Mark 12:33

Vocabulary

- **Obligation** – A responsibility or duty.
- **Neighbor** – Anyone in need, not just someone who lives near you.
- **Compassion** – Deep awareness of the suffering of another and the desire to help.
- **Faith in Action** – Belief demonstrated through loving behavior.

Introduction

Welcome each person as they arrive at the study area. Greet each person by name, and if you have a guest, **ask** for their name and welcome them by name as well – welcome participants to the *Spring Quarter: Social Teachings of the Church*. In March, we focus on *Fulfilling Our Obligations to Neighbors*. **Remind** participants that many often struggle to maintain healthy relationships, yet scripture calls us to mutual love and shared responsibility. Mark’s Gospel emphasizes loving God and neighbor as the heart of our faith, while James reminds us that faith without action is dead. How can we build social bonds that reflect God’s love? How do we build strong relationships? Jesus commands love, and James demands action.

Lesson Goals: By the end of this lesson, students will be able to:

1. **Knowing:** Critique the gap between knowing God’s command to love and putting it into action.
2. **Loving:** Deepen commitment to loving God and neighbor.
3. **Serving:** Demonstrate love in tangible ways to those in need.

Teaching Strategies

Introduction

Discuss: In the AME Church, many congregations in the "Order of Worship" recite "The Summary of the Decalogue." Can a volunteer recite "The Summary of the Decalogue"? *If no one volunteers, you can recite the Decalogue.* **Ask:** Does your church still recite "The Summary of the Decalogue" every Sunday, or is it less frequent? *Thank participants for their answers, feedback, or discussion.* **Explain:** The founding fathers of the AME Church thought that it was important that each time we gathered, we recited "The Summary of the Decalogue." It is a reminder that the "GREATEST COMMANDMENT" – remember the question was about one commandment, yet Jesus responds with two, *Love God* and *Love Neighbor*.

Explain: Loving God is easy for most; however, loving our neighbor becomes a struggle. Today's lesson is "Love Acts" – Loving our neighbor is the act of loving God.

Bible Story

Explain: Today's lesson presents us with two passages of scripture. Mark 12:28-34 and James 2:14-17. ('Mark 12:28-34 (parallels Matthew 22:34-40; Luke 10:25-28; the golden rule, Matthew 7:12, is another summary of the law attributed to Jesus). Compare Mark 12:33 with Hosea 6:6; 1 Samuel 15:22; Micah 6:6-8; and Matthew 9:13. **Invite** volunteers to read the passages. Encourage participants to identify words that catch their attention. After the passage is read, **Ask:** "What do these two passages say about how love and faith work together?" Allow participants time to respond. **Ask:** What does loving your neighbor as yourself look like in real life? **Discuss:** What are some barriers that keep us from showing love, and how can our faith help us overcome the barriers?

Life Application

Discuss: Have you ever heard someone express a need, a need for something, or a need for someone, or a need for your time? Were there times when you did not respond to the request? How have you demonstrated God's love toward others (your neighbor) in the past week? *Allow the questions to sit with the participants – pause, wait, and allow the silence if it exists. No one must answer the questions.* **Invite** participants to join you in a breathing prayer. Teach participants to breathe slowly and

release their breath even more slowly. **Instruct** participants to breathe in slowly while saying “Love God” and breathe out saying “Love Others.” Do this for three minutes and discuss the experience.

LOVE IN ACTION CHALLENGE: **Give** each participant a paper heart. On each heart, invite participants to print the name of someone they will show intentional love to this week. The challenge is to select someone you typically don't give time or space to. **Ask:** How will your interaction with that person be different if you approach it with love?

COMMUNITY COMMITMENT: **Invite** participants to name one tangible way they can show love to someone in need this week. Each participant (in a round-robin format) should respond. **Share:** Next week, we will discuss how you demonstrated Love Acts.

Summary

Explain: Today's lesson provided two passages, one Gospel (Mark) and one Epistle (James). The Gospels represent the teachings of Jesus Christ, while the Epistles are the letters written by Jesus' followers after his death and resurrection. Jesus was intentional in answering someone's question with what we describe today as the “Greatest Commandment” – *Love God* and *Love Others* (neighbor). **Discuss:** How has receiving God's love into your hearts changed or is changing how you love others?

Closing Devotions

Invite participants to take a moment and reflect on today's lesson. **Ask:** Each participant to share one takeaway from the lesson. **Invite** a participant to close the lesson with a prayer.

Appendices

Appendix A: Living the Commandments Today

Objective:

Help participants engage with the Ten Commandments by categorizing them and translating them into everyday language that reflects how they can live out God's instructions in their current context.

Divide participants into pairs or small groups. Give each pair/group a set of commandments or assign a few per group, depending on the class size. Categorizing Task – “Love God” or “Love Others” – Ask each pair/group to read the commandments and place them into one or two categories – *Love God* – commandments about our relationship with God, or *Love Others* – commandments about how we treat people. Then invite participants to

rewrite the commandment into everyday language. Encourage language that participants would use with their peers (keep it respectful and accurate)

Love God

1. You shall have no other gods before me. – Put God first in everything.
2. You shall not make idols. – Don't let anything become more important than God.
3. You shall not take the name of the Lord your God in vain. – Speak God's name with respect.
4. Remember the Sabbath day, to keep it holy. – Take time each week to rest and honor God.

Love Others

5. Honor your father and your mother. – Respect and listen to your parents.
6. You shall not murder. – Treat others with kindness and respect life.
7. You shall not commit adultery. – Be loyal and faithful in your relationships.
8. You shall not steal. – Don't take what isn't yours.
9. You shall not bear false witness against your neighbor. – Always tell the truth.
10. You shall not covet. – Be content with what you have.

PARTICIPANT GUIDE

Original Commandment	Category	Today's Language
"You shall have no other gods before me."	Love God	"Put God first – don't make anything more important than God."
"Honor your father and your mother."	Love Others	"Respect your parents and those who take care of you."

Debrief Questions:

Which commandment was easiest to translate into today's language?
Which was hardest?

Why do you think God gave us these two types of instructions – some about God, some about people?

How does understanding the commandments in your own words make

them easier (or harder) to follow?

Resources: A copy of “The Summary of the Decalogue” (In an *AME Hymnal* or online worship program); **Materials:** paper hearts; **Supplies:** paper, writing utensils, or digital devices

What is “The Great Command” - (4 min)



Why is Faith Without Works Dead? - (8 min)



Conversation – Love God and Other -



Keeping Fit for the Sake of Others

Lesson 2

March 8, 2026

Lesson Scripture: Daniel 1:8-20; 1 Corinthians 9:19-27; 1 Timothy 4:7-12; 2 Timothy 2:1-5

Focus Scripture: Daniel 1:8-17; 1 Timothy 4:7-8

Key Verses: Train yourself in godliness, for, while physical training is of some value, godliness is valuable in every way, holding promise for both the present life and the life to come. 1 Timothy 4:7b-8

Vocabulary

- **Discipline** – The practice of training to obey rules or a code of behavior.
- **Godliness** – Devotion to God shown through holy living.
- **Fitness** – Being healthy in body, mind, and spirit.

Introduction

Welcome each participant by name. Ask if anyone has been reflecting on last week's “Love in Action” challenge and invite 1-2 volunteers to share. Welcome them into today's study with a warm reminder that caring for ourselves is part of how we care for others.

Begin by introducing the unifying principle:

How can we maintain both physical and spiritual well-being? As people of faith, our well-being matters to God. Today we will explore how God calls us to nurture our minds, bodies, and spirits – not only for our own benefit but also for the good of those around us. Daniel's resolve and Paul's counsel to Timothy show us that healthy choices are a spiritual

discipline.

Lesson Goals: By the end of this lesson, students will be able to:

1. **Knowing:** Understand the spiritual and communal value of physical and spiritual discipline.
2. **Loving:** Affirm the body as a temple and a tool for serving God.
3. **Serving:** Encourage one another in making healthy choices that reflect God's love.

Teaching Strategies

Introduction

Ask: *"What do you think it means to 'honor God with your body'?"* Allow a few responses.

Today's lesson helps us explore this question through two perspectives: Daniel, who chose a healthy diet as a form of spiritual faithfulness, and Paul, who reminded Timothy that both physical and spiritual discipline are important to God.

Distribute healthy snack props and **ask:** *"What are some simple choices we make daily that affect both our health and our witness?"*

Bible Story

Daniel 1:8-17 – Daniel Chooses Faithful Eating

Invite a volunteer to read the passage.

Explain: Daniel chose not to eat the royal food because it conflicted with his faith and values. His decision was both a health choice and a spiritual statement.

Ask:

- What does Daniel's choice tell us about his character and his trust in God?
- Have you ever had to stand firm for your beliefs in a comparable way?

Optional Activity: Draw a simple chart: "World's Way" vs. "God's Way." List what the king offered vs. what Daniel chose.

1 Timothy 4:6-13 – Training in Godliness

Read or listen to the passage.

Discuss: Paul encourages Timothy to lead by example through speech, conduct, love, faith, and purity.

Ask:

- What are some examples of "training in godliness" that apply to youth today?

- How can our lifestyle choices be a form of ministry?

Life Application

Breath + Body Check-In:

Lead a one-minute mindful breathing activity. Invite participants to plant their feet on the surface beneath them, relax, close their eyes, and breathe in (inhale) through their nostrils and exhale through their mouth for a count of 6 each time.

Then **ask**:

- What is one healthy choice you've made recently that you're proud of?
- Where might God be calling you to make a new one?

Daniel's Diet Reflection:

Invite participants to think about one thing they consume (media, food, music, words) and consider: *"Does this nourish my spirit?"*

Healthy Choices Challenge:

Distribute journals or response sheets. Ask each participant to:

- Identify one body-related habit and one spirit-related habit they will practice this week.
- Write or draw a "Healthy Choices, Holy Living" commitment card. Please encourage them to post it at home.

Alternative: Use the Moral Dilemma Scenario Worksheet (15-20 minutes). Pair or divide into groups by scenario; encourage participants to complete all the scenarios. **Debrief:** Allow a few participants to share one scenario and their response aloud. **Emphasis:** Reinforce that *godliness takes practice*, just like fitness – and that it helps others when we stay spiritually strong

Summary

Explain: Daniel and Timothy were both young and devoted to God. Their choices – what they ate, how they led, how they trained – were ways of saying "yes" to God's plan for their lives.

Ask: *"What habits are you forming now that will strengthen your faith and witness tomorrow"*

Option: Invite participants to the Spiritual Fitness Tracker Worksheet. Encourage participants to use the Tracker to reinforce the message that spiritual fitness takes intentional practice, like physical training. Instruct participants to select one spiritual goal (such as praying each day, reading a Bible verse each night, encouraging one person daily, avoiding gossip,

or writing down three things they are grateful for each day) as examples. Ask participants to commit to filling it out over the week.

Closing Devotions

Invite participants to go around and share one healthy habit they are focusing on this week. Then invite them to silently pray about one area where they want to grow stronger and the one healthy habit they will focus on this week.

Allow time for everyone to pray silently (1-2 minutes), allow for silence, then **say**, all together: "I am training for purpose. I honor God with my whole life." After everyone has completed the statement, **say**, "Thank God for our bodies and spirits and strength to live faithfully in both. AMEN."

Appendices

Appendix A

Scripture-Based Fill-in-the-Blank (Daniel 1:8-17, 1 Timothy 4:7-8)

But Daniel resolved that he would not _____ himself with the royal rations of food and wine." (Daniel 1:8)

(Answer: defile)

"God gave them _____ and skill in every aspect of literature and wisdom." (Daniel 1:17)

(Answer: knowledge)

"Train yourself in _____." (1 Timothy 4:7)

(Answer: godliness)

"Godliness is valuable in every way, holding ____ for both the present life and the life to come." (1 Timothy 4:8)

(Answer: promise)

Resources: Bible (NRSV UE or preferred version), chart paper or whiteboard, healthy snack examples (fruit, trail mix, water bottle), reflection journals participate guide

"The Book of Daniel Overview - (9 min)



Daniel Chapter 1 - Youth version - (4 min)



Helping Neighbors in Need

Lesson Scripture: Deuteronomy 15:1-11; Matthew 25:31-46; Luke 10:25-37; James 1:27; 2:14-17

Focus Scripture: Deuteronomy 15:4-11; Matthew 25:42-45

Key Verse: Since there will never cease to be some in need on the earth, I therefore command you, “Open your hand to the poor and needy neighbor in your land.” Deuteronomy 15:11

Vocabulary

- **Neighbor** – Anyone we encounter, especially those in need.
- **Generosity** – A readiness to give more than is strictly necessary.
- **Compassion** – Deep awareness of others’ suffering, with a desire to help.
- **Justice** – Acting with fairness, equity, and concern for the well-being of others.
- **Stewardship** – Responsible management of resources entrusted to us by God.

Introduction

Welcome each participant warmly by name. Begin with a reflective question: “*Have you ever felt unsure about how or when to help someone in need?*” Allow time for brief responses.

Introduce the lesson theme: Many people struggle with when, how, and why to help others. What determines our willingness and standards for giving?

What moves us to help others, especially when it’s inconvenient?

Deuteronomy and Matthew both affirm God’s command to give generously and without hesitation. The generosity we show reflects our faith and trust in God’s provision.

Lesson Goals: By the end of this lesson, students will be able to:

1. **Knowing:** Explore biblical commands about generosity and neighborly care.
2. **Loving:** Cultivate a heart that gives freely and compassionately.
3. **Serving:** Respond to real-life opportunities to help those in need.

Teaching Strategies

Introduction

Invite a participant to open with a prayer.

Ask: “*When was the last time someone helped you without expecting anything in return?*”

Explain: Today's lesson invites us to see generosity as a spiritual obligation. We give not only because someone is in need, but because God commands us to love others in ways that meet real needs.

Bible Story

Deuteronomy 15:4-11 – Giving Freely from the Heart

Invite a volunteer to read aloud.

Ask:

- Why does the text stress giving “liberally and without a grudging heart”?
- What promise is connected to this type of giving?

Explain: God connects blessing to generosity – not prosperity Gospel blessing – but a community-wide benefit when no one lacks.

Matthew 25:42-45 – “I Was Hungry and You Did Not Feed Me”

Read

Ask:

- What surprises you about this parable?
- Why does Jesus so strongly link serving others with serving him?

Discuss: Jesus identifies himself with the hungry, the stranger, and the imprisoned. To love him is to love them.

Life Application

Giving Wheel Activity:

Show the giving wheel: Time – Money – Encouragement – Skills – Presence



Ask: “Which area is hardest for you to give in? Why?”

Distribute index cards. Ask participants to write about one person or group they can help this week and describe the giving they will offer.

Sticky Note Prayer Wall:

On a sticky note, participants write one word that reflects a barrier to

generosity (e.g., fear, judgment, selfishness). Collect and place on a “wall” or board. Then discuss: What helps us overcome those barriers? Then **ask**: How does faith inspire bold, joyful giving?

Summary

Explain: God’s Word teaches us that generosity is not optional – it is foundational to faithful living. Deuteronomy calls us to open our hands. Jesus challenges us to see him in the face of those in need.

Ask:

- *How does giving shape our faith?*
- *What will you give this week – out of your time, resources, or heart?*

Closing Devotions

Ask each participant to share one takeaway from today’s lesson. Invite someone to join you in prayer, asking God for boldness and compassion as you live out generosity.

Love in Action Challenge

Encourage participants to choose one real-life opportunity to serve or give this week – whether by offering help at home, supporting a cause, or reaching out to someone in need.

Ask: *“Who is someone in your life you’ve overlooked that may need help?”*

Remind: Small acts of kindness are big in the eyes of God.

Appendices

Appendix B: Open Your Hand

Match the Vocabulary

Match the word to its correct meaning.

WORD	DEFINITION
GENEROSITY	B.
NEIGHBOR	C.
JUSTICE	A.

Resources: Bible (NRSV UE or preferred version), printout of a giving wheel (categories of giving: time, money, service, empathy), index cards or sticky notes, writing utensils or digital devices

The Teacher's Guide
Intermediate Lessons
Spring Quarter: March – May 2026
Prepared by Dr. Kabrina Bass

Recognizing Our Debt to Others

Lesson 1

March 1, 2026

Lesson Scripture: Nehemiah 4:15-23; Mark 12:28-34; Romans 15:1-7; Philippians 2:1-8; Colossians 3:12; 4:1; James 2:14-17

Focus Scripture: Mark 12:28-34; James 2:14-17

Key Verse: (The scribe said to Jesus,) “. . . ‘to love (God) with all the heart and with all the understanding and with all the strength’ and ‘to love one’s neighbor as oneself’ – this is much more important than all whole burnt offerings and sacrifices.” Mark 12:33

Vocabulary

- **Obligation** – A responsibility or duty.
- **Neighbor** – Anyone in need, not just someone who lives near you.
- **Compassion** – Deep awareness of the suffering of another and the desire to help.
- **Faith in Action** – Belief demonstrated through loving behavior.

Introduction

Welcome each person as they arrive at the study area. Greet each person by name, and if you have a guest, **ask** for their name and welcome them by name as well – welcome participants to the *Spring Quarter: Social Teachings of the Church*. In March, we focus on *Fulfilling Our Obligations to Neighbors*. **Remind** participants that many often struggle to maintain healthy relationships, yet scripture calls us to mutual love and shared responsibility. Mark’s Gospel emphasizes loving God and neighbor as the heart of our faith, while James reminds us that faith without action is dead. How can we build social bonds that reflect God’s love? How do we build strong relationships? Jesus commands love, and James demands action.

Lesson Goals: By the end of this lesson, students will be able to:

1. **Knowing:** Critique the gap between knowing God’s command to love and putting it into action.
2. **Loving:** Deepen commitment to loving God and neighbor.
3. **Serving:** Demonstrate love in tangible ways to those in need.

Teaching Strategies

Introduction

Discuss: In the AME Church, many congregations in the "Order of Worship" recite "The Summary of the Decalogue." Can a volunteer recite "The Summary of the Decalogue"? *If no one volunteers, you can recite the Decalogue.* **Ask:** Does your church still recite "The Summary of the Decalogue" every Sunday, or is it less frequent? *Thank participants for their answers, feedback, or discussion.* **Explain:** The founding fathers of the AME Church thought that it was important that each time we gathered, we recited "The Summary of the Decalogue." It is a reminder that the "GREATEST COMMANDMENT" – remember the question was about one commandment, yet Jesus responds with two, *Love God* and *Love Neighbor*.

Explain: Loving God is easy for most; however, loving our neighbor becomes a struggle. Today's lesson is "Love Acts" – Loving our neighbor is the act of loving God.

Bible Story

Explain: Today's lesson presents us with two passages of scripture. Mark 12:28-34 and James 2:14-17. ('Mark 12:28-34 (parallels Matthew 22:34-40; Luke 10:25-28; the golden rule, Matthew 7:12, is another summary of the law attributed to Jesus). Compare Mark 12:33 with Hosea 6:6; 1 Samuel 15:22; Micah 6:6-8; and Matthew 9:13. **Invite** volunteers to read the passages. Encourage participants to identify words that catch their attention. After the passage is read, **Ask:** "What do these two passages say about how love and faith work together?" Allow participants time to respond. **Ask:** What does loving your neighbor as yourself look like in real life? **Discuss:** What are some barriers that keep us from showing love, and how can our faith help us overcome the barriers?

Life Application

Discuss: Have you ever heard someone express a need, a need for something, or a need for someone, or a need for your time? Were there times when you did not respond to the request? How have you demonstrated God's love toward others (your neighbor) in the past week? *Allow the questions to sit with the participants – pause, wait, and allow the silence if it exists. No one must answer the questions.* **Invite** participants to join you in a breathing prayer. Teach participants to breathe slowly and

release their breath even more slowly. **Instruct** participants to breathe in slowly while saying “Love God” and breathe out saying “Love Others.” Do this for three minutes and discuss the experience.

LOVE IN ACTION CHALLENGE: **Give** each participant a paper heart. On each heart, invite participants to print the name of someone they will show intentional love to this week. The challenge is to select someone you typically don't give time or space to. **Ask:** How will your interaction with that person be different if you approach it with love?

COMMUNITY COMMITMENT: **Invite** participants to name one tangible way they can show love to someone in need this week. Each participant (in a round-robin format) should respond. **Share:** Next week, we will discuss how you demonstrated Love Acts.

Summary

Explain: Today's lesson provided two passages, one Gospel (Mark) and one Epistle (James). The Gospels represent the teachings of Jesus Christ, while the Epistles are the letters written by Jesus' followers after his death and resurrection. Jesus was intentional in answering someone's question with what we describe today as the “Greatest Commandment” – *Love God* and *Love Others* (neighbor). **Discuss:** How has receiving God's love into your hearts changed or is changing how you love others?

Closing Devotions

Invite participants to take a moment and reflect on today's lesson. **Ask:** Each participant to share one takeaway from the lesson. **Invite** a participant to close the lesson with a prayer.

Appendices

Appendix A: Living the Commandments Today

Objective:

Help participants engage with the Ten Commandments by categorizing them and translating them into everyday language that reflects how they can live out God's instructions in their current context.

Divide participants into pairs or small groups. Give each pair/group a set of commandments or assign a few per group, depending on the class size. Categorizing Task – “Love God” or “Love Others” – Ask each pair/group to read the commandments and place them into one or two categories – *Love God* – commandments about our relationship with God, or *Love Others* – commandments about how we treat people. Then invite participants to

rewrite the commandment into everyday language. Encourage language that participants would use with their peers (keep it respectful and accurate)

Love God

1. You shall have no other gods before me. – Put God first in everything.
2. You shall not make idols. – Don't let anything become more important than God.
3. You shall not take the name of the Lord your God in vain. – Speak God's name with respect.
4. Remember the Sabbath day, to keep it holy. – Take time each week to rest and honor God.

Love Others

5. Honor your father and your mother. – Respect and listen to your parents.
6. You shall not murder. – Treat others with kindness and respect life.
7. You shall not commit adultery. – Be loyal and faithful in your relationships.
8. You shall not steal. – Don't take what isn't yours.
9. You shall not bear false witness against your neighbor. – Always tell the truth.
10. You shall not covet. – Be content with what you have.

PARTICIPANT GUIDE

Original Commandment	Category	Today's Language
"You shall have no other gods before me."	Love God	"Put God first – don't make anything more important than God."
"Honor your father and your mother."	Love Others	"Respect your parents and those who take care of you."

Debrief Questions:

Which commandment was easiest to translate into today's language?
Which was hardest?

Why do you think God gave us these two types of instructions – some about God, some about people?

How does understanding the commandments in your own words make

them easier (or harder) to follow?

Resources: A copy of “The Summary of the Decalogue” (In an *AME Hymnal* or online worship program); **Materials:** paper hearts; **Supplies:** paper, writing utensils, or digital devices

What is “The Great Command” - (4 min)



Why is Faith Without Works Dead? - (8 min)



Conversation – Love God and Other -



Keeping Fit for the Sake of Others

Lesson 2

March 8, 2026

Lesson Scripture: Daniel 1:8-20; 1 Corinthians 9:19-27; 1 Timothy 4:7-12; 2 Timothy 2:1-5

Focus Scripture: Daniel 1:8-17; 1 Timothy 4:7-8

Key Verses: Train yourself in godliness, for, while physical training is of some value, godliness is valuable in every way, holding promise for both the present life and the life to come. 1 Timothy 4:7b-8

Vocabulary

- **Discipline** – The practice of training to obey rules or a code of behavior.
- **Godliness** – Devotion to God shown through holy living.
- **Fitness** – Being healthy in body, mind, and spirit.

Introduction

Welcome each participant by name. Ask if anyone has been reflecting on last week's “Love in Action” challenge and invite 1-2 volunteers to share. Welcome them into today's study with a warm reminder that caring for ourselves is part of how we care for others.

Begin by introducing the unifying principle:

How can we maintain both physical and spiritual well-being? As people of faith, our well-being matters to God. Today we will explore how God calls us to nurture our minds, bodies, and spirits – not only for our own benefit but also for the good of those around us. Daniel's resolve and Paul's counsel to Timothy show us that healthy choices are a spiritual

discipline.

Lesson Goals: By the end of this lesson, students will be able to:

1. **Knowing:** Understand the spiritual and communal value of physical and spiritual discipline.
2. **Loving:** Affirm the body as a temple and a tool for serving God.
3. **Serving:** Encourage one another in making healthy choices that reflect God's love.

Teaching Strategies

Introduction

Ask: *"What do you think it means to 'honor God with your body'?"* Allow a few responses.

Today's lesson helps us explore this question through two perspectives: Daniel, who chose a healthy diet as a form of spiritual faithfulness, and Paul, who reminded Timothy that both physical and spiritual discipline are important to God.

Distribute healthy snack props and **ask:** *"What are some simple choices we make daily that affect both our health and our witness?"*

Bible Story

Daniel 1:8-17 – Daniel Chooses Faithful Eating

Invite a volunteer to read the passage.

Explain: Daniel chose not to eat the royal food because it conflicted with his faith and values. His decision was both a health choice and a spiritual statement.

Ask:

- What does Daniel's choice tell us about his character and his trust in God?
- Have you ever had to stand firm for your beliefs in a comparable way?

Optional Activity: Draw a simple chart: "World's Way" vs. "God's Way." List what the king offered vs. what Daniel chose.

1 Timothy 4:6-13 – Training in Godliness

Read or listen to the passage.

Discuss: Paul encourages Timothy to lead by example through speech, conduct, love, faith, and purity.

Ask:

- What are some examples of "training in godliness" that apply to youth today?

- How can our lifestyle choices be a form of ministry?

Life Application

Breath + Body Check-In:

Lead a one-minute mindful breathing activity. Invite participants to plant their feet on the surface beneath them, relax, close their eyes, and breathe in (inhale) through their nostrils and exhale through their mouth for a count of 6 each time.

Then **ask**:

- What is one healthy choice you've made recently that you're proud of?
- Where might God be calling you to make a new one?

Daniel's Diet Reflection:

Invite participants to think about one thing they consume (media, food, music, words) and consider: *"Does this nourish my spirit?"*

Healthy Choices Challenge:

Distribute journals or response sheets. Ask each participant to:

- Identify one body-related habit and one spirit-related habit they will practice this week.
- Write or draw a "Healthy Choices, Holy Living" commitment card. Please encourage them to post it at home.

Alternative: Use the Moral Dilemma Scenario Worksheet (15-20 minutes). Pair or divide into groups by scenario; encourage participants to complete all the scenarios. **Debrief:** Allow a few participants to share one scenario and their response aloud. **Emphasis:** Reinforce that *godliness takes practice*, just like fitness – and that it helps others when we stay spiritually strong

Summary

Explain: Daniel and Timothy were both young and devoted to God. Their choices – what they ate, how they led, how they trained – were ways of saying "yes" to God's plan for their lives.

Ask: *"What habits are you forming now that will strengthen your faith and witness tomorrow"*

Option: Invite participants to the Spiritual Fitness Tracker Worksheet. Encourage participants to use the Tracker to reinforce the message that spiritual fitness takes intentional practice, like physical training. Instruct participants to select one spiritual goal (such as praying each day, reading a Bible verse each night, encouraging one person daily, avoiding gossip,

Lesson Scripture: Deuteronomy 15:1-11; Matthew 25:31-46; Luke 10:25-37; James 1:27; 2:14-17

Focus Scripture: Deuteronomy 15:4-11; Matthew 25:42-45

Key Verse: Since there will never cease to be some in need on the earth, I therefore command you, "Open your hand to the poor and needy neighbor in your land." Deuteronomy 15:11

Vocabulary

- **Neighbor** – Anyone we encounter, especially those in need.
- **Generosity** – A readiness to give more than is strictly necessary.
- **Compassion** – Deep awareness of others' suffering, with a desire to help.
- **Justice** – Acting with fairness, equity, and concern for the well-being of others.
- **Stewardship** – Responsible management of resources entrusted to us by God.

Introduction

Welcome each participant warmly by name. Begin with a reflective question: "*Have you ever felt unsure about how or when to help someone in need?*" Allow time for brief responses.

Introduce the lesson theme: Many people struggle with when, how, and why to help others. What determines our willingness and standards for giving?

What moves us to help others, especially when it's inconvenient?

Deuteronomy and Matthew both affirm God's command to give generously and without hesitation. The generosity we show reflects our faith and trust in God's provision.

Lesson Goals: By the end of this lesson, students will be able to:

1. **Knowing:** Explore biblical commands about generosity and neighborly care.
2. **Loving:** Cultivate a heart that gives freely and compassionately.
3. **Serving:** Respond to real-life opportunities to help those in need.

Teaching Strategies

Introduction

Invite a participant to open with a prayer.

Ask: "*When was the last time someone helped you without expecting anything in return?*"

Explain: Today's lesson invites us to see generosity as a spiritual obligation. We give not only because someone is in need, but because God commands us to love others in ways that meet real needs.

Bible Story

Deuteronomy 15:4-11 – Giving Freely from the Heart

Invite a volunteer to read aloud.

Ask:

- Why does the text stress giving “liberally and without a grudging heart”?
- What promise is connected to this type of giving?

Explain: God connects blessing to generosity – not prosperity Gospel blessing – but a community-wide benefit when no one lacks.

Matthew 25:42-45 – “I Was Hungry and You Did Not Feed Me”

Read

Ask:

- What surprises you about this parable?
- Why does Jesus so strongly link serving others with serving him?

Discuss: Jesus identifies himself with the hungry, the stranger, and the imprisoned. To love him is to love them.

Life Application

Giving Wheel Activity:

Show the giving wheel: Time – Money – Encouragement – Skills – Presence



Ask: “Which area is hardest for you to give in? Why?”

Distribute index cards. Ask participants to write about one person or group they can help this week and describe the giving they will offer.

Sticky Note Prayer Wall:

On a sticky note, participants write one word that reflects a barrier to

generosity (e.g., fear, judgment, selfishness). Collect and place on a “wall” or board. Then discuss: What helps us overcome those barriers? Then **ask**: How does faith inspire bold, joyful giving?

Summary

Explain: God’s Word teaches us that generosity is not optional – it is foundational to faithful living. Deuteronomy calls us to open our hands. Jesus challenges us to see him in the face of those in need.

Ask:

- *How does giving shape our faith?*
- *What will you give this week – out of your time, resources, or heart?*

Closing Devotions

Ask each participant to share one takeaway from today’s lesson. Invite someone to join you in prayer, asking God for boldness and compassion as you live out generosity.

Love in Action Challenge

Encourage participants to choose one real-life opportunity to serve or give this week – whether by offering help at home, supporting a cause, or reaching out to someone in need.

Ask: “Who is someone in your life you’ve overlooked that may need help?”

Remind: Small acts of kindness are big in the eyes of God.

Appendices

Appendix B: Open Your Hand

Match the Vocabulary

Match the word to its correct meaning.

WORD	DEFINITION
GENEROSITY	B.
NEIGHBOR	C.
JUSTICE	A.

Resources: Bible (NRSV UE or preferred version), printout of a giving wheel (categories of giving: time, money, service, empathy), index cards or sticky notes, writing utensils or digital devices

All Are One in Christ

Lesson 4

March 22, 2026

Lesson Scripture: Ruth 1:1-18; John 4:5-10; Acts 10:1–11:18; Romans 1:14; Galatians 3:28-29

The Teacher's Guide
Junior Lessons
Spring Quarter: March – May 2026
Prepared by Rev. Rachel Williams-Glenn

Loving as Jesus Loves

Lesson 1

March 1, 2026

Lesson Scripture: Nehemiah 4:15-23; Mark 12:28-34; Romans 15:1-7; Philippians 2:1-8; Colossians 3:12; 4:1; James 2:14-17

Focus Scripture: Mark 12:28-34; James 2:14-17

Key Verse: (The scribe said to Jesus,) "...to love (God) with all the heart and with all the understanding and with all the strength' and 'to love one's neighbor as oneself"—this is much more important than all whole burnt offerings and sacrifices." Mark 12:33

Word Power!!!

- **Scribes** – People in ancient times who copied the law. They got to know it so well by doing this that many also began to teach it.
- **Whole Burnt Offering** – An offering that is completely burned up in place of the person making the offering. It was offered to mend broken relationships.
- **Faith** – Knowing, trusting, and believing something and/or someone.
- **Works** – Good and right actions.

Lesson Goals: By the end of this lesson, students will be able to:

1. Put the first commandment in kid-friendly language and share it with someone else in a creative way.
2. Discover why regularly connecting with God and others with our whole self is more important than occasionally participating in church rituals.
3. Show how we can put our faith into action so we can model love of God and others.

Teaching Strategies

1. Re-read the *Shema* found in Mark 12:29-30 and then have the students use the 3x5 notepad paper to write a kid-friendly version of the *Shema*. When they are done, invite them to either put it music or make it into a chant that can be recorded and shared with others.
2. Have students use the craft sticks and rubber bands to create crosses. Then talk about situations where they can put their faith into action.

When a classmate believes another classmate has come up with a way of doing that, they should do a cross bump (e.g. use their cross to tap their classmate's cross like they would if they were doing a fist bump).

Resources: Two medium crafts sticks and a rubber band per student; a sheet of lined 3x5 notebook paper per student; a copy of *The Catechism of the AME Church*

Good Food for Body and Soul

Lesson 2

March 8, 2026

Lesson Scripture: Daniel 1:8-20; 1 Corinthians 9:19-27; 1 Timothy 4:7-12; 2 Timothy 2:1-5

Focus Scripture: Daniel 1:8-17; 1 Timothy 4:7-8

Key Verses: Train yourself in godliness, for, while physical training is of some value, godliness is valuable in every way, holding promise for both the present life and the life to come. 1 Timothy 4:7b-8

Word Power!!!

- **Defile** – To make unclean and/or unacceptable to God.
- **Insight** – Special ability to uncover the meaning of something.
- **Profane** – Unholy or ungodly.

Lesson Goals: By the end of this lesson, students will be able to:

1. Explore why people have to avoid making little compromises so that they can fit into new places.
2. Practice ways to help each other make healthy choices that feed our whole self.
3. Celebrate how keeping ourselves healthy mentally, emotionally, physically, and spiritually can be used by God to bless others.

Teaching Strategies

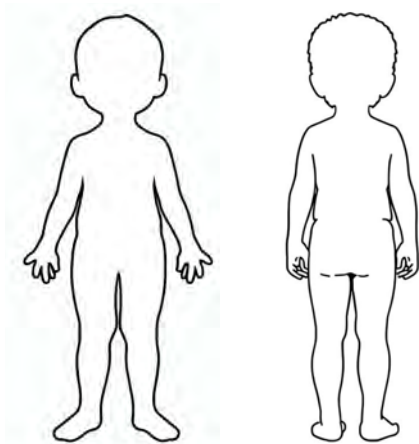
1. Help students compare and contrast what Daniel and his companions were able to do in the Old Testament text with the Native Americans who have had to resist efforts to remove their culture from them.
2. Have students decorate the front of the body sketch with things that will help them stay close to God and then have them decorate the back of the body sketch with actions/habits they need to avoid if they want to stay close to God. (Hint: students can draw or make lists)

Resources:

Kid-friendly information about Native American Boarding Schools like either of these websites:



kid-friendly body sketch:



Activity #1 answers:

5	The guard tested Daniel and his friends for ten days.
2	The palace master/chief of staff was afraid to go against the king’s orders.
3	God made sure that the palace master/chief of staff favored and respected Daniel.
1	Daniel made a commitment not to defile himself by eating the royal food and drinking the royal wine.
4	Daniel asked the guard to test him and his friends by letting them eat vegetables and drink water instead of the royal food and wine.
6	Daniel and his friends passed the test, were able to continue eating their special diet, and were given special knowledge by God.

Giving Our All to Others

Lesson 3

March 15, 2026

Lesson Scripture: Deuteronomy 15:1-11; Matthew 25:31-46; Luke 10:25-37; James 1:27; 2:14-17

Focus Scripture: Matthew 25:34-46

Key Verse: “(The Lord) will answer them, ‘Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me.’” Matthew 25:45

Word Power!!!

- **The King** – The one who judges everyone who comes before him at the end of time.
- **Eternal Punishment** – The sentence given to the people who choose not to show love, care, and concern for people in need.
- **Eternal Life** – The sentence given to the people who choose to show love, care, and concern for people in need.

Lesson Goals: By the end of this lesson, students will be able to:

1. Explore reasons why some people feel justified in not treating everyone with respect and care.
2. Practice how to show love, care, and respect to people who are overlooked even if it isn't popular.
3. Identify an unmet need and at least one way to meet the need.

Teaching Strategies

1. Show examples of people in need of help who might seem like they have everything they need as well as examples of people who seem to always be in need.
2. Show at least one Dhar Mann clip before having students do **Activity #1**.
3. Show the *A Little Princess* clip before students do **Activity #2**.

Resources:

Clips from Dhar Mann videos that show people being mistreated by someone who says they aren't important enough to be treated fairly because of a disability, being homeless, etc. Here are a few links to use:
Karen Takes Handicap Spot:



Poor Lady Kicked Out of Jewelry Store Dhar Mann

Bonus:

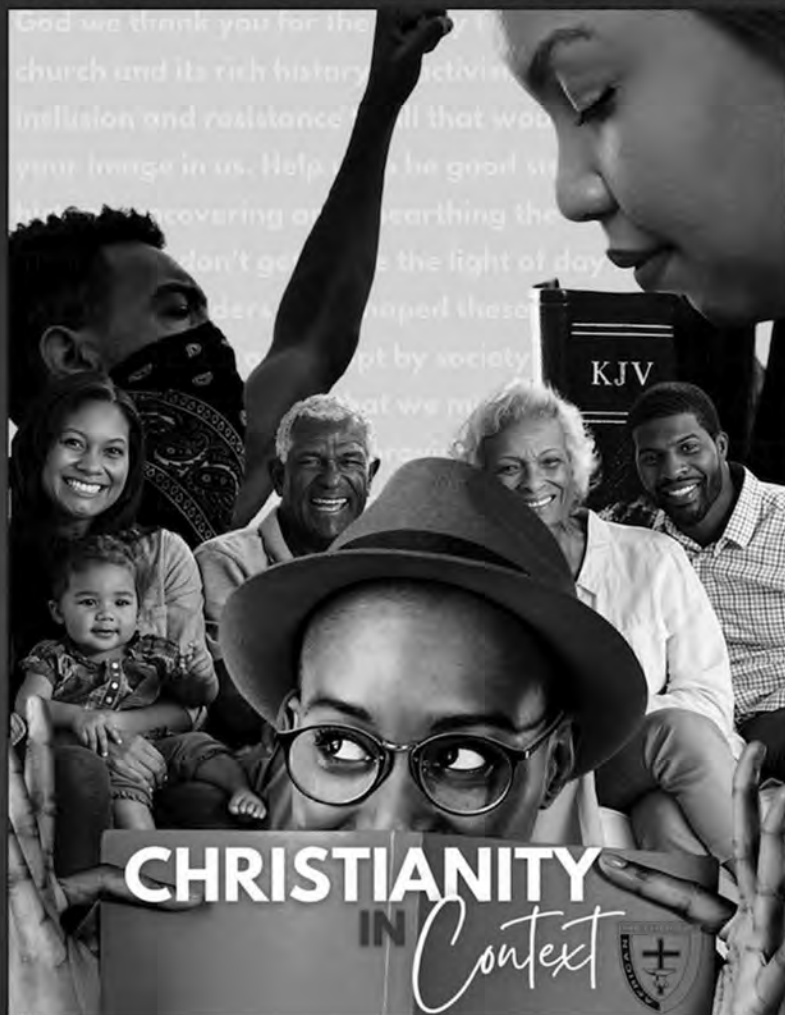


Show the following “All Girls Are Princesses” YouTube video clip of the 1995 version of the *A Little Princess* movie:



Activity #1 answers: 1. They didn't pay back the loan last time.; 4. They have money, a place to stay, and food to eat.; 6. They listen to people who make bad choices.; 7. They dress and talk differently.

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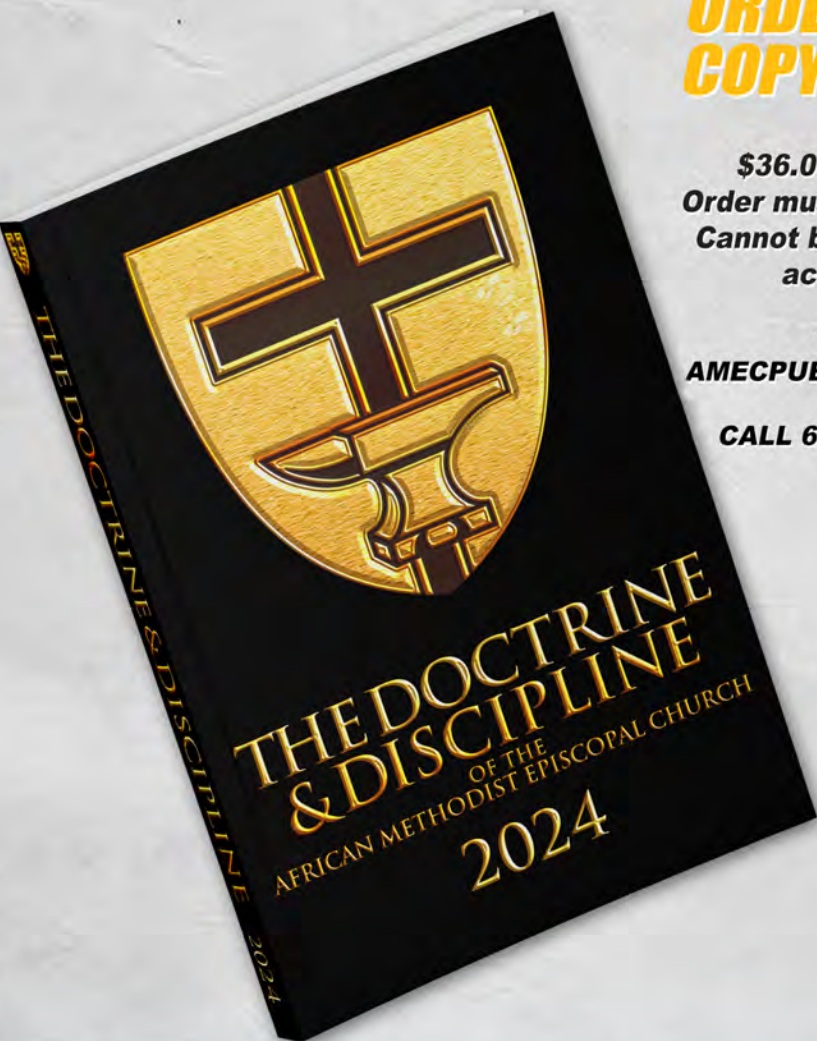
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