

The  
**Teacher's Guide**  
QUARTERLY  
JUN-JUL-AUG  
AFRICAN METHODIST EPISCOPAL CHURCH  
SUMMER 2026  
SUNDAY SCHOOL UNION

ANNOUNCEMENT

**THE TESTIMONY  
OF  
FAITHFUL WITNESSES**

# SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

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**Roderick D. Belin**  
*President/Publisher*

**Garland F. Pierce**  
*Executive Director, Department of Christian Education*

**Tiffany Gregory**  
*Chief of Operations*

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## SUNDAY SCHOOL QUARTERLY TEACHER'S GUIDE

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# THE COMBINED TEACHER'S GUIDE

**SUMMER QUARTER 2026**

JUNE • JULY • AUGUST

Christian Education Department  
Rev. Garland F. Pierce, Executive Director  
Bishop Harry L. Seawright, Chair

AMEC Publishing House (Sunday School Union)  
900 13th Avenue South • Nashville, TN 37212

## 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 Lessons**  
**Summer Quarter: June – August 2026**  
**Prepared by Rev. Lionel Merritt**

**Deborah, a Leader in a National Emergency**

**Lesson 1**

**June 7, 2026**

**Lesson Scripture:** Judges 4:1-24

**Focus Scripture:** Judges 4:4-10, 14, 21-22

**Key Verses:** At that time Deborah, a prophet, wife of Lappidoth, was judging Israel. She used to sit under the palm of Deborah between Ramah and Bethel in the hill country of Ephraim, and the Israelites came up to her for judgment. Judges 4:4-5

**Key Terms**

- **Witness** – A person who can give a firsthand account relating to a person or event from what they saw, heard, or felt.
- **Syncretism** – Mixing elements of Christianity with aspects of traditional African spiritualism.
- **Angola** – A nation of 40 million people on the west coast of Africa.

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

1. **Knowing:** Describe Deborah's leadership as a faithful witness.
2. **Loving:** Rejoice in Deborah's excellent example of faithful leadership during harsh circumstances.
3. **Serving:** Follow Deborah's example of heeding God's calling to leadership in service to others.

## Teaching Strategies

The strategies below will reinforce the key principles in the lesson.

1. Invite the class to comment on Israel's cycle of apostasy in Judges 2:16-19; 3:7-12. Do they see similarities in life today?
2. Christians talk about God's presence. But what does the Bible mean by witnessing or testifying to God's presence and purposes, and how does that apply to Deborah? Bring the idea to the class. How do they witness to God's presence and purpose to the people around them?
3. Look at the literary styles used in reporting Deborah's story. Compare Judges 4 (prose) and Judges 5 (poetry). Discuss how both accounts describe the same story. Consider what effect having these two accounts has in describing Deborah's witness.

**Resources:** Usually in stories like Deborah's, we focus on the dramatic results – the bright outcomes. But we should closely examine how the person got to the stage where they could achieve those outcomes. Therefore, use any material that highlights Deborah's relationship with God. Remember, she was a judge of Israel working daily to judge the people before her heroic work as a war general.

## Hannah, a Godly Mother

**Lesson 2**

**June 14, 2026**

**Lesson Scripture:** 1 Samuel 1:1-28; 2:1-11, 18-19; 3:1-18

**Focus Scripture:** 1 Samuel 1:9-20, 25b

**Key Verse:** In due time Hannah conceived and bore a son. She named him Samuel, for she said, "I have asked him of the Lord." 1 Samuel 1:20

## Key Terms

- **Apostasy** – The deliberate turning away from God (faith in and allegiance to).
- **Prerogative** – God's right to do whatever ensures his will is done.
- **Stigma** – A mark of shame or disgrace attached to a person or situation.

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

1. **Knowing:** Recognize Hannah's faithful witness through her prayerful longing.
2. **Loving:** Experience heartfelt vows as honest expressions of witness to God.
3. **Serving:** Cultivate a rich prayer life as an element of living a faithful witness before God.

## Teaching Strategies

1. A highlight of Hannah's story is her barrenness - an inability to produce. Use this concept to look at barrenness in the history of Israel and see how that same condition shows itself in our society today.
2. Barrenness in Hannah's day carried a crippling stigma. Consider other issues that carry a similar disgrace today.
3. Invite the class to write the story of Hannah in the most compelling way they can, on an index card. This helps the class to remember the core details in their own words.
4. Hannah was a big encourager. Get participants to role-play an encourager urging people to stand for God and do something

that pleases God.

**Resources:** There is a YouTube posting, "The Story of Hannah in the Bible: A Prayer That Changed History," which you may find useful. It puts Hannah's story in the context of Israel's history. And this is an excellent context. Too often, we focus on the contributions of individuals without looking at the overall script God is writing.

### Jonathan and David, a Noble Friendship

#### Lesson 3      June 21, 2026

**Lesson Scripture:** 1 Samuel 18:1-4; 19:1-7; 20:1-42; 2 Samuel 1:17-27; 21:7

**Focus Scripture:** 1 Samuel 18:1-4; 20:16-17, 32-34, 42; 2 Samuel 1:26-27; 21:7

**Key Verse:** Jonathan said to David, "Go in peace, since both of us have sworn in the name of the Lord, saying, 'The Lord shall be between me and you and between my descendants and your descendants forever.'" 1 Samuel 20:42

#### Key Terms

- **No Holds Barred** – Without restrictions or conditions; total freedom in speaking.
- **Posterity** – Future generations.
- **Tanzania** – A country of about 70 million people in Eastern Africa.

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

1. **Knowing:** Define how Jonathan and David's loyal love witnesses to God's love.

2. **Loving:** Develop a heart of loyalty for God.
3. **Serving:** Practice loyalty and love for God through loving their neighbors.

### Teaching Strategies

1. The lesson gives some description of the Hebrew word *hesed*. Lead the class in a more expansive description of the word as reflecting God's covenant love, loyalty, and generosity. See Exodus 34:6-7.
2. Create a character web. On a whiteboard, put a character's name from the story in the middle of a web. Brainstorm associations and make connections between characters and concepts by filling in the web.
3. Link the quality of the friendship between David and Jonathan to our relationship with God. Do this by identifying the marks of David and Jonathan's relationship that demonstrate covenant love and how they reflect the *hesed* of YHWH for Israel.
4. Retell the story, changing the gender of the male friends to female friends. How might they act differently? Discuss how the way friendships are displayed is influenced by gender differences.
5. Create a monologue for one of the people in the story. As one participant gives the speech ask the class to assess the thinking and feelings the speech generates.

**Resources:** In looking at the story of David and Jonathan, keep God firmly in view. This is not only a story of two great friends. It shows how God uses people to achieve his purpose on earth. Let us highlight a point made in the lesson: how Jonathan sacrificed his opportunity to be the next king to ensure that God's choice

of a king was enthroned. If you want an animated version of this amazing friendship, watch “The Friendship of David and Jonathan” on YouTube.

**The Teacher's Guide**  
**Senior Lessons**  
**Summer Quarter: June 2026 – August 2026**  
**Prepared by Rev. Dr. Teneramie C. Jiménez**

**Deborah, a Leader in a National Emergency**

**Lesson 1**

**June 7, 2026**

**Lesson Scripture:** Judges 4:1-24

**Focus Scripture:** Judges 4:4-10, 14, 21-22

**Key Verses:** At that time Deborah, a prophet(ess), wife of Lappidoth, was judging Israel. She used to sit under the palm of Deborah between Ramah and Bethel in the hill country of Ephraim, and the Israelites came up to her for judgment. Judges 4:4-5

**Words to Know**

- **Prophetess** – A woman chosen by God to speak God's message to the people.
- **Judge (Biblical)** – A leader raised by God to guide, deliver, and restore Israel in times of trouble.
- **Oppression** – Cruel or unfair treatment by those in power.
- **Courage** – The ability to act boldly even when facing fear or danger.
- **Indomitable** – Strong, determined, and impossible to defeat.

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

1. **Know God:** Describe Deborah's qualities for leadership and faithful witness.
2. **Love God:** Value the qualities of a faithful witness and desire to incorporate them into your life.
3. **Serve God:** Engage your community by answering God's call to service to others.

### Teaching Strategies

1. This month of June, there will be memorials commemorating the *Emmanuel AME Church Shooting*. Have the youth look up information and discuss their feelings on this and Christianity, and their faith. Be sensitive of others who may be close to the situation or have a similar situation they know of.
2. The use of social media is encouraged throughout this quarter. Remind the students of any social media protocols they are familiar with from school or any implemented in church. Each lesson has a QR code for youth to scan and enjoy the musical selection.
3. Challenge the youth to learn the **Key Verse(s)** by memory.
4. This quarter, the **Sankofa** sections will implement social action throughout the history of the AME Church. This is an awesome time to have them expand their social action awareness. They may even want to visit different sites and learn more about history of the AME Church and the social action movements.
5. This lesson can be timed for **30, 45, or 60 minutes**. The times next to the activities reflect a 45-minute lesson. If you need

more or less, simply adjust the times by adding or subtracting 15 minutes. The lessons are straightforward with relevant questions to discuss in groups or as a whole. Depending on your group size and setting, here is a suggested lesson breakdown:

- **(5 minutes) Introduction:** Opening prayer, and have students share if the **Introduction** encourages questions or concerns.
- **(10 minutes) Bible Story:** Have volunteers read scriptures "round robin," three or four verses each or one person read entire passage. Review vocabulary and read/discuss the **Bible Story**. The **Bible Story** has three sections relative to *Know God, Love God, Serve God*. Have students break up into three groups and report back or discuss each section as a group depending on size of class. Answer questions.
- **(10 minutes) Sankofa:** Have students discuss lessons and history to visit/learn more about. If time permits, let a few of them share what they discovered. Let youth tell if they participated in any social action events in their community.
- **(15 minutes) Real Talk, Faith Walk:** This section allows for the youth to express what is going on in their lives. Allow them to give examples of real-life situations and allow fellow youth to share if they can offer advice and apply to real life.
- **(5 minutes) Summary and Closing Devotions:** Recap/summarize lesson with one or three volunteers. Scan QR code and listen to music. Ask for volunteer to pray or pray collectively with closing prayer in lesson.

## Hannah, a Godly Mother

### Lesson 2

June 14, 2026

**Lesson Scripture:** 1 Samuel 1:1-28; 2:1-11, 18-19; 3:1-18

**Focus Scripture:** 1 Samuel 1:9-20, 25b

**Key Verse:** In due time Hannah conceived and bore a son. She named him Samuel, for she said, "I have asked him of the Lord." 1 Samuel 1:20

### Words to Know

- **Decrees** – Official orders or truths from God that are dependable and trustworthy.
- **Precepts** – Rules or guidelines that help us know what is right and just in everyday life.
- **Fear (of the Lord)** – A deep respect, awe, and reverence for God, not fear like being scared.
- **Ordinances** – God's rulings or judgments; they are fair, true, and completely right.
- **Transgressions** – Serious wrongdoings or rebellion against God's ways.
- **Insolent (or Proud Thoughts)** – Arrogant or proud thoughts or behaviors.
- **Sacred Writings** – God's inspired Word passed down through generations.

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

1. **Know God:** Express how Hannah's hopeful waiting is an expression of a faithful witness of love.
2. **Love God:** Value one's deep desires and promises as expressions of hope and faith in God.
3. **Serve God:** Commit to intentional prayer as an essential part of a believer's discipleship.

### Teaching Strategies

1. Refer to the **Teaching Strategies** in Lesson 1.

### Jonathan and David, a Noble Friendship

#### Lesson 3

June 21, 2026

**Lesson Scripture:** 1 Samuel 18:1-4; 19:10-7; 20:1-42; 2 Samuel 1:17-27; 21:7

**Focus Scripture:** 1 Samuel 18:1-4; 20:16-17, 32-34, 42; 2 Samuel 1:26-27; 21:7

**Key Verse:** Jonathan said to David, "Go in peace, since both of us have sworn in the name of the Lord, saying, 'The Lord shall be between me and you and between my descendants and your descendants, forever.'" 1 Samuel 20:42

### Words to Know

- **Hesed** – A Hebrew word describing God's covenant love, loyalty, mercy, and generosity toward God's people (see Exodus 34:6-7).
- **Covenant** – A sacred promise or binding agreement made

before God.

- **Loyalty** – Faithfulness and commitment, even when it is difficult.
- **Descendants** – Future generations or family members who come after us.
- **Anointed** – The one chosen and set apart by God for a special purpose.
- **Lamentation** – A song or poem expressing deep sorrow or grief.

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

1. **Know God:** Articulate the love David and Jonathan had for each other as best friends.
2. **Love God:** Foster loyalty and love among others and with God.
3. **Serve God:** Practice loyalty and love for God through loving others.

### Teaching Strategies

1. Refer to the **Teaching Strategies** in Lesson 1.

**The Teacher's Guide**  
**Intermediate Lessons**  
**Summer Quarter: June – August 2026**  
**Prepared by Rev. Faith Waters**

**Deborah, a Leader in a National Emergency**

**Lesson 1**

**June 7, 2026**

**Lesson Scripture:** Judges 4:1-24

**Focus Scripture:** Judges 4:4-10, 14, 21-22

**Key Verses:** At that time Deborah, a prophet, wife of Lappidoth, was judging Israel. She used to sit under the palm of Deborah between Ramah and Bethel in the hill country of Ephraim, and the Israelites came up to her for judgment. Judges 4:4-5

**Vocabulary**

- **Prophet** – God's spokesperson, who announced the will of God to his people.
- **Judging** – Forming an opinion, making a decision, or rendering a verdict about someone or something.
- **Glory** – Praise, honor.
- **Lappidoth** – Pronounced: LAP-ih-doth.
- **Barak** – Pronounced: bah-RAHK.
- **Naphtali** – Pronounced: NAF-tuh-lie.
- **Zebulun** – Pronounced: ZEH-byoo-lun.
- **Jael** – Pronounced: JAY-el.

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

1. Examine Deborah's faithful witness and leadership style.
2. Strive to be a faithful witness for God, as Deborah was.
3. Answer God's call to leadership by serving others and being a faithful witness

### Teaching Strategies

1. Be sensitive towards those who have experienced abuse from leaders.
2. Share facts about Bishop McKenzie's life and ministry, as well as Harriet Tubman, and Rosa Parks, who was an AME Church member. Former Vice President Kamala Harris is another leader to mention.
3. Deborah's name means "bee" or "leader." "Wife of Lappidoth" could mean "woman of Lappidoth," referring to her place of origin. The word "lappidoth" means "torch" or "lightning," so Deborah could be a "fiery woman."
4. Jael was a non-Israelite, the wife of Heber the "Kenite," an ethnic designation as well as a term meaning "smith" or "worker of iron" (Judges 4:11). Jael's husband helped craft the hundreds of iron chariots for Sisera's army. That connection may explain why Sisera entered Jael's tent with such confidence, seeking security as he fled from his defeated army.

**Resources:** The Bible Project videos; QR code has a playlist that has several of the suggested hymns included. Consider using this so students can hear the hymns (if they don't know them or the teacher can't sing them). Ask them why they think each hymn was paired with each lesson.



## Hannah, a Godly Mother

### Lesson 2

June 14, 2026

**Lesson Scripture:** 1 Samuel 1:1-28; 2:1-11, 18-19; 3:1-18

**Focus Scripture:** 1 Samuel 1:9-20, 25b

**Key Verse:** In due time Hannah conceived and bore a son. She named him Samuel, for she said, "I have asked him of the Lord." 1 Samuel 1:20

### Vocabulary

- **Distressed** – To feel upset, tormented, afflicted.
- **Vow** – A promise to God to act in a certain way, often conditioned on some return favor.
- **Nazirite** – A male or female consecrated to God's service by a special type of vow which lasted for a fixed period or sometimes for life.
- **Vexation** – To feel troubled, irritated, sorrow.
- **Countenance** – The appearance of the face.
- **Shiloh** – Pronounced: shee - LOH.

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

1. Understand that Hannah's hope and trust in God revealed true faith.
2. Value one's prayers and deep desires as an expression of faith.
3. Commit to regular prayer as a part of personal discipleship.

### Teaching Strategies

1. Hannah's name means "grace" or "favor" in Hebrew.
2. The biblical narratives consistently reveal God's compassion and intervention, emphasizing his ability to transform despair into hope and fulfillment.
3. Most Levites only served from the ages of 25 to 50 (Nu. 8:23-26).
4. The Nazirite vow was normally taken for a limited time rather than for life. Hannah makes a vow to the Lord resembling the Nazirite vow. The vow includes (1) abstaining from the use of grapes in any form, (2) not shaving the hair on one's head, and (3) avoiding dead bodies (Numbers 6:3-7).
5. Elkanah loved Hannah deeply and did not care about her infertility.
6. Be sensitive towards those who have lost babies.
7. Share an Old Testament map with the class via texts and discuss the trip that Hannah and her family took to Shiloh.
8. Hannah's prayer (1 Samuel 2; compare Mary's *Magnificat*, Luke 1:46-55) links the prayers of a barren woman to the reversal of the spiritual and political fortunes of the nation. Through Hannah and her son Samuel, God would expose the spiritually blind Eli and the morally corrupt Hophni and Phinehas, and secure an honorable king to unify the kingdom of Israel.

9. The vestments worn by priests indicated their role as intercessors in the temple and were emblems of their ritual purity (Exo. 28). The *me'il* or robe was a loose, wide-sleeved outer garment worn by royalty, priests, and prophets. Samuel is often described as wearing this special garment. As a child, his mother, Hannah, brings him a new *me'il* each year (1 Sam. 2:19).
10. In the U.S., Juneteenth is a national holiday. It is celebrated on June 19th.

**Resources:** Art supplies and posterboards; map

### Jonathan and David, a Noble Friendship

**Lesson 3**

**June 21, 2026**

**Lesson Scripture:** 1 Samuel 18:1-4; 19:1-7; 20:1-42; 2 Samuel 1:17-27; 21:7

**Focus Scripture:** 1 Samuel 18:1-4; 20:16-17, 32-34, 42; 2 Samuel 1:26-27; 21:7

**Key Verse:** Jonathan said to David, "Go in peace, since both of us have sworn in the name of the Lord, saying, 'The Lord shall be between me and you and between my descendants and your descendants forever.'" 1 Samuel 20:42

#### Vocabulary

- **Covenant** – A formal and binding agreement established between two parties, often sealed with ritual actions.
- **Disgraced** – The cause of shame or dishonor.
- **Oath** – To appeal to divine authority to uphold the truth of a statement.

- **Mephibosheth** – Pronounced: meh-FIB-oh-sheth.

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

1. Examine Jonathan and David's friendship and love for one another.
2. Aim to have a loving, devoted relationship with God.
3. Commit to loving and serving others as a reflection of your relationship with God.

### Teaching Strategies

1. Samuel is wearing his *me'il* or robe when he announces Saul's loss of the kingship (1 Sam. 15:27). Later, when a desperate Saul employs the services of the witch of Endor, the king recognizes Samuel's spirit rising from Sheol because the shade is dressed in a *me'il* (28:7).
2. The messenger who brings the tragic news of Saul's death has torn his clothing and placed earth on his head as a sign of the nation's loss. David acknowledged the importance of the deceased king and showed honor by tearing his robe, weeping, and fasting until evening (2 Sam. 1:2-12). David also composed a eulogy for Saul and Abner (2 Sam. 3:33-34).
3. Saul tried to get Jonathan to kill David, despite the love that existed between the two (1 Sam. 19:1-6). Then Saul, who was deranged, tried to pin David to the wall with his javelin (19:6-10).
4. Jonathan loved David, despite his position as the heir of the throne (as son of Saul). Jonathan was a hero because he had defeated the Philistines (1 Sam. 14). As one who had a selfless love for David, Jonathan obeyed God's will to let David become the next king.

5. David's lament is recorded in 2 Sam. 1:17-27. He was a talented, skilled musician and poet. David was a man of God and a steadfast friend to Jonathan, even though Saul mistreated him.
6. Explain the activity used in the **Life Application**. This activity is to help learners think about the qualities of healthy relationships as modelled by David and Jonathan.

## The Teacher's Guide

### Junior Lessons

Summer Quarter: June – August 2026

Prepared by Rev. Monica C. Jones, Ph.D.

### Deborah Empowered to Deliver

Lesson 1

June 7, 2026

Lesson Scripture: Judges 4:1-24

Focus Scripture: Judges 4:4-10,14

**Key Verse:** (Deborah) said, "I will surely go with you; nevertheless, the road on which you are going will not lead to your glory, for the Lord will sell Sisera into the hand of a woman." Judges 4:9

#### Word Power!!!

- **Deborah (de-bor'-ah)** – The only female judge found in the Old Testament who led a successful battle at the request of a male military officer.
- **Barak (bah-rock')** – The military officer who asked Deborah to lead the army into battle with him.

#### Lesson Goals:

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

1. The nature of the *Judges* era and, particularly, Deborah's background and status.
2. Barak's request and its implications.
3. The parallels between the story and the Bible lesson.

## Teaching Strategies

### *Foci and Questions*

1. Encourage the class to watch a game together so that their discussion of what they saw is more interactive.
2. Find opportunities to talk about the courage to speak up and to move forward, using God as our strength.
3. What mistake did Xavier make?
4. When comparing the Bible lesson with this week's **Getting Ready!!!** story, which character does Xavier sound like from the Bible characters? Xavier's sister?

**Resources:** For every class, have Bibles, reference and parabolic resources to assist with questions and links for Bible apps such as [biblegateway.com](http://biblegateway.com); pictures and social media clips of Serena and Venus Williams supplies for writing and taking notes



## Hannah Asks for God's Favor

### Lesson 2

June 14, 2026

**Lesson Scripture:** Samuel 1:1-28; 2:1-11, 18-19; 3:1-18

**Focus Scripture:** 1 Samuel 1:9-13, 15-17, 19-20, 26-27

**Key Verse:** "For this child I prayed, and the Lord has granted me the petition that I made to him." 1 Samuel 1:27

### Word Power!!!

- **Covenant (cov'-â-nunt)** – A commitment or promise kept between two or more people.

### Lesson Goals:

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

1. The definition of *covenant* and how it relates to our communication with God.
2. Who Hannah was and the commitment that she made to God in return for a son.
3. The parallels between the story and Bible lesson.

### Teaching Strategies

#### *Foci and Questions*

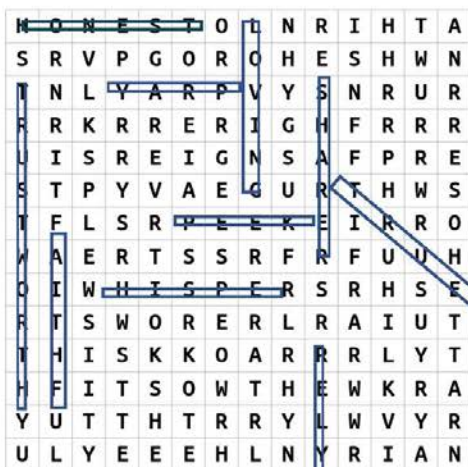
1. Establish an understanding of *covenant* and making promises, and the moral importance of keeping one's word.
2. Talk about Hannah's story, her persistence in praying and following through on what she promised God.
3. Discuss how Mark made a mistake in not behaving as he should before his grandmother became ill; help learners to understand

that doing the right thing should be something we take seriously and do every day.

**Resources:** The answer key for the word search and extra copies, as needed; copies of the praying hands; coloring tools -- crayon, colored pencils, and markers

### Answer key

#### Prayer and Promises



WHISPER  
LOVING  
HONEST  
SHARE  
TRUSTWORTHY  
PRAY  
RELY  
TRUE  
FAITHFUL  
KEEP

Play this puzzle online at : <https://thewordsearch.com/puzzle/9330303/>

#### The Bond Between David and Jonathan

##### Lesson 3

June 21, 2026

**Lesson Scripture:** 1 Samuel 18:1-4; 19:1-7; 20:1-42; 2 Samuel 1:17-27; 21:7

**Focus Scripture:** 1 Samuel 18:1-4; 20:16-17, 32-34, 42; 2 Samuel 21:7

**Key Verse:** Jonathan made a covenant with David because he loved him as his own soul. 1 Samuel 18:3

### Word Power!!!

- **David** – A beloved king of Israel and a very close friend of Jonathan, son of King Saul.

### Lesson Goals:

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

1. The harm that jealousy can cause in a relationship, even among adults, and that jealousy is not what God wants in our lives.
2. How Jonathan did not allow his father's jealousy to destroy his important relationship with David.
3. The connection between how the girls worked out their relationship despite the problem with their parents and the story of David and Jonathan.

### Teaching Strategies

#### *Foci and Questions*

1. Clearly define *jealousy* and some of the effects it can have on relationships.
2. Talk about how adults can be subject to the same weaknesses as young people and ways for children to talk about concerns or issues with their parents' behavior.
3. What do you think about Jonathan and how he remained friends with David? Do you think you could do that?
4. What did you like about the way Angela handled the situation with Nina's mother?
5. Do you think Angela's mother should apologize? Why or why not?

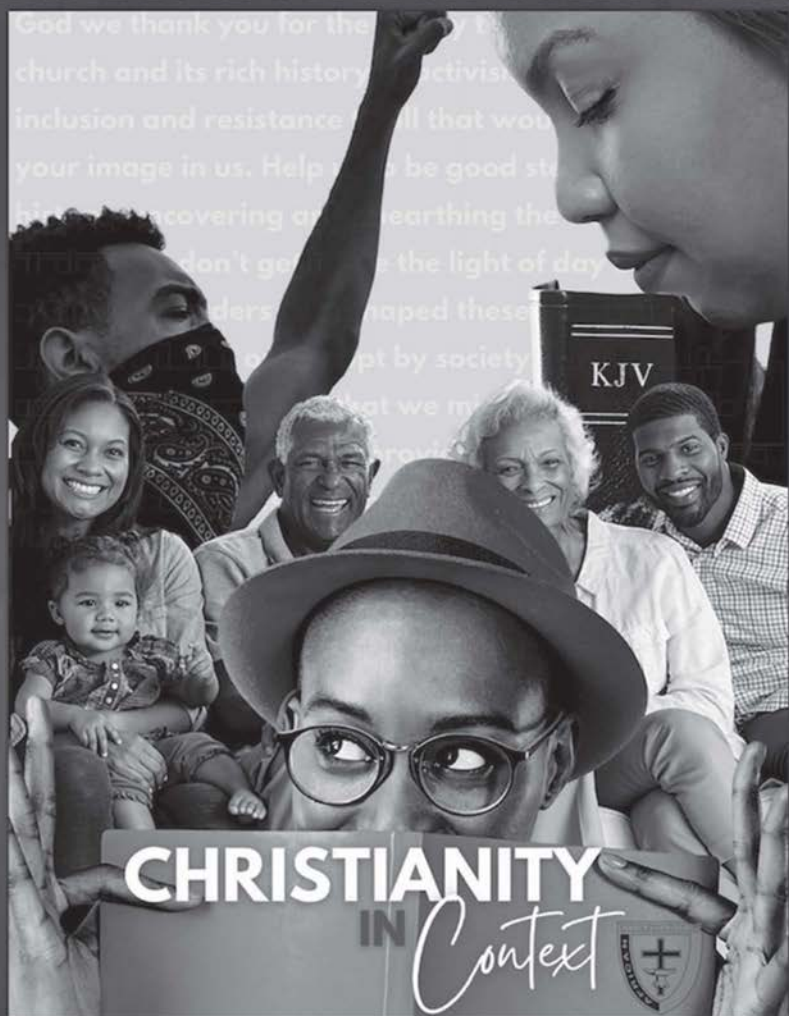
**Resources:** Bibles and Bible apps; ample space for learners to have discussions together

## NOTES

## NOTES



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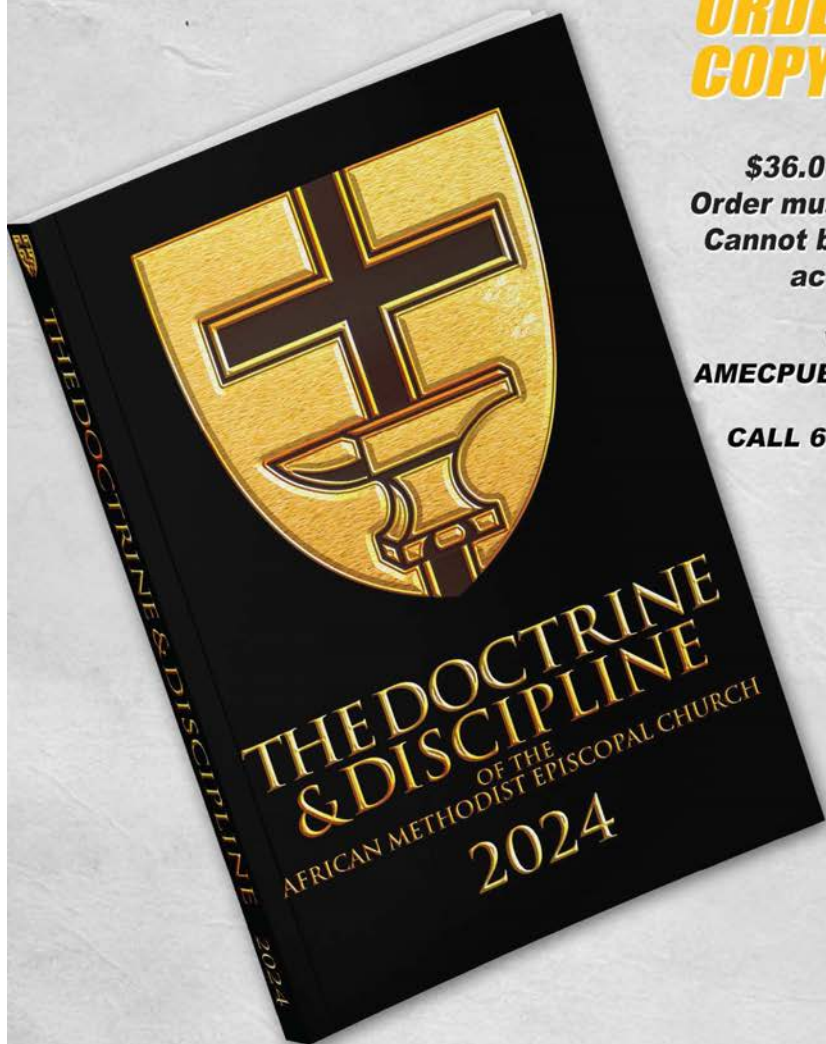
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