

BIBLE LESSON SUNDAY SCHOOL WORKBOOK

MORTALS AND IMMORTALS

November 6 - 12, 2006

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Designed for those in Junior High and beyond

These lessons are merely suggestions or aids when teaching a class. I always begin my class by asking the students if they have anything they want to discuss; healings, challenges, etc. I always get to SS early enough to talk to the kids before the bell goes off— this gives me the opportunity to hone in on what's going on in their lives, at home, school, etc. Sometimes we start talking about a question they have asked and I never get to question number one on my prepared lesson – which is fine with me; because we never want to forget it's their SS class. I want them to do most of the talking, ask questions of each other, etc. I usually ask what their goals are – name 5 or more things they want to learn in SS. I also stress that SS is a picnic and everyone has to bring something. You can't expect one person (the teacher) to supply all the food. Right?

The Golden Text is dealing with the dispersed Israelites who shall be ransomed and restored by God. Here's what The Message says about Isaiah 43: *“Don't be afraid, I've redeemed you. I've called your name. You're mine. When you're in over your head, I'll be there with you. When you're between a rock and a hard place, it won't be a dead end – because I am God, your personal God, the Holy of Israel; your Savior.”*

In the G.T. we see the theme of this lesson unfold. We are His immortal, perfect ideas and we can never wander away from His care and love. We've never left the Kingdom of Heaven. This week's lesson shows us that God/Love is our heavenly Parent our real Father, Mother. Start looking for the unfolding of this absolute fact in the following 6 sections. “Man is not material, he is spiritual.” Where does that last sentence come from?

This is a good time to have your students start studying the Thanksgiving Lesson. Each week ask them to list at least 5 things they are grateful for. We can intersperse the next few lessons with stories and citations from the Thanksgiving Lesson.

On page 62 in the Church Manual: Article XX, section 3 – Mrs. Eddy outlines “Subject for Sunday School Lessons.” We are all familiar with the list mentioned on page 63. She then goes on to talk about the next lessons which should consist of questions and answers “and may be found in the Christian Science Quarterly Lessons read in Church services.” I think it's extremely important to intertwine the Commandments; Sermon on the Mount; The Lord's Prayer, including the spiritual interpretation given by Mrs. Eddy, in all our weekly SS lessons. It's what I call “snorkeling through the Scriptures” – having the children find these nuggets of truth in every weekly Bible Lesson. That way we make these early lessons practical to them. Just memorizing words without living their teachings is pretty useless.

For instance - what commandments are mentioned in this lesson? How are their teachings applied in this section? How does this or that section incorporate some of Jesus' teachings in the Sermon on the Mount? How can we live the Golden Rule today? Any reference to the Beatitudes, etc.? This way we keep enforcing, expanding and highlighting these important lessons as outlined by MBE.

Memorization: Sometimes I've had difficulty getting my students to memorize. I'm sure each one of you has some great ideas on how to do this. Constant repetition always seems to work. It certainly worked on Sesame Street. I've told my students that there will be times when they need a statement of truth to support them. They may find themselves in a situation where they are unable to contact a Practitioner, Mom or Dad for support and they don't have their books with them – especially when

driving a car – that’s when it becomes vital to remember some spiritual truth to help them in their time of need. By the time they leave SS, they should all know the basic “early lessons” including the Scientific Statement of Being; The Lord’s Prayer & its spiritual interpretation; the 91st & 23rd Psalm; The Daily Prayer including all the “daily’s” mentioned in the church manual. Also the 6th Tenant. During their SS years, there are so many powerful sentences in our Textbook & the Bible that we read in the Bible Lessons week after week. Some that are in the Thanksgiving Lesson this month alone are:

Page 494: 10-11

vii: 1-2

4: 3-5. “What we most need is the prayer of fervent desire for growth in grace, expressed in patience, meekness, love, and good deeds.” This particular citation seems to be in our lessons at least twice a month. It might be interesting to ask your students; “Why?” Why are the Psalms so often quoted in a Thanksgiving Lesson? What does the word *Psalm* mean?

1. What does it mean to be redeemed?

- a. reclaimed
- b. ransomed
- c. forsaken
- d. retrieved
- e. deserted
- f. abandoned
- g. liberated

2. Can you explain the difference between “Jesus” and “the Christ?” When was Christ born?

3. Ask your students to tell their favorite Bible story. Then explain its message in today’s vernacular. As an assignment, it might be fun for them to take the story and write it as a play or skit in modern-day English. Then the class can perform it the following week. We need to show children that the stories in the Bible are relevant today. For instance you certainly had sibling rivalry between Joseph and his brothers; Jacob & Esau. Moses was far from perfect, even had a speech impediment, but God still chose him to lead the Children of Israel. One of my students, a teenage girl, loved the story of Queen Esther showing her love and dedication to her people. She thought it was so romantic. The King, her husband could have sided with the bad guy but instead he was loyal to his wife.

4. This week there’s another message forthcoming in the Prodigal Son Story. Luke 15:11-24. This might be a good one to start with as it deals with the selfishness and disobedience of the 2nd son; his redemption; and the unconditional love and forgiveness of his heavenly Father. This time the older brother is not a key in the parable. How would Jesus tell this story today? Would his audience be different? Are there teenagers today who want to leave home and make it on their own? If your folks gave you a car and a large sum of money and said you were free to live on your own, what would you do? When the time comes for you to go off to college you won’t have your parents around to guide and support you. You’ll be the one making decisions and choices – how do you think you’ll do?

5. The 1st section, S3; Page 190:14-31, talks about “Human birth, growth, maturity and decay” as being the mortal concepts of creation. It’s referring to the Adam man, the dust man talked about in last week’s lesson. It’s not focusing on the Genesis 1 man – the immortal and perfect man of God’s creating. Never forget that Science & Health is a “textbook.” It states the problem (the lie) – the erroneous concept of a condition and then it gives the correct answer – the truth. It’s kind of like taking a daily True or False test. The lie is always exposed and denied with the truth. Pretty soon

God's truth in every situation becomes paramount in our thinking and we realize how easy it is to *know the truth* and annul the lie. Which is first – the lie or the truth?

Last week on Page 258: 27 – Mrs. Eddy wrote: “Never born and never dying, it were impossible for man, under the government of God in eternal Science, to fall from his high estate.” If we've never been born and we never die, then obviously we can't be subject to *birth, growth, maturity and decay*. Right?

6. Section 2 deals with love and marriage. How do you feel about marriage? (Depending upon the age of your students, there are a lot of good discussion questions you can focus on, including “Gay Marriages,” which has just been voted legal in New Jersey and some other states. It might be interesting to hear their comments and/or questions. What does Christian Science say about this? Has Mrs. Eddy written about this subject in Science & Health? It's a good time to read the chapter on Marriage. What does **the Bible** say about Gay Marriage? Intertwine current events in SS lessons as much as possible – depending of course on the age of your class. Above all C.S. is practical. It meets “every human need.”

11/7 is Election Day. As a Christian Scientist how should we view government? What does our Pastor say? Was Mrs. Eddy patriotic? Let your students know she passed away prior to women being allowed to vote. Was she interested in world affairs? Obviously, it's important we stay away from personalities and political parties, but it's also vital we all understand that “the government is upon His shoulders.” Focus on the one Mind – not minds many. All of us should pray for our elected officials knowing that: “*Love, inspires, illumines, designates, and leads the(their) way...*” Page 454:18.

7. We have the love story of Ruth and Boaz in the Thanksgiving Lesson and in Gen. 29 the love story between Jacob & Rachel. Are there any other “love stories” in the Bible? What about Mrs. Eddy and her 3 marriages? This is where reading the biographies are helpful in understanding our Leader and her growth from “sense to Soul.” A math teacher has to prove the principles of his subject before he can teach. He certainly has to know the answers to the problems. Mrs. Eddy proved (demonstrated) the principles – the laws of God during her lifetime, thus making her the one chosen by God to be the Discoverer, Founder and Leader of Christian Science. I imagine writing Science & Health might be similar to writing a cookbook. You have to test the recipes before you could write about them. You'd also have to make them easy enough for everyone to follow. How did Mrs. Eddy test the truths she taught in Science & Health? How do we test them? As long as we don't deviate from the directions (the recipes) making sure we use the right amount of ingredients called for, then we can rest assured that the results will be perfect.

7. Explain meaning of Matthew 22:30. And Mrs. Eddy's thoughts on this subject on page 64: 17-21, 26-29 and 57:7. Should Christian Scientists obey the laws of the land?

8. Let's review the story of why Jacob fled to the home of Laban in Haran. He was his uncle, his mother's (Rebekah) brother. What's the story behind Jacob's escape from his father's house?

9. Jacob was 78 when he went looking for a wife. The first time he saw Rachel he fell in love with her. It was definitely “love at first sight.” She was a shepherdess and he met her at the well where she went to water her father's sheep. Rachel had an older sister named _____. Jacob went to work for Laban and asked to marry Rachel. Laban said OK but he had to work for him for 7 years first. Do you know what happened on his wedding day?

10. Have you heard the saying; “What goes around, comes around?” Jacob deceived Esau and his father – how? Now Laban has deceived Jacob – how? How many more years before he finally got to marry the girl of his dreams? What were the names of the 2 sons Rachel had? The 12 tribes of Israel came from Jacob’s 2 wives – Leah and Rachel and 2 concubines. Jacob had 12 sons and 1 daughter

On Page 65:3 in Science & Health Mrs. Eddy says: “*May Christ, Truth be present at every bridal altar to turn the water into wine...*” What Biblical miracle was she referring to in this passage?

11. On page 463:6 we have Mrs. Eddy’s reference to birth under the heading “Scientific Obstetrics.” The following sentence is an excellent one to commit to memory: “***A spiritual idea has not a single element of error, and this truth removes properly whatever is offensive.***” It’s definitely *offensive* to believe you are a mortal. Why? One of my favorite verses to memorize in on page 63:5: “*In Science man is the offspring of Spirit. The beautiful, good, and pure constitute his ancestry...*” etc. This paragraph also handles the belief of heredity. The marginal heading is: “Spiritual Origin.”

12. B16; Deut.6:5-7 – What commandment is this citation referring to? Which sentence refers to a statement made by Jesus referring to God?

13. Who does Mrs. Eddy tell us is the strongest educator for teaching children? Page 236: 12-17, 23-25.

14. Review the story of Ruth in the Thanksgiving Lesson. What was so special about Ruth? Why didn’t she go back home to her own people when her husband died? Why do you think she attracted the attention of her mother-in-law’s kinsman, Boaz?

15. True or False – Marriage is always arranged by the parents in Eastern lands. Who intervened in Ruth’s case? After they were married, Ruth & Boaz had a son whose name was _____. He was the father of _____, who later became the father of _____. Why is this information important?

16. Do you think you will raise your children the same way your parents raised you? Would you do anything different? What characteristics/qualities have you inherited from your ***real and only*** Parent?

17. On Page 359:20 – S17 Mrs. Eddy tells us that “these signs shall follow them that believe...” What signs was she talking about?

18. Section 5 – Luke 15: 11-24: The story of the Lost Son alias THE STORY OF THE LOVING FATHER:

19. Why did Jesus tell this parable in the first place? What was the lesson he was trying to teach here and why?

20. Why did this teenager rebel against his Dad? He didn’t earn his inheritance – he took it. There are so many symbolisms in this story: For instance “*a far country*” doesn’t really mean he went to another state, it means he removed himself (in thought only) far away from the Christ-centered consciousness. He listened to the voice of the infamous snake (serpent); became completely undisciplined and was truly “led down the garden path. He indulged in various vices and completely forgot the teachings of his Father – his divine Parent.

Have you ever felt you were in a *far country*? Knowing you had done some things you shouldn't? Turning your back on God? Figuring you didn't need Him or anyone else? Thinking that having your own way would make you happy, but instead you felt miserable? Explain.

21. This young man went through all his money, had no place to live and no food. There was a *famine* in the land. What's another word for *famine*?

- a. food shortage
- b. Depression
- c. abundance
- d. misery
- e. poverty
- f. starvation

21. Famine/depression describes qualities of thought. This was how our young friend felt when he realized he had mentally left his Father's house – the consciousness of Love, and had willingly wandered away from the security and goodness he experienced when obedient to God's will. Remember God never leaves us, we are never separated for one instance from our Source, but sometimes we feel we are lost and lonely. Let's go back to the Responsive Reading again: Isaiah 43: 5, 6 – from The Message and hear what the boy's Father is saying: "*Don't be afraid, I've redeemed you. I've called your name. You're mine. When you're in over your head, I'll be there with you. When you're in rough waters, you will not go down. When you're between a rock and a hard place, it won't be a dead end – Because I am God, your personal God. The Holy of Israel, your Savior.*" That's exactly what divine Love is saying to us when we think we've "messed up." Love never holds a grudge and forgives all our iniquities (mistakes). Whenever we believe in matter, false pleasures and sickness, anger, fear etc., "it could be said that we too are wandering from our Father's house" – from the Kingdom of Heaven.

23. True or False: The Prodigal Son has been called the greatest short story in the world.

24. Luke 15: 17 says: "*When he came to himself.*" In other words – came to his senses. Jesus taught that as long as we believe we are away/separated from God, we are not truly ourselves. It's impossible for a reflection to run around by itself. The son agreed to give up his son ship and become a hired servant in his Father's house. Is that possible? Why not?

25. What happened when the Father saw his son returning home? What did he tell his servants to bring? Who do you think was unhappy when the son returned home?

- a. His older brother
- b. The fatted cow
- c. His mother
- d. His ex-girlfriend
- e. His math teacher

26. More symbolisms:

- a. The robe stands for honor.
- b. The ring stands for authority
- c. Shoes stand for the children of the family. Slaves did not wear shoes. Shoes also stand for freedom. It's mighty hard for a slave to run away barefoot.
- d. The feast was a symbol of joy at the son's return. A celebration of redemption.

27. Jesus related this parable to teach the Pharisees about “forgiveness.”

28. Luke 4: 38, 39 – relates the healing of Peter’s mother-in-law. What does this tell us about Peter? How long did it take his mother-in-law to recuperate after her fever and serve dinner to Jesus and her guests?

ENJOY YOUR IMMORTALITY! Sunday School Humor: *“Lot’s Wife: The Sunday School teacher was describing how Lot’s wife looked back and turned into a pillar of salt. Little Jason interrupted and said; “My Mommy looked back once while she was driving and turned into a telephone pole.”*

These Bible Lesson Sunday School Workbook notes can be downloaded from
CSDirectory.com. <http://www.csdirectory.com/biblestudy/blw-index.html>

Web sites for Christian Science High School students:

TMCYouth.com <http://www.tmcyouth.com>

CSandME.com <http://www.csandme.com>