



Weekly Bible Study Resources

Weekly Bible Study Sunday School Workbook

Prepared by Terry Ann Homan CS for PrayerfulLiving.com
Designed for those in Junior High and beyond

For week of May 4 - 10, 2015

Note to Teachers: The ideas for teaching Sunday School in this workbook are student-centered and each Section has a different idea for teaching in this manner. The purpose is to engage the students in active learning that will impress their thought and lead to deeper understanding of the spiritual truths. There will not be sufficient time to implement all these ideas, but you will be guided to use those that best fit your class, and of course, the hour is under the direction of the Holy Spirit. "And all thy children [students] shall be taught of the Lord" (Isaiah 54:13). Each class is a joyous adventure. — *PrayerfulLiving.com*

Subject: Adam and Fallen Man

Awake: The theme of this lesson. Awake from what?

This lesson always gives us a good opportunity to challenge the student to consider the real heritage of man. Are we simply mortal beings that stumble through life then fade away or are we the spiritual ideas expressing the full range of God's eternal qualities?

The two accounts of creation in Genesis encourage us to explore these ideas. If the students are not familiar with the chapter Genesis in Science and Health, this is a good time to introduce them to it.

The myth of Adam and Eve is well known. It begins with the mist (Gen 2:6) attempting to distort the true creation (Gen 1: 1 - 2:5). This lesson shows us how to identify this mist, to not be fooled by it and to be alert to recognize and challenge any claim of sin or evil in our lives.

Golden Text:

Now is the time to "awake out of sleep." What does this mean to the student?

Responsive Reading:

The verses in Isaiah refer to the Babylonian exile (598-538 BC) and ask the children of Israel to wake up and remove the chains of slavery.

1. What “chains of slavery” may bind us today? Give examples
2. How can we break such bonds?
3. How does an understanding of Gen 1 and Gen 2 help us do this? Must we struggle to reach the ear of a far-off God or quiet the suggestions of evil and hear only divine Mind speaking to us? How can we do this?
4. Verse 8 refers to the watchman. Who is that? How can we be one?
5. What is this light that shall rise upon us? (Isa. 60:1-2)

Section 1:

Bible citation 1

1. What does “In the beginning” mean to the student?
2. What does S&H say about this word “beginning”? (502:24)
3. The Hebrew word for “beginning” can also mean a most important, chief, or principle thing or idea as well as a starting point.
4. What does it mean to the student to be made in the image of God?

S&H citation 1: How are we “embraced in the infinite Mind and forever reflected”? Ask for examples.

S&H citation 2: What does it mean to the student we have dominion?

S&H citation 3: What does the “vast forever” mean to the student?

S&H citation 4: Use this citation to discuss transition from Gen 1 to Gen 2.

Section 2:

Bible citation 3: The story of creation describes Elohim (Gen 1) where there is no evil and Yahweh (Lord God – Gen 2:7) the tribal God of Israel who allows both good and evil. What does the mist represent?

Bible citation 4: This verse tells us to cease from this fleshly man claiming to be equal to God. What does this mean to the student?

S&H citation 5: What is this “Adam-dream,” this “deep sleep”? How can we recognize it today?

S&H citation 6-8: Why is this second creation called a “dream-narrative”?

S&H citation 9: How does the light of creation challenge this dream state of thought?

S&H citation 10: What does it mean that “mortals are the Adam dreamers”?

Section 3: The serpent enters the story

Bible citation 5: This can be a great basis for discussion. Consider:

1. What is this serpent thought today? [Aggressive mental suggestion: be sure the student understands this term in Christian Science].
2. The Lord God asked “where art thou?” What does that mean to the student [Where is our thought? What do we believe to be true?]
3. “I was afraid” – here the concept of fear is introduced.
4. “I was naked” – I was not alert to protect my thinking
5. “Who told thee that thou wast naked;” – why are you listening to aggressive mental suggestions and not to God?
6. “The serpent beguiled me, and I did eat.” – I was fooled and I bought into the lie – how can I protect my thought so this does not happen?

Bible citation 6: Awake – how do we awake from the Gen 2 dream? Give some examples.

Bible citation 7: What is the “curse causeless”?

Here are a few translations of this verse:

1. An undeserved curse will not land on its intended victim (NLB)
2. The baseless curse never goes home (Moffatt)
3. You have little to fear from an undeserved curse (The Message)
4. Groundless abuse gets nowhere (NEB)
5. The curse that is groundless will not reach home (An American Translation)

S&H citation 12: What is the solution to the “fall of man”?

S&H citation 13: If someone asks the student to explain the “distinction (made by Christian Science) between God’s man...and the sinning race of Adam” what could they say?

S&H citation 14:

1. What is an allegory? (A story where the characters and events are symbols that stand for ideas or situations)
2. Why is the story of Adam and Eve an allegory?

S&H citation 16: What is “the mist of mortal mind”?

Section 4:

Bible citation 10: Ask the students to explain what these verses mean to them and how they can be applied to their lives today.

1. “now it is high time to awake out of sleep”
2. “now is our salvation nearer”
3. “the night is far spent, the day is at hand”

Bible citation 11

1. Who were the “publicans and sinners” Jesus sat with at meat?
2. Who would the student describe as “publicans and sinners” today?

S&H citation 17: Today you may hear people speak of personal “energy” in curing ailments or in handling stress. What does “mythological material intelligence called energy and opposed to Spirit” mean to the student?

S&H citation 19: How does Christian Science

1. Awaken the sinner?
2. Reclaim the infidel?
3. Raise the invalid?

Ask the student

1. What is a sinner? The term sin is an old archery term meaning to miss the mark (and so not share in the prize). The original Greek word also can mean to swerve from the way (of truth), to trip, stumble, block, fall or go astray. (Key Word Study Bible, p. 2057 #264)
2. What is an infidel? (A person who does not believe in a religion that someone regards as the true religion)
3. What is an invalid? [an in-valid claim]

S&H citation 21: Discuss this verse and ask the student how they could “reopen with the key of divine Science the gates of Paradise.”

S&H citation 22: How are grace and Truth potent in the student’s life? Ask for examples.

Section 5:

Bible citation 15: City of Nain

1. What was important about the “gate of the city”?
2. Why did Jesus have such compassion for this widow?
3. What did life as a widow with no son mean in that time?
4. What was significant about Jesus touching the bier?
5. Why was it so important that the man “began to speak”?

Bible citation 16: A good verse to discuss and see how it might apply to the student today.

S&H citation 24: What does it mean to the student that man is “never born and never dying”?

S&H citation 25: What does it mean to the student that “There is no death, no inaction, diseased action, overaction, nor reaction”? How does this apply to them?

Section 6:

Bible citation 17: How is God able to keep us “from falling”?

Bible citation 18: How are we the “children of light”? Have the students explain and then give some examples.

S&H citations 27 & 28: These citations can be a good basis of discussion. What does it mean to the student that “Christian Science is dawning upon a material age.”? How can we be conscious of “man’s dominion”?

S&H citation 29: How do we “wake” to this “truth of being”? Be sure and ask the students for some specific examples in their lives.