

Activity Pages

WINTER 2024–2025
A KING FOREVER
AND EVER

These Activity Pages Are Designed To:

- Engage students in a way that lecture and open-ended discussion don't.
- Gain insight on what has been learned and what hasn't.
- Encourage students to learn from one another and build vital relationships, in keeping with Proverbs 27:17 and Galatians 6:2.

Tips For Using Activity Pages:

- Instructions are on each lesson's "Involvement Learning" page (for teachers) and Activity Page (for students).
- Use these pages as optional alternatives for "Involvement Learning" activities.
- Limit individual work time and focus on facilitating discussion among learners.
- Encourage students to complete take-home work by discussing their results in the next class session.

Maximize Group Activity Time!

- Instead of viewing group activities as empty time for you as the teacher, look for opportunities to encourage and challenge your students.
- Pray silently during the activity for the participants' spiritual growth! Pray for them by name, calling on the Lord to bless each person.
- Circulate among the groups of learners and observe their interactions to discover your learners' level of spiritual maturity.
- Pray that the Spirit will fall on your classroom, equipping your students with knowledge and filling them with passion to boldly proclaim the good news.

Jesus' Ancestry

Lesson 1, Ruth 4:9-17; Luke 3:23, 31b-32, KJV

SETTING THE SCENE

Work with a partner to identify the importance of each of the following places or names in the book of Ruth.

- Bethlehem _____
- Boaz _____
- Chilion _____
- Elimelech _____
- Mahlon _____
- Moab _____
- Naomi _____
- Orpah _____
- Ruth _____

A SPIRITUAL FAMILY TREE

In the space below, write the names of three to five members of God's family (past or present, personally known or not) who have influenced your faith. Feel free to sketch this spiritual heritage as a family tree.



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God's Promise

Lesson 2, 2 Samuel 7:4-17, KJV

GOD'S PROMISE TO DAVID

Locate the words from today's lesson within the following puzzle. Briefly discuss with your partner the importance of each word to 2 Samuel 7:4-17.

- David Throne
- Nathan Forever
- Covenant Prophet
- Jerusalem Promise
- Israel Bless
- House Peace
- Solomon Heart
- Kingdom Lord
- Servant Rest

L Q L V S Q Q N E P I N Q C T
D O E I S A U A O S P A O K H
L A R T E K H T K X I V T F R
F I V D L H Z H M C E M O K O
K Q G I B S A A O N N R O T N
K I N G D O M N A O E E N R E
O H K G T E X N M V M S H U P
S O Q U N S T O E E Z T A B V
L E R Z B U L R T E H P O R P
O E R Z B O M E L A S U R E J
T W A V S H E A R T D Z C W C
B Z J R A S W T X B T A F E M
M D Z Q S N K O I W E S F U H
G J T F J I T T Y P D I O Y P
P I R Q T O C I T B L F V B Q

PRAYER CHART

Complete the following chart by listing prayer requests that have been answered and how God answered them.

Prayer Request	Answer

A Father's Prophecy

Lesson 3, Luke 1:67-80, KJV

FALSE PROPHECIES

Research one of these prophetic instances on your smartphone and work with a partner to determine what made them “false” prophecies.

The 2012 Mayan Apocalypse / “The Prophetic Hen of Leeds” / Harold Camping

How do these prophetic instances differ from prophecies found in Scripture?

Why are false prophecies dangerous?

What guidelines do you follow not to be taken in by false prophecies?

BABY DEDICATION

Based on Zacharias's prophecy in Luke 1:67-80, compose a baby dedication letter for John the Baptist. In the first part of the letter, express thanks to God for His faithfulness, and in the second half, express your hopes and dreams for how this child will grow up in the kingdom of God.

Savior's Birth

Lesson 4, Luke 2:1-16, KJV

PACKING LIST FOR EXPECTING PARENTS

Imagine that Mary and Joseph lived today and were traveling to Bethlehem, Pennsylvania, for Jesus' birth. What modern essentials would they need for their journey? for the labor and delivery? for the first days after delivery?

For the journey to Bethlehem (examples: clothes, toiletries, snacks, etc.)
For labor and delivery (examples: pillows, painkillers, etc.)
For the first days after delivery (examples: newborn outfit, pacifier, wet wipes)

Based on your reading of Luke 2:1-16, what essentials did God provide for Mary, Joseph, and Jesus?

How well does God provide for your essential needs, if not always your wants?

MIXED MESSAGE

Place the following words in the correct order to reveal the words of praise from the heavenly host. Check your answer by rereading Luke 2:14.

God	earth	highest	good	in	toward	and
Glory	will	men	on	peace	the	to

In your own words, summarize the heavenly host's praise:

DEFINING FAITH

Write your answers below, citing any Bible verses that support your responses. Consult outside resources as desired.

Faith is *not*: _____

Faith *is*: _____

Faith is *similar to*: _____

Biblical examples of faith-in-action: _____

Personal examples of faith-in-action: _____

Why does having a clear definition of *faith* matter? _____

MIRACLES IN LUKE

Read the Scripture references in the table below. Then, fill out the table and note any patterns of faith you see. One example has been completed for you.

	The Petitioner	The Crowd	Jesus
Luke 5:12-16	Wanted to be cleansed of his leprosy	Heard of the miracle and came to experience healing	Was willing to heal the man; told him to keep quiet and present himself to the priests
Luke 7:1-10			
Luke 8:40-42, 49-56			
Luke 8:43-48			

The Lord Is King

Lesson 6, Psalm 10:12-18, KJV

LISTEN TO GRANDPA . . . OR DON'T?

Below are bits of folk wisdom you may have heard from an elderly family member when you were a child. Which are true, and which are not?

1. It takes longer than five seconds for bacteria to adhere to food that falls on the floor True / False
2. Aching body joints can indicate that a storm is coming. True / False
3. Sitting close to the TV will permanently ruin your eyes True / False
4. If you don't stop cracking your knuckles, you're going to get arthritis True / False
5. The behavior of animals can be a warning of an impending earthquake, thunderstorm, or tsunami. True / False

With your study partner(s), discuss how we know the Bible's promises of God's care and protection are true and reliable, not just anecdotal "folk wisdom." Jot ideas below.

JUSTICE BEGINS NOW . . . WITH ME?

Oh, how easy it is merely to pray for an end to injustice—and how difficult it is to be part of the solution personally! **Your challenge:** Write a prayer that asks God to empower you in that regard and to place you in situations where you serve as God's hands in reversing an injustice or oppression.

The Lord Is Majestic

Lesson 7, Psalm 93, KJV

THE LORD, THE KING

Work with a partner to identify royal descriptions of the Lord in Psalm 93.

Verse 1 _____

Verse 2 _____

Verse 3 _____

Verse 4 _____

Verse 5 _____

Compare and contrast these descriptions with what you know of ancient or modern royals. How does God fulfill a similar role? How does He differ from earthly leaders?

MY KEY VERSE

Write a key verse (or phrase) from Psalm 93 that resonates with you. Include a short note about the insight or encouragement this verse gives you. Then, write a brief plan to help you remember this verse in the week ahead.

The Lord Is Active

Lesson 8, Psalm 103:1-14, KJV

THE ACTIVE LORD, DOUBLY DESCRIBED

Match each question below with its correct pair on the right. Each pair will be used no more than once, and several will not be used at all. This is a speed drill; time limit of one minute! Answers are in Psalm 103:6-14

A. acrimony/patience

B. anger / mercy

C. chide / anger

D. east / west

E. forgive / forget

F. heaven / earth

G. mountain / sea

H. kings / prophets

I. Moses / children

J. north / south

K. righteousness / judgment

_____ 1. "The LORD executeth _____ and _____ for all that are oppressed."

_____ 2. "He made known his ways unto _____, his acts unto the _____ of Israel."

_____ 3. "The LORD is . . . slow to _____, and plenteous in _____."

_____ 4. "He will not always _____: neither will he keep his _____ for ever."

_____ 5. "For as the _____ is high above the _____, so great is his mercy toward them that fear him."

_____ 6. "As far as the _____ is from the _____, so far hath he removed our transgressions from us."

MY FAVORITE PERSON OF ACTION

Think of someone whose faith inspires you. Then fill out the following in a minute or less.

Favorite person's name (optional): _____

This person's faith inspires me in this way: _____

One virtue I regularly notice in this person: _____

This person's character can be summed up with this one word: _____

This person reminds me of the following person from the Bible: _____

The Lord Is Righteous

Lesson 9, Psalm 145:1, 10-21, KJV

YESTERDAY, TODAY, AND FOREVER

Complete the sentences with things that described you yesterday.

I felt (emotion/mood) _____.

I (action/task) _____.

I did not (action/task) _____.

I ate (one food item) _____.

Now rewrite those sentences in the present/habitual tense.

I always feel _____.

I always _____.

I never _____.

I always eat all the _____.

HE DOES, WE DO

Match the first part of the verse from Psalm 145 with the second. Bibles closed!

- | | |
|--|---|
| Verse 01. I will extol thee, my God, O king; | ___ A. and raiseth up all those that be bowed down. |
| Verse 10. All thy works shall praise thee, O LORD; | ___ B. and let all flesh bless his holy name for ever and ever. |
| Verse 11. They shall speak of the glory of thy kingdom, | ___ C. and the glorious majesty of his kingdom. |
| Verse 12. To make known to the sons of men his mighty acts, | ___ D. but all the wicked will he destroy. |
| Verse 13. Thy kingdom is an everlasting kingdom, | ___ E. and thy saints shall bless thee. |
| Verse 14. The LORD upholdeth all that fall, | ___ F. and I will bless thy name for ever and ever. |
| Verse 15. The eyes of all wait upon thee; | ___ G. and talk of thy power; |
| Verse 16. Thou openest thine hand, | ___ H. and holy in all his works. |
| Verse 17. The LORD is righteous in all his ways, | ___ I. and thy dominion endureth throughout all generations. |
| Verse 18. The LORD is nigh unto all them that call upon him, | ___ J. he also will hear their cry, and will save them. |
| Verse 19. He will fulfil the desire of them that fear him: | ___ K. to all that call upon him in truth. |
| Verse 20. The LORD preserveth all them that love him: | ___ L. and satisfiest the desire of every living thing. |
| Verse 21. My mouth shall speak the praise of the LORD: | ___ M. and thou givest them their meat in due season. |

Praying Properly

Lesson 10, Matthew 6:5-15, KJV

ACTS IN ACTION

What are your typical prayer habits in terms of the following:

- Number of times you pray each day: _____
- Length of your prayers in minutes: _____
- Context of most of your prayers (circle one):

worship services mealtimes daily devotions in small groups emergencies

- Focus of your prayers—what occupies the most time in your prayers (circle one):

Adoration (praising God) **C**onfession (admitting sin) **T**hanksgiving (expressing gratitude) **S**upplication (making requests)

Where do you see the four elements of ACTS in the individual phrases of the Lord's Prayer? Use highlighters in four colors to match the phrases below to their counterparts in the ACTS formula above.

Our Father which art in heaven, hallowed be thy name.
Thy kingdom come. Thy will be done in earth, as it is in heaven.
Give us this day our daily bread.
And forgive us our debts, as we forgive our debtors.
And lead us not into temptation, but deliver us from evil:
For thine is the kingdom, and the power, and the glory, for ever. Amen.

What does this reveal about a way to improve your prayer life? Write thoughts below:

CEREMONIAL THEISM?

CASE STUDY. A military chaplain is writing a prayer that he will deliver at a “commander’s call” staff meeting later in the day. Being a Christian, the chaplain inclines strongly toward praying in the name of Jesus (see John 14:13-14). This is not forbidden, but it is frowned upon as not being “inclusive.” The chaplain sees public prayers that are not offered in Jesus’ name as being little more than exercises in “ceremonial theism.”

- What options does the chaplain have, and which course should he take?
- Would your answer be different if the context were a change of command ceremony rather than a staff meeting? Why, or why not?

Ancient Cities, Sinful Histories

Fill the blanks to identify eight cities sharing a common trait, using the circled letters.

AREUELSJM	J									
AUDSCMAS	D									
OOAGRRHM	G									
IENVENH	N									
LNYBABO	B									
SOIDN	S									
OMOSD	S									
RTEY	T									

Their status:

--	--	--	--	--	--	--	--	--	--	--

Different Roles, Common Goals

Jesus

John the Baptist

What were their roles? _____

What were their goals? _____

Scripture resources (among many)

- John the Baptist: Matthew 3; Mark 1; Luke 3; John 1
- Jesus: Luke 12:51; John 3:16; Luke 19:10; 1 John 3:8

IT'S IMPOSSIBLE!

Use the word *impossible* to create a ten-item acrostic of problems or unfavorable situations that seem to present an impossibility in human thinking but are entirely possible with God. One idea is given to get you started.

I
M
P
O
Curing Stage 4 cancer
S
I
B
L
E

WEALTHIER THAN I IMAGINED

Search for “wealth comparison calculator” or similar on your smartphone’s web browser. Pick two of the results and enter the data requested. Enter one of the results below.

I am wealthier than _____ percent of the world’s population.

What does this signal to you in terms of today’s lesson?

What spiritual and lifestyle changes do you need to make?

Ministering Mightily

Lesson 13, Matthew 25:31-46, KJV

COLLECTIVE HELPING AND JESUS' EXPECTATIONS

Read the following Scriptures and summarize how the church used different methods in meeting needs collectively.

Acts 2:44-45

Acts 4:32-35

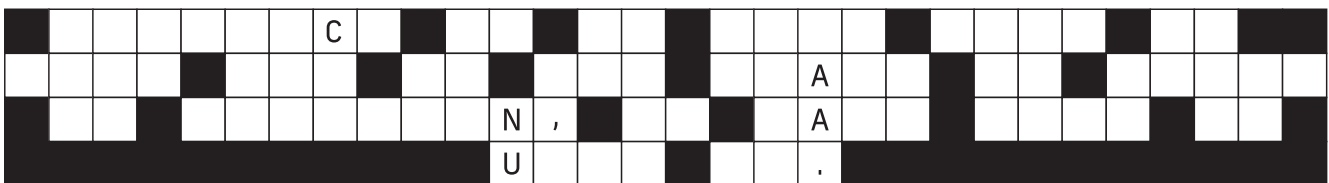
Acts 6:1-3

1 Timothy 5:3-11, 16

What kinds of needs are met most efficiently and effectively through individual effort? Which are better met through the collective effort of the local church? Jot ideas below:

DON'T LET THE MESSAGE FALL AWAY!

A key idea of today's lesson has fallen away and must be recovered! Each letter underneath the puzzle grid belongs in one of the boxes in the column directly above it. Move letters to their correct boxes to reveal a reminder of the lesson's message. (Five letters are already filled in; try not to look at the hint below.)



Y E

N Y M U E H E L A V D O I

M T A B O E E H O A T T E H H S T O N N E I T S

U I N O S R N T H R F S N Y O E M E V E E D O F E T H E T E

Hint: this is a partial quote of one of today's verses.

Lesson 2

God's Promise to David:

L Q L V S Q Q N E P I N Q C T
 D O E I S A U A O S P A O K H
 L A R T E K H T K X I V T F R
 F I V D L H Z H M C E M O K O
 K Q G I B S A A O M N R O T N
 K I N G D O M N A O E E N R E
 O H K G T E X N M V M S H U R
 S O Q U N S T O E E Z T A B V
 L E R Z B U L R T E H P O R P
 O E R Z B O M E L A S U R E J
 T W A V S H E A R T D Z C W C
 B Z J R A S W T X B T A F E M
 M D Z Q S N K O I W E S F U H
 G J T F J I T T Y P D I O Y P
 P I R Q T O C I T B L F V B Q

Lesson 4

Mixed Message: "Glory to God in the highest, and on earth peace, good will toward men."

Lesson 5

Miracles in Luke:

	The Petitioner	The Crowd	Jesus
Luke 5:12-16	Wanted to be cleansed of his leprosy	Heard of the miracle and came to experience healing	Was willing to heal the man; told him to keep quiet and present himself to the priests
Luke 7:1-10	The centurion wanted his servant healed	Visited and implored Jesus to heal from a distance	Jesus visited the centurion and applauded the centurion for his "great faith."
Luke 8:40-42, 49-56	Jairus fell at Jesus' feet and asked for healing of his daughter	The crowd mourned for the deceased daughter	Resurrected the daughter after she had died.
Luke 8:43-48	The woman touched Jesus' cloak	Pressed in on Jesus	Knew that someone touched His cloak; healed the woman instantly

Lesson 6

Listen to Grandpa . . . or Don't?:

1. False; 2. True; 3. False; 4. False; 5. True

Lesson 8

The Active Lord, Doubly Described:

1. K; 2. I; 3. B; 4. C; 5. F; 6. D

Lesson 9

He Does, We Do: A. v. 14; B. v. 21; C. v. 12; D. v. 20;

E. v. 10; F. v. 1; G. v. 11; H. v. 17; I. v. 13; J. v. 19;

K. v. 18; L. v. 16; M. v. 15.

Lesson 11

Ancient Cities, Sinful Histories:

Jerusalem (Isaiah 22; etc.) / Damascus (Isaiah 17, etc.) / Gomorrah (Genesis 19:23-25; 2 Peter 2:6) / Nineveh (book of Nahum) / Babylon (Isaiah 13, 21:1-10; etc.) / Sidon (Isaiah 23) / Sodom (Genesis 19:23-25; 2 Peter 2:6) / Tyre (Isaiah 23). Their status: condemned

Lesson 13

Don't Let the Message Fall Away:

I N A S M U C H A S Y E H A V E D O N E I T
 U N T O O N E O F T H E L E A S T O F T H E S E
 M Y B R E T H R E N Y E H A V E D O N E I T
 U N T O M E