

Activities for the Learner Centered Catechism Classroom

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1.1 First Commandment Learning Activities

THE FIRST COMMANDMENT

You shall have no other gods.

What does this mean?

We should fear, love and trust in God above all things.

ACTIVITY ONE

OBJECTIVE: DEFINE what it means to fear, love and trust in God above all things.

4C's:

CREATE—Learners are processing the story and then drawing their summary pages

COLLABORATE—Learners are working together to determine how they will accomplish the drawing component

COMMUNICATE—The spokesperson for the group needs to articulate the connection between the story and the Explanation to the First Commandment.

CRITICALLY THINK—Learners need to read the story and draw out five key points from the text. They need to place themselves in the minds of the account's characters to draw the summary.

TOOLS: colored copier paper and drawing tools—markers, crayons, colored pencils, and tape to post the student drawings on the board.

THE ACTIVITY:

- OPEN your Bibles
- READ THE STORY ASSIGNED TO YOUR GROUP: Genesis 22:1-14, Daniel 3:1-18, 1 Samuel 17:22-37
- DRAW THE STORY IN FIVE SCENES with stick people (draw big) Basically, pick the five most important moments in the story. Everybody in your group should draw at least one scene for their contribution.
- I'll ask a volunteer from your group to put the story on the board in order

THE CLASS WILL BE ASKED TO DECIPHER WHAT FAMOUS BIBLE STORY YOU'RE TELLING, then I'll ask our volunteer to explain how the story shows someone FEARING, LOVING, TRUSTING GOD above all things.

ACTIVITY TWO

OBJECTIVE: IDENTIFY the potential idols in our lives.

4C's:

COMMUNICATE—Learners will have opportunity to communicate their application and to hear their classmates' stories.

CRITICALLY THINK—Learners will see that it's not just real "idols" that break the First Commandment, but many others, even God's greatest blessings to us, that can become "idols" for us when we fear them, love them or trust them more than God.

TOOLS: "grid" sheet for each student

THE ACTIVITY:

- There are a lot of different things that can become our gods—people/things we look to for all good and places we go to find refuge. On the companion sheet, there are 12 squares with various "idols", things we might be tempted to put in front of God or in place of God.

Some of these idols we might be tempted to fear more than God.

Some of these idols we might be tempted to love more than God.

Some of these idols we might be tempted to trust more than God.

- Your job is to DECIDE if it is example of something we FEAR....or LOVE....or TRUST more than God and WRITE F or L or T in the box.
- Finally CHOOSE one example from each column and WRITE a few sentences (like a little story) that describe someone in that situation.

Money	Mom and Dad	Cancer	Career
Sleep	Popularity	Cheese	Television
Friends	Government	An easy, ridicule free life	Sports

ACTIVITY THREE

OBJECTIVE: APPLY how something like a cell phone can actually become a “idol” for us.

4C’s:

COMMUNICATE—they need to communicate to the class the critical thoughts

CRITICALLY THINK—the learners watch the video and identify how those common behaviors—that many of them see and do every day—are potentially breaking the First Commandment.

TOOLS: internet connected device—either individually or projected from the instructor’s device, access to youtube

THE ACTIVITY:

- Carefully WATCH the youtube video: “You shall have...”
<https://www.youtube.com/watch?v=DU1TAiGx77Q>
- MAKE A LIST that answers this question: In what ways does the man’s phone become his idol?

We’ll write your answers on the board and then we’ll ask, “Which one of the items on our list do you see in young people most often today?”

1.2 Second Commandment Learning Activities

THE SECOND COMMANDMENT

You shall not misuse the name of the Lord your God.

What does this mean?

We should fear and love God that we do not use his name to curse, swear, lie or deceive, or use it superstitiously. But call on God's name in every trouble, pray, praise and give thanks.

ACTIVITY ONE

OBJECTIVE: ARTICULATE the various things that together comprise the "name" of God.

4C's:

COLLABORATE—Learners will share their answer with a partner, review their partner's list and add to their own.

CRITICALLY THINK—Learners will need to critically think in order to break down all the different things God is and does (consider all the divine acts of the Apostles Creed) and how they all tie in to the concept of his name.

TOOLS: Study Guide Sheet

THE ACTIVITY:

- Let's start by playing word association. WRITE DOWN one word that comes to mind when you hear...

LEBRON JAMES

SPONGEBOB

ABRAHAM LINCOLN

When you hear the name Abraham Lincoln, you think...16th President, Tall, stovepipe hat, Civil War, freed the slaves. His "name" carries along with it ideas like....

his job

his physical description/characteristics that he had

important things that he did

- With those three things in mind, come up with a list of 10 descriptors that would be included with God’s “name.” SHARE your list with one classmate and add three more of their best descriptors to your list.

ACTIVITY TWO

OBJECTIVE: TAKE LEARNERS to the Word to find appropriate and inappropriate uses for God’s name.

4C’s:

CRITICALLY THINK—Learners will need to classify appropriate from inappropriate. Even more, they’ll think deeply about WHY a particular usage is appropriate or inappropriate.

TOOLS: Study Guide Sheet with grid

THE ACTIVITY:

- USE YOUR BIBLES and SEARCH for the following Scripture references.
- DETERMINE whether the reference talks about an appropriate or inappropriate use of God’s Name and SORT the reference into the correct column.
- For each reference, WRITE DOWN why you answered the way that you did. (For example, “using God’s name to curse is inappropriate because....”)

<u>Appropriate</u>	<u>Inappropriate</u>

- | | | |
|---------------|------------------------|-------------------|
| • James 3:10 | • 1 Thessalonians 5:17 | • Leviticus 19:31 |
| • Psalm 118:1 | • Jeremiah 14:14 | • 1 Peter 2:9 |
| • Psalm 50:15 | • Matthew 15:7,8 | • James 5:12 |

ACTIVITY THREE

OBJECTIVE: TRAIN learners in a mindset of using God’s name to “give thanks” on a regular basis.

4C’s:

COLLABORATE—Learners will share their answer with a partner, review their partner’s and add to their own.

CRITICALLY THINK—Learners will need to critically think about the various areas their lives that inspire gratitude in them and organize their thoughts for a systematic method of thanks/prayer.

TOOLS: Printable blank calendar for the week or month. A TECH OPTION would be to use canva or venngage to make the calendar in “infographic” form. This would also qualify as CREATE with regard to the 4C’s.

THE ACTIVITY:

- Make a “thanks” calendar for the week—Sunday to Saturday. For each day, head the column with a major category in your life. For example, Wednesday might be “immediate family.” Then under that column write four reasons you have to thank God’s name for the things in that category, like “I’m thankful for my brother who’s good at math and helps me when I get stuck.”

1.3 Third Commandment Learning Activities

THE THIRD COMMANDMENT

You shall not misuse the name of the Lord your God.

What does this mean?

We should fear and love God that we do not despise preaching and his Word, but regard it as holy, and gladly hear and learn it.

ACTIVITY ONE

OBJECTIVE: DEFINE what Sabbath means and COMPARE the OT and NT Sabbath

4C's:

COLLABORATE—Learners will share their answer with a partner, review their partner's and add to their own.

CRITICALLY THINK—Learners will need to critically read something and use the information to fill in the correct answers.

TOOLS: Printable "Letter From Pastor." The point of the letter is deliver content in another unique way. (in addition to lecture or watching a video).

THE ACTIVITY:

- Read the Letter from Pastor for today and then use the information to fill in the three items below.

KEYPOINT #1: The word "Sabbath" means _____. In the Old Testament, God commanded a specific day of rest for the _____ of his people.

KEYPOINT #2: Jesus came and said, "I will give you _____." In the New Testament, we do not have to observe a specific day of rest for our bodies during the week. Instead our "Sabbath" is any time that we find a little rest for our _____ in Jesus.

PROJECT: Write down five different times/places/situations where we meet with Jesus and find rest for our souls.

Dear wonderful and exceptionally smart students,

I'm no medical doctor, but I can tell you the importance of getting good rest.

God also knows how important it is for people of all ages to get rest. When he gave the people of Israel his 10 Commandments he told them to set aside a day for resting themselves. This rest was called "Sabbath"—which is the Hebrew word for rest.

On the Sabbath day, the Israelites were to do no work at their regular jobs. And the command to **Remember the Sabbath Day** was obeyed by faithful people for hundreds of years. But it was all a symbol, a shadow of a different kind of rest that was coming. That physical rest for their bodies was a picture of the spiritual rest that was coming for their souls.



When Jesus arrived, he said, ***"Come to me all you who are weary and burdened and I will give you rest (or Sabbath)."*** (Matthew 11:28) St. Paul writes to the Colossians: ***Therefore do not let anyone judge you by what you eat or drink, or with regard to a religious festival, a New Moon celebration or a Sabbath day. These are a shadow of the things that were to come; the reality, however, is found in Christ.*** (Colossians 2:16-17)

So New Testament believers like us are told to view the Sabbath in a different way than the believers who came before Jesus did.

Now that Jesus has come, we no longer have one designated day a week where we have to rest. Wherever we meet with Jesus, that is where we have our Sabbath. Whenever we meet with Jesus, that is when we find our rest.

So, here's what I want you to think about. Where are the different times and places that we can meet with Jesus and find rest for our souls? Answer that and you'll know how we remember the Sabbath Day today.

Have a great day! (Don't rest or sleep during class!)

Pastor

ACTIVITY TWO

OBJECTIVE: PREPARE to answer objections to every Sunday worship attendance that students may hear or have themselves.

4C's:

COMMUNICATE—Learners will need to be able to articulate their responses to objections

CREATE—The tech option allows students to create a Storyboard That comic.

CRITICALLY THINK—Learners will need to think critically regarding different ways to answer the stated objections.

TOOLS: Study Guide Sheet

THE ACTIVITY:

- How would you respond to someone who says one of the following? WRITE your response below. TECH Option—Rather than just writing down a response, allow the learners to use a digital storytelling app like Storyboard That to create a visual that contains their response.

My faith is a personal matter between me and God. I don't have to come to church to know that he exists or to believe in him.

If I come to church every six weeks, will that be enough to keep the church police off my back?

My parents make me come to church. I don't usually want to. And I don't think that's right. Making me do something will just make me resent it.

ACTIVITY THREE

OBJECTIVE: CONNECT students with the Word personally.

4C's:

CRITICALLY THINK—Learners will need to think critically regarding to determine which Bible passages hold particular meaning for them.

TOOLS: Study Guide Sheet, Bible/Catechism/Some Suggestions for Great Bible Verses

THE ACTIVITY:

- God gives us his Word to show us the way to heaven, and also help and comfort. But it can't do that if we don't hear it, read it and gladly learn it. Get to know your Bible better by compiling a list of the ten Bible passages that you find most helpful and comforting. Write them out on a separate sheet of paper. TECH OPTION: Use canva to make an infographic of your 10 Favorite Bible Passages.

1.4 Fourth Commandment Learning Activities

THE FOURTH COMMANDMENT

Honor your father and mother that it may go well with you and you may enjoy long life on the earth.

What does this mean?

We should fear and love God that we do not dishonor or anger our parents or others in authority, but honor, serve and obey them and give them love and respect.

ACTIVITY ONE

OBJECTIVE: IDENTIFY the areas of life where God has placed his representatives over us and how he provides for us through each.

4C's:

COLLABORATE—Learners will add two items from their classmates' list that they didn't originally.

CRITICALLY THINK—Learners will examine the various parts of their lives and experiences to identify how they are provided for in each of the three areas.

THE ACTIVITY:

- What are three areas in our lives where God has sent his representatives to take care of us

PROJECT: For each of those categories, write down five things that they do to provide for and protect us. Tech option: Post your list to our class board on padlet.com. Then add two answers from others' lists that you hadn't thought of.

ACTIVITY TWO

OBJECTIVE: APPLY the commands regarding treatment of God's representatives (passages 302-310) to the learner's life.

4C's:

CREATE—Learners will have to process Luther's Explanation to the Fourth Commandment as it applies to their homes in order to create a comic.

CRITICALLY THINK—Learners will examine the various parts of their lives and experiences to identify situations where they keep or break the commandment.

TOOLS: An extra sheet of blank paper, which the student can divide into five sections.

THE ACTIVITY:

- Draw a comic that illustrates the five things mentioned in Luther’s “what does this mean?” as we carry them out in our HOMES (ie. have one panel illustrating each of the following: Honor, serve, obey, give them love, give them respect.)

ACTIVITY THREE

OBJECTIVE: IDENTIFY loopholes and excuses that we use to **avoid** keeping the Fourth Commandment. (As opposed to activity two which illustrated how to keep the Fourth Commandment.)

4C’s:

COLLABORATE—Learners will work together in groups to create their presentations.

COMMUNICATE—Learners will have to express their thoughts verbally to bring across their loopholes and excuses they’ve identified.

CREATE—Learners will have to process Luther’s Explanation to the Fourth Commandment as it applies to their homes in order to create their presentations.

CRITICALLY THINK—Learners will examine the various parts of their lives and experiences to identify situations where they keep or break the commandment.

TOOLS: Microsoft powerpoint or google slides, video recording device like a phone.

THE ACTIVITY:

- Prepare a mixed media presentation, to be shared with the class, that contains at least three examples of how NOT to keep the Fourth Commandment....in school or at home or in society. (Note, I’m asking you to tackle how NOT to obey the commandment because I want you to think about all the different excuses and loopholes we use for not doing what God’s representatives ask us to do.) At the end, I will ask you what the person in the skit should have done to keep the Fourth Commandment.

Note a mixed media presentation could have a combination of slides/voiceover interspersed with video. Think of the old time silent movies. Slide One: Descriptor, Slide Two: Video clip illustrating slide one, etc.

1.5 Fifth Commandment Learning Activities

THE FIFTH COMMANDMENT

You shall not murder.

What does this mean?

We should fear and love God that we do not hurt or harm our neighbor in his body, but help and befriend him in every bodily need.

ACTIVITY ONE

OBJECTIVE: IDENTIFY ways that a person can obey the 5th Commandment in their lives.

4C's:

CREATE—Learners will create an illustration as they see 5th Commandment obedience in their lives.

TOOLS: Sheets of paper and something to draw with. (colored pencils, crayons, markers, pens)

THE ACTIVITY:

- Question 83 lists two main ways that God wants to see us keep the Fifth Commandment. Write those 2 ways down, then pick out one passage and draw an illustration of someone keeping the Fifth Commandment in that way—with family or with friends.

ACTIVITY TWO

OBJECTIVE: IDENTIFY potential “trap” questions that can arise from the 5th Commandment.

4C's:

COMMUNICATE—Learners will have to communicate their answers in a nuanced, compassionate manner.

CREATE—Although not necessarily artistic in nature, writing an email also requires a creative process.

CRITICALLY THINK—Learners will have to analyze an argument, problem or contradiction, compare it to Biblical teaching and express why our church teaches the way that it does.

THE ACTIVITY:

- Imagine that you are the PASTOR and have just received an email question from one of your members. He writes, “Hi Pastor, Our church teaches that abortion is wrong but that capital punishment is ok and necessary. But both end a human life—breaking the 5th Commandment. If we are pro-life, shouldn’t we be against ALL taking of human life (and therefore against capital punishment)?” WRITE a thoughtful response to your church member.
- Imagine that you are the PASTOR and have just received an email from one of your members. She writes, “Hi Pastor. Our church teaches that believers in Jesus get to go to heaven when we die. Why should I exercise and eat right? Isn’t that just prolonging the time that I have to spend here in this sad place and delaying my trip home?” WRITE a thoughtful response to your church member.
- Imagine that you are the PASTOR and have just received an email from one of your members. She writes, “Hi Pastor. Our church teaches that abortion is wrong. But it’s the mother’s body. Isn’t it her personal choice? Doesn’t she have the right to do what she wants with her own body?” WRITE a thoughtful response to your church member.

1.6 Sixth Commandment Learning Activities

THE SIXTH COMMANDMENT

You shall not commit adultery.

What does this mean?

We should fear and love God that we lead a pure and decent life in words and actions, and that husband and wife love and honor each other.

ACTIVITY ONE

OBJECTIVE: DISCOVER how common values and beliefs are beneficial in the everyday workings of marriage.

4C's:

COLLABORATE— Learners will share their answers with one another and work together to choose the best one.

CRITICALLY THINK—Learners are asked to compare and contrast the marriage of two Christians with the marriage where one partner does not have faith.

THE ACTIVITY:

- BRAINSTORM to come up with five different reasons that it's a good idea to find a spouse who shares the same Christian, even specifically Lutheran, faith as you. WRITE DOWN your reasons below.
- SHARE your answers with a partner and then decide what one answer is your best answer, the one that you will share with the class.

ACTIVITY TWO

OBJECTIVE: AID students in remembering the various ways people break the Sixth Commandment.

4C's:

CREATE— Learners will create a mnemonic device to aid in recall.

THE ACTIVITY:

- READ passages 409-413 and discover the five ways mentioned there that people break the 6th Commandment. Then using the first letter of each answer, create a mnemonic device that will help you remember the five ways. Tech option: POST your answer to the class page on padlet.

ACTIVITY THREE

OBJECTIVE: ANALYZE the difficulty of keeping the 6th Commandment in our society today.

4C's:

CREATE—The tech option below will allow students to create a mindmap of their thinking

CRITICAL THINKING— Learners will carefully consider how the “Unholy 3” influences our thinking about right and wrong. (Devil, the world and our sinful flesh)

THE ACTIVITY:

- CONSIDER AND THEN WRITE DOWN an answer:
We learned that the devil, the world and our sinful flesh are three things that try to keep God's will from being done among us. How does the devil seek to lead us away the 6th Commandment? How does the world seek to lead us away from the 6th Commandment? How does our sinful flesh seek to lead us away from the 6th Commandment?
Tech option: Use a mind mapping website like mindomo.com to visually illustrate your answer.

ACTIVITY FOUR

OBJECTIVE: ANALYZE the difficulty of keeping ANY of the commandments in our society today.

4C's:

CRITICAL THINKING— Learners will consider the pervasiveness of sin. The leader will lead them to see our deep need for Jesus, and the deeper love of Jesus which rescues us in our need.

- Tech option: Polleverywhere question—which commandment do you think is the most broken commandment? Discussion could include all the thought violations of the 6th Commandment, all the hate violations of the 5th, all the rebelliousness of the 4th, all the online nastiness of the 8th, or how they all tie back to the 1st.

1.7 Seventh Commandment Learning Activities

THE SEVENTH COMMANDMENT

You shall not steal.

What does this mean?

We should fear and love God that we do not take our neighbor's money or property or get it by dishonest dealing, but help him to improve and protect his property and means of income.

ACTIVITY ONE

OBJECTIVE: LEAD learners to understand the “why” of stealing.

4C's:

CREATE—Learners will create an illustration that encourages “deep processing” by combining the visual with a real life scenario.

CRITICAL THINKING— Learners will consider the reasons behind the sin and see that 1) the stealing starts in the heart. 2) Stealing is built on a foundation of lies.

THE ACTIVITY:

- **CREATE** a drawing (or **TECH OPTION:** an image in **STORYBOARD THAT**) that illustrates the following scenario:

On Halloween, someone leaves a bowl filled with candy on their porch with a sign that says, “Take one please.” Why would a person be tempted to ignore the sign?

For the teacher, some possible answers: Because we think that we won't get in trouble, because we think that we deserve it (because we got short-changed somewhere else), because we're tempted by “easy profit”—getting something without having to work for it.

ACTIVITY TWO

OBJECTIVE: APPLY the idea of “God's possessions” to situations people face every day.

4C's:

CRITICAL THINKING— Learners will consider the rationale for their viewpoint AND arguments that might be used to oppose their viewpoint.

THE ACTIVITY:

- PUTTING IT INTO PRACTICE (3-2-1 Style)

Thoughtfully answer the following questions. For each one, you'll finish with 3 reasons listed...including 2 that support your answer...and 1 that represents the opposing viewpoint.

I secretly borrow my friend's Kindle and then drop it in the lake. She still doesn't know where it went. I'm embarrassed so I don't tell her. Is this stealing?

I have a huge essay due tomorrow but I haven't been able to start because of other homework. I think I'll go online and buy an essay off the internet. Is this breaking the 7th Commandment?

I get a lousy salary at work and they ask me to do a lot! So I take extra long lunch breaks and sometimes I will steal a thing or two from the break room. It's not wrong is it? I mean they OWE it to me!

Is it wrong to have insurance? Isn't that not trusting God to provide for your *daily* bread?

ACTIVITY THREE

OBJECTIVE: PREPARE for Christian life by considering the parent/child dynamic as applied to money and possessions.

4C's:

COLLABORATE— Learners will learn from each other as they share their respective answers and consider viewpoints that may not have occurred to them.

THE ACTIVITY:

- THINK-PAIR-SHARE

THINK (Take 3 minutes and answer the question below on your own)

PAIR (partner up and compare your list with your partners, stealing one answer from their list for your own)

SHARE (post your list to our website on padlet.com)

Here's the question:

What are ways that Christian parents can teach their kids to be cheerful givers and responsible caretakers of the money God has given them? Can you come up with 5?

For the teacher, some possible answers: Be good role models, give them an allowance and walk them through how to use it, encourage them to careers for reasons other than money, let them see you giving to people in need, let them see you not spending money on yourself frivolously.

1.8 Eighth Commandment Learning Activities

THE EIGHTH COMMANDMENT

You shall not give false testimony against your neighbor.

What does this mean?

We should fear and love God that we do not tell lies about our neighbor, betray him, or give him a bad name, but defend him, speak well of him, and take his words and actions in the kindest possible way.

ACTIVITY ONE

OBJECTIVE: LEAD learners to see the connection between cyberbullying/social media and the 8th Commandment.

4C's:

CRITICAL THINKING— Learners will watch the video carefully and synthesize the content with situations they see in real life.

THE ACTIVITY:

- PROJECT: Go to the following website:
<https://www.pacerteensagainstbullying.org/advocacy-for-others/cyber-bullying/>

Watch the video entitled “**Ideas for Addressing Cyber Bullying.**”

Afterwards, MAKE A LIST of your “Top 5” important takeaways, or things to remember from what you read and watched. Be sure to include things like....**What to do if you experience it, what to do if you see it happening.**

ACTIVITY TWO

OBJECTIVE: LEAD learners to see the connection between cyberbullying/social media and the 8th Commandment.

4C's:

COMMUNICATE—Learners will be encouraged to deep processing as they practice taking a stand and living the 8th Commandment when they are tempted to be the bullies rather than the bullied.

THE ACTIVITY:

- Imagine that your friend is about to post some thing hurtful and mean about another person. Think of three things that you could say to them to get them to rethink doing that and MAKE A LIST. Be realistic—only put down things you could actually see yourself saying.

For the teacher, some possible answers:

“I think that’s a really bad idea. Hate only causes more hate.”

“I think that’s a really bad idea. You wouldn’t want someone to say that about you.”

“I think that’s a really bad idea. Cyberbullying can cause people to do really extreme things.”

“I think that’s a really bad idea. A Christian should want to be like Jesus, not like the rest of the world.”

ACTIVITY THREE

OBJECTIVE: LEAD learners to the connection between cyberbullying/social media and the 8th Commandment.

4C’s:

COMMUNICATE—Learners will be encouraged to deep processing as they practice taking a stand and living the 8th Commandment when they are tempted to be the bullies rather than the bullied.

THE ACTIVITY:

- QUESTIONS 110 and 112 describe ways that people can break and ways that people can keep this 8th Commandment. Make an infographic using canva or venngage that illustrates them. Imagine that your friend is about to post some thing hurtful and mean about another person. Think of three things that you could say to them to get them to rethink doing that and MAKE A LIST. Be realistic—only put down things you could actually see yourself saying.

For the teacher, some possible answers:

“I think that’s a really bad idea. Hate only causes more hate.”

“I think that’s a really bad idea. You wouldn’t want someone to say that about you.”

“I think that’s a really bad idea. Cyberbullying can cause people to do really extreme things.”

“I think that’s a really bad idea. A Christian should want to be like Jesus, not like the rest of the world.”

1.9 Ninth and Tenth Commandment Learning Activities

THE NINTH COMMANDMENT

You shall not covet your neighbor's house.

What does this mean?

We should fear and love God that we do not scheme to get our neighbor's inheritance or house or obtain it by a show of right, but do all we can to help him keep it.

THE TENTH COMMANDMENT

You shall not covet your neighbor's wife, workers, animals, or anything that belongs to your neighbor.

What does this mean?

We should fear and love God that we do not force or entice away our neighbor's spouse, workers, or animals, but urge them to stay and do their duty.

ACTIVITY ONE

OBJECTIVE: LEAD learners to identify coveting and the “snowball effect” that coveting starts.

4C's:

CRITICAL THINKING— Learners will watch the video carefully and summarize the main points of the story. Then they'll analyze the actions of Ahab and Jezebel as appropriate/inappropriate.

CREATE—Learners are encouraged to deep thinking by recreating the main points of the story with their own illustrations.

THE ACTIVITY:

- This commandment can be a little confusing because there is a difference between **wanting** something (not necessarily wrong) and **coveting** something (wrong). The famous story of Naboth's vineyard, recorded in 1 Kings 21:1-16, is a good example of what coveting looks like.

READ the story from your Bible. TECH OPTION: Watch the Kids on the Move video summary. <https://www.youtube.com/watch?v=xqyNQCVYIUE>

DRAW your own series of pictures of five pictures to describe what took place.

WRITE DOWN three things that Ahab and Jezebel did wrong.

ACTIVITY TWO

OBJECTIVE: LEAD learners to identify ways we covet and might lead others to covet.

4C's:

CRITICAL THINKING— Learners will think about how the things they see and post on social media affect coveting.

CREATE—Learners are encouraged to think about things they might covet or might make others covet and create a “real life” example.

THE ACTIVITY:

- Use the fake twitter template (Linked below) and create a “tweet” that might cause someone to covet. When we collect the tweets at the end, we’ll have a list of things that people covet. We’ll also have some pretty good guidance on what NOT to put on social media as we try to help our friends keep the 9th and 10th Commandment. Teacher’s note: I’ve provided an example in the link. “Make a copy” in google to have students edit and make their own.

<https://drive.google.com/open?id=1VrIhjGXjatDcidUhlVftCXXEefzRIMUi2puLyE1sVQE>

1.10 The Conclusion Learning Activities

THE CONCLUSION

What does God say about all these commandments? He says, "I, the LORD your God, am a jealous God, punishing the children for the sin of the fathers to the third and fourth generation of those who hate me, but showing love to a thousand generations of those who love me and keep my commandments."

What does this mean?

God threatens to punish all who transgress these commandments. Therefore we should fear his anger and not disobey what he commands. But he promises grace and every blessing to all who keep these commandments. Therefore we should love and trust in him, and gladly obey what he commands.

ACTIVITY ONE

OBJECTIVE: Tackle some of the potentially troubling words in the Conclusion.

4C's:

COMMUNICATE—The learner will have to communicate clearly their faith in a God who's somewhat under attack.

CRITICALLY THINK—Learners need to consider how these words may appear to people, whether they are legitimately negative traits and how they might actually be positives.

THE ACTIVITY:

- Below are three "emails to the pastor" about the words of the Conclusion. Each one is just a little tricky. Your job is email a kind and thoughtful response to your correspondent.

Dear Pastor,

I like to think of God as a nice, kindly Father to me. He sent me Jesus, right? It bothers me when God describes himself as a jealous God. I mean, when I'm jealous of someone, *it's not pretty* and I usually say some really nasty things. I'm not sure that I can love a God who is proud of being jealous. What do you think?

Sincerely,

Mrs. Mavis Canterbury

Dear Pastor,

I thought God was just and fair. How can he say that he punishes children for the sins of their fathers? And even punishes their great-grandchildren for their sins. Come on! Those kids might know nothing about their great-grandfathers! How can God be so unfair?

Your member,
Flern Bjernsten

Dear Pastor,
Martin Luther says here that we should fear God's anger. Shouldn't I love God? How can I love someone I fear?

I'm so confused,
Jeff "Flounder" Kleinmesser