"... And when he was set, his disciples came unto him..." (Matthew 5:1b–2).

**MEDITATION WORKSHEET**

Gain insight into Matthew 5:1b–2 by completing a Meditation Worksheet.

☐ Determine how and when you will do the Meditation Worksheet.

☐ Meditation Worksheet completed

**Person responsible to share:**

☐ Father  ☐ Mother  ☐ Other

**WISDOM QUIZ**

(First page of each Wisdom Booklet)

☐ Determine how and when you want to use the Wisdom Quiz.

☐ Sharpen your family's thinking about foundational truths to be studied by taking the Wisdom Quiz.

**Person responsible to share:**

☐ Father  ☐ Mother  ☐ Other

**MAJOR CONCEPT:**

Discipleship requires a decision.

☐ Discuss whether God forces us to be disciples. ☐ Does Satan force those who reject God to be his disciples? ☐ How does a Christian become a disciple? ☐ Does discipleship require one or many decisions? ☐ What decision(s) is (are) required? ☐ How does a soldier joining an army illustrate a Christian becoming a disciple? ☐ What daily disciplines does discipleship require?

☐ Determine how and when you will introduce the Major Concept.

**Person responsible to share:**

☐ Father  ☐ Mother  ☐ Other
INTRODUCTORY IDEAS:

A wise teacher makes learning fun!

One family arranged for a policeman to bring his canine unit (police dog) to their home to demonstrate how dogs are trained. They invited other home-educating families in the area to join them.

The policeman told them how obedience training must be consistent, or the dog will start to be slack in its obedience. The children were impressed with how well the dog obeyed. That evening they discussed how helpful and useful trained dogs are and how noisy, destructive, and messy untrained dogs can be.

For fun, the next day the family had an “obedience training class,” and the children pretended that they were “little puppies.” When the mother gave a command, they were to obey instantly. They delighted in having this “obedience training class.”

☐ Determine how and when you will use the Introductory Ideas and items needed.

☐ Determine how and when you will study the Wisdom Worksheet.

☐ Determine how and when you want to use the Resource Quiz.

Person responsible to share:

☐ Father ☐ Mother ☐ Other

Person responsible to share:

☐ Father ☐ Mother ☐ Other
**MORNING WISDOM SEARCHES**

Beginning with Psalm 36 and Proverbs 8, search for words and ideas that relate to discipleship, such as: □ Fearing the Lord □ Abhorring evil □ Getting under God's protection □ Rejecting pride □ Trusting in the Lord □ Delighting in the Lord □ Waiting for the Lord □ Being joyful □ Guarding our tongues.

**EVENING WISDOM SEARCHES:**

**Principles and Concepts**

**Search 1:** Read Genesis 10–12.

**Search 2:** Read about the honeybee in *Character Sketches*, Volume I, pages 52–60. Discuss how self-control is required for loyalty.

**Search 3:** Read about the Rechabites in *Character Sketches*, Volume I, pages 61–63. Discover how God honored self-control. (See Project D.)

**Search 4:** Read and discuss “The Revoit of the Maccabees” (pages 43–46).

**Search 5:** Apply discipline to finances. Do Basic

**Additional topics for which to search:**

Additional Evening Wisdom Searches:


**Search 6:** Read Genesis 13–15.

**Search 7:** Review what was learned during the week.

Additional Evening Wisdom Searches:
CHARACTER FOCUS:

SELF-CONTROL

Mark the objectives you want to cover with a [ ]. Turn the [ ] into an [X] when completed.

☐ Define self-control and discuss why it is essential for discipleship.

☐ Identify your most difficult areas of self-control, and design ways to build self-control in these areas.

☐ Study Bible heroes who demonstrated self-control (#477, Scope and Sequence Chart).

☐ Learn to wait for desires to be fulfilled: taking turns, receiving a treat, sharing a toy or privilege.

☐ Evaluate self-control by charting completion of daily chores and responsibilities (#636, Scope and Sequence Chart).

☐ Evaluate daily decisions in light of the self-control needed to fulfill them or the lack of self-control which resulted in failure to fulfill them (#739, Scope and Sequence Chart; Advanced Seminar Textbook, IBLP, pages 111–113; Men’s Manual Volume II, IBLP, pages 218–233).

☐ Study the Training Bulletin How to Conquer Slothfulness. Learn what God thinks of sleep and rest.

☐ Study the references the Apostle Paul makes to self-control in his pastoral epistles. If possible, expand your study to his church epistles.

☐ Design projects to analyze how lack of self-control results in insensitivity to God and others (#706, 753, 754, Scope and Sequence Chart).

☐ Learn the special disciplines of teaching others self-control by training a pet (#436, Scope and Sequence Chart).

☐ Read a biography of someone who exhibited self-control and discipline (e.g., scientist, president, or preacher).

Autobiography of Helen Keller

Person responsible to share:

☐ Father  ☐ Mother  ☐ Other _____

CHARACTER QUALITIES

List additional character qualities and projects to be taught.

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Person responsible to share:

☐ Father  ☐ Mother  ☐ Other _____
PROJECTS FOR LITTLE PEOPLE

Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed.

□ When discussing the importance of a consistent, daily schedule, teach young children how to tell time and/or read a calendar. Have the children make their own calendar for one month and choose a special discipline or responsibility they would like to add to their schedule. Tangibly reward them on a daily basis for following through on their new responsibilities.

□ Have someone in the church or neighborhood who is training for track talk to the children about what is involved in training. Discuss what disciplines must be maintained, what things must be avoided, what eating and sleeping habits are needed, etc.

Later help the children understand how these disciplines are all for an earthly goal and prize. How much more should believers be willing to let go of things that beset us and to discipline ourselves to gain things for eternal benefit! Prayerfully list what these items may be, memorize pertinent Scriptures, and establish a form of accountability to one another for these areas.


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Person responsible to share:
□ Father □ Mother □ Other ______

LIFE PRINCIPLES

Study the Life Principles by choosing learning objectives and projects from the Scope and Sequence Chart and Index. Write your objectives and projects below.

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Person responsible to share:
□ Father □ Mother □ Other ______

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How to introduce
Resource A:

1. Read Malachi 3:16-18, and explain that a Life Notebook is a book of remembrances. It documents the supernatural workings of God so an effective and fruit-
ful “life message” is possible, and it provides reassurance during times of discouragement. 2. Read page 35, and answer the questions on page 36.

Person responsible to share:
☐ Father  ☐ Mother  ☐ Other ________

RESOURCE OBJECTIVES

Use the Resource to teach the following objectives:

☐ Differentiate between a journal and a diary.

☐ Define journal.

☐ List the rewards of keeping a journal.

☐ Commit yourself to keeping a daily journal.

☐ Make your first journal entry by recording your salvation experience (#102, Scope and Sequence Chart).

Person responsible to share:
☐ Father  ☐ Mother  ☐ Other ________

WISDOM APPLICATIONS

Mark the objectives you want to cover with a [ ]. Turn the [ ] into an [X] when completed.

☐ Learn to report events accurately.

☐ Learn good communication skills by telling your account into a tape recorder. Then write out the story by dictation from the tape, and have someone proofread it. Make a final draft.

☐ Read a portion of the journal of a Godly person.

☐ As you write journal entries, learn to apply interviewing skills to your thinking so your entries are more thorough and accurate.

☐ Work on your penmanship for neatness and legibility in your journal.

☐ Learn to plan entries for your journal by identifying the basic message you desire to communicate, writing a simple outline, and taking good notes of things you should document (#174, Scope and Sequence Chart; Life Notebook, IBLP).
Increase proofreading and editing skills.

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[ ]

[ ]

Person responsible to share:
[ ] Father  [ ] Mother  [ ] Other ______

PROJECTS FOR LITTLE PEOPLE

Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed.

[ ] When the children write out their testimonies, encourage them to use appropriate Scriptures and to commit them to memory. Be sure that they include not only when and where they committed their lives to the Lord and were baptized, but also share what these events mean to them personally.

Provide opportunities for older students to share their testimonies and the events which led up to their salvation. Instruct them in how to lead others to salvation, baptism, dedication, and total commitment. Another project related to salvation might be to have them design their own tracts using their personal testimonies.

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[ ]

[ ]

Person responsible to share:
[ ] Father  [ ] Mother  [ ] Other ______

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[ ]
POWER THROUGH PRECISION

DECIDE TO BE A DISCIPLE.

How to introduce Resource B:

1. Together write out a definition of enthusiasm on a marker board or blackboard.
2. Then have each person write out three hindrances that are standing between him and consistent enthusiasm.
3. Next, use a Bible drill to look up Colossians 3:23–24, and discover what God says about enthusiasm.

Person responsible to share:

☐ Father  ☐ Mother  ☐ Other _______

RESOURCE OBJECTIVES

Use the Resource to teach the following objectives:

☐ Examine synonyms and antonyms which describe a follower of Christ.

☐ Discover the proper motivation for enthusiasm.

☐ Analyze a life message which illustrates true success.

☐ Find the origin of the word enthusiasm, and understand why this character quality is important to discipleship.

☐ Make an application of Scriptural enthusiasm.

Person responsible to share:

☐ Father  ☐ Mother  ☐ Other _______

WISDOM APPLICATIONS

Mark the objectives you want to cover with a [✓]. Turn the [✓] into an [X] when completed.

☐ Learn and practice good conversation skills by developing the qualities of careful listening, precise answering, and creative questioning.

☐ Using descriptive, suspenseful adjectives, develop and strengthen writing skills.

☐ Use vocabulary words conversationally and for penmanship practice.

☐ Discuss wholeheartedness, and incorporate this concept in daily activities and tasks.

Person responsible to share:

☐ Father  ☐ Mother  ☐ Other _______
PROJECTS FOR LITTLE PEOPLE

Mark the objectives you want to cover with a [✓]. Turn the [✓] into an [X] when completed.

☐ As an aid in remembering and understanding the words which describe discipleship, cut out pictures of people who illustrate being tutored, prepared, apprenticed, etc., and match the pictures to the appropriate vocabulary words.

☐ Go to a local beach or sand box where there is damp sand, and let each child make a plaster of paris footprint. Have him make an imprint very carefully in the sand. Mix plaster of paris until it reaches the consistency of cottage cheese. Pour the plaster onto the footprint, and let it set for about thirty minutes. Carve the name and age of the child in the plaster, and carefully lift it out of the sand, dusting off the excess sand.

These footprints can be mounted on a board with the child’s name and a simple statement saying, “I have decided to follow Jesus.” Let each child pray, committing himself to follow the Lord. Conclude this special time with the singing of “I Have Decided to Follow Jesus.”

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☐ __________________________

Person responsible to share:
☐ Father  ☐ Mother  ☐ Other

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How to introduce Resource C:

1. Learn the Greek letters which correspond to the English letters on pages 41–42.
2. Practice pronouncing the Greek letters.

Person responsible to share:

- Father
- Mother
- Other

RESOURCE OBJECTIVES

Use the Resource to teach the following objectives:

- Study the Greek alphabet and its English equivalents.
- Recognize three types of Greek accents.

Person responsible to share:

- Father
- Mother
- Other

WISDOM APPLICATIONS

Mark the objectives you want to cover with a [✓]. Turn the [ ] into a [X] when completed.

- Strengthen pronunciation skills (e.g., enunciation, placement of accents and diacritical markings) by making an oral presentation of memorized Scripture passages.
- Identify verbs:
  - Learn the four principal parts of verbs.
  - Study verb conjugation.


Person responsible to share:

- Father
- Mother
- Other
How to introduce Resource D:

Ask your children what they would do if a foreign army conquered your nation and turned your church into a heathen temple. Then read "The Revolt of the Maccabees," pages 43–46. Stop at the discussion point on page 44 and ask, "Did Mattathias do the right thing?" Finish the Resource.

Person responsible to share:
- Father
- Mother
- Other

RESOURSE OBJECTIVES

Use the Resource to teach the following objectives:

- Recognize the authority Jesus demonstrated as he sat down as a rabbi to teach.

- Understand the motivation for the Maccabean Revolt, and examine the long-range effects of the revolt.

- Identify what the Jews expected their Messiah to do.

WISDOM APPLICATIONS

Mark the objectives you want to cover with a [✓]. Turn the [✓] into an [X] when completed.

- Identify the influence of the Maccabees on Biblical history.

- Research Jewish history (e.g., persecution, destructions and rebuildings of the Temple, the priests, and the sacrifices). (#810, Scope and Sequence Chart: Men’s Manual, Volume I, IBLP, pages 73–74)

- Analyze events which result from disobedience to authority (#408, Scope and Sequence Chart).

Person responsible to share:
- Father
- Mother
- Other
PROJECTS FOR LITTLE PEOPLE

Mark the objectives you want to cover with a /\. Turn the /\ into an [X] when completed.

□ With young children it is important to involve as many senses as possible in the learning process. After reading the History Resource, have the children make clay figures which correspond to the people and objects in the historical account. These figurines can then be used to retell the story.

BACKGROUND INFORMATION

Jesus made it clear that He did not come as a military leader to deliver the Jews from their Roman captors. Instead, His purpose for coming was to do something much more significant for them (and us). He came in fulfillment of prophecy to provide eternal life through His death, burial, and resurrection. Because the Jews were looking at Him from the wrong perspective, they missed the opportunity for eternal life. What had happened in history to cause the Jews to expect God to send them a man who would save them militarily?

In 331 B.C., the great military leader of Greece, Alexander the Great, conquered Palestine. (Identify this event on your Time Line Chart.) The Greek culture began to have an eroding effect upon the Jewish religion. The Greek religion was in complete contrast to the Jewish religion. The Jews had the Old Testament Scriptures to guide their lives and to teach them how to worship God. The Greek religion taught the people to worship many false gods. Some of the Jews were not very strong in their faith and understanding of the Scriptures. As a result, they were easily influenced by this false religion. However, there were other Jews who were strong in their faith and not as easily influenced.

During this time, a ruler named Antiochus IV Epiphanes was placed over the Jews. One of his goals was to stop the Jews from worshipping their God. With the help of some of the weaker Jews, Antiochus began to accomplish his goal. The city of Jerusalem resembled a Greek city with statues of false gods all around. In fact, the Jews were forbidden to offer sacrifices to God in their own Temple! Antiochus even had a statue of Zeus placed in the Temple of God! As a final step in reaching his goal, he made a law forbidding the Jews to even read the Scriptures!

The Jews who had remained faithful that their Temple had been defiled and could longer be used for the worship of God. One of these faithful Jews was Judas Maccabaeus. He gathered together his fellow Jews into an army and drove their captors out of the Temple out of Palestine. These Jews were called the Maccabees.” Their revolt became known in history as “The Revolt of the Maccabees.”
They cleansed the Temple and Jerusalem, and all of Judea remained free of foreign rulers from 168 B.C. to 63 B.C. (Identify these dates on your Time Line Chart.) However, in 63 B.C. the mighty Roman army came marching into Palestine and captured it. Once again, the Jews were under the control of a foreign power, and once again, they began to pray for God to send them a deliverer—someone who would lead them in overthrowing their Roman captors. They were expecting God to send them another leader like Judas Maccabaeus.

It was at this precise time in history that God sent Jesus Christ into the world, but the Jews did not recognize Him, because their focus was on this world. Jesus said, “My kingdom is not of this world…” (John 18:36).

QUESTIONS

1. How does Paul tell us to avoid being led astray by false religions? (See Colossians 2:8.)
2. Why should we obey our governing authorities? (See Romans 13:1–2.)
3. Is there ever a time when we should not obey our governing authorities? (See Daniel 6.)

Have intermediate-aged students write an essay on the Maccabean Revolt, covering the main ideas in the following list and using at least six of the vocabulary words.

1. What caused the revolt?
2. What nations were involved?
3. What basic principles did the Maccabees violate?
4. What religious parties were involved? How were they involved?
5. What was Syria’s downfall?
6. What was Judea’s downfall?
7. What do we know about the descendants of Mattathias?
8. Relate this period to events in Christ’s life.

Person responsible to share:
☐ Father ☐ Mother ☐ Other ________

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PROJECTS FOR LITTLE PEOPLE

Mark the objectives you want to cover with a [✓]. Turn the [✓] into an [X] when completed.

☐ To help children learn about limitations, boundaries, and rules, make three concise bedtime rules and four mealtime rules. Have the children quote these rules before a meal or at bedtime. The children will gain a clear sense of guidelines, limitations, and consequences before any infraction takes place. This exercise is particularly effective with preschool-aged children.

Person responsible to share:
☐ Father  ☐ Mother  ☐ Other ____

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