

Cross Training

BACKGROUND

The first two lessons in this strand focus on how others make decisions. It is important for students to know that they do have choices, and that even though they may not make conscious decisions all the time, they can make decisions. Lessons one and two give some background in what goes into decision making. Understanding how others make decisions and why they make the decisions they make can help students decide how they will make their own decisions.

In 1 Corinthians, Paul is encouraging Christians to exercise discipline. In chapter nine he relates discipline to a race. Corinth was the site of the Isthmian Games, which were held every two years, so the citizens of Corinth knew very well what it meant to train for games. Paul wanted the Christians in Corinth to know that the Christian life is also about self-discipline, but the prize is much greater. It is eternal. However, the discipline required to finish the race should not be overlooked.

In chapter 10, Paul let the Corinthians know that they are not facing new temptations. The verses leading up to verse 13 describe the temptations of the Israelites in the desert, but just as God provided a way out of the desert, so too, God will provide a way for us out of each temptation that we face. Students will be using creativity to explore how to get out of tempting situations.



Dear Parent,

We are starting a new unit in Bible class, dealing with decision making and learning how to make decisions as a Christian. Below is a summary of what your student will be learning in the next week or two in Bible class.

In the first four lessons student will be learning about decision making. They will be looking at how professional athletes, musicians and actors make decisions about their lives based on their goals. They will also learn that early Anabaptists made decisions based on the Bible. They will be memorizing I Corinthians 9:24-27, 10:13 and learning that the goal for Christians is eternal. They will also be learning about temptation and how to get out of tempting situations.

To enhance your student's learning, consider talking to them about the following topics and studying the scripture passages together as a family.

- Share with your child about a goal you have had and what decisions you made to reach that goal.
- Read a story together from *The Martyrs Mirror* or *Mirror of the Martyrs*
- Talk to your child about a time when you were tempted to do something you shouldn't have. Share about how you got out of the tempting situation or what the consequences of not getting out of it were.
- Pray with and for your child about decisions he or she is facing.

Talking to your children about faith is one of the most important ways they learn about it. Be as honest as possible with your child and help them to understand that all life is a learning experience, including your faith journey.

Blessings on the journey!

Cross Training

LESSON 1: DECISIONS MATTER

Objective

Students will determine how decisions they make affect their lives.

Key Concepts

- Those who train to become professional athletes, musicians or artists make decisions because of the goal they have in mind.
- Christians are like professional athletes, musicians and artists because we make decisions based on our goal of becoming more like Christ.

Estimated Lesson Time: 45 minutes

Materials

- “What is My Goal?” handouts (pg.47)
- File folders (one for each student)
- Overhead or power point of memory verses (pg.46)

Teacher Preparation

1. Make copies of “What is My Goal?” for each student (pg.47).
2. Make copies of the 1 Corinthians memory passage (pg.46).
3. Prepare an overhead or power point slide of the memory passage (pg.46).

Introducing the Lesson

Choose a student to lead the class in some warm-up stretches and exercises. After a few minutes of warm ups, ask the class why people do these kinds of stretches. Explain to the class that just as athletes prepare their bodies for practice and competition, so too, we exercise our minds and souls as part of the Christian life.

LESSON STEPS

- 1. Scripture.** Project the memory work for this strand. Have the class stand and read the verses aloud together. Pass out copies of the memory work, and ask students what stands out to them about the scripture passage. What questions do they have? What do they think this passage might mean?
- 2. “What is My Goal?”** Explain to students that part of being successful is knowing what your goals are and having a plan for achieving those goals. Pass out copies of the “What is My Goal” worksheet. Give students five minutes to work individually, responding to the questions.

3. Journaling. Explain to students that for the next few classes, there will be a journaling component. Distribute a file folder to each student. Ask students to write their names on the outside of the folder. Students will keep their worksheets in this folder. Remind students that these journals will be collected as one form of assessment of their work and contributions to the class. Have students tape the memory work to the inside cover of the folder. Also have students keep their “What’s my Goal” worksheet in their journal.

4. Accountability. Have students get into groups of three or four. Give them a few minutes to share with their small group one of the goals they have for themselves. Explain to students that Christian community exists so that we can support and encourage each other. Encourage students to consider how they can support others in the group in their work towards reaching their goals.

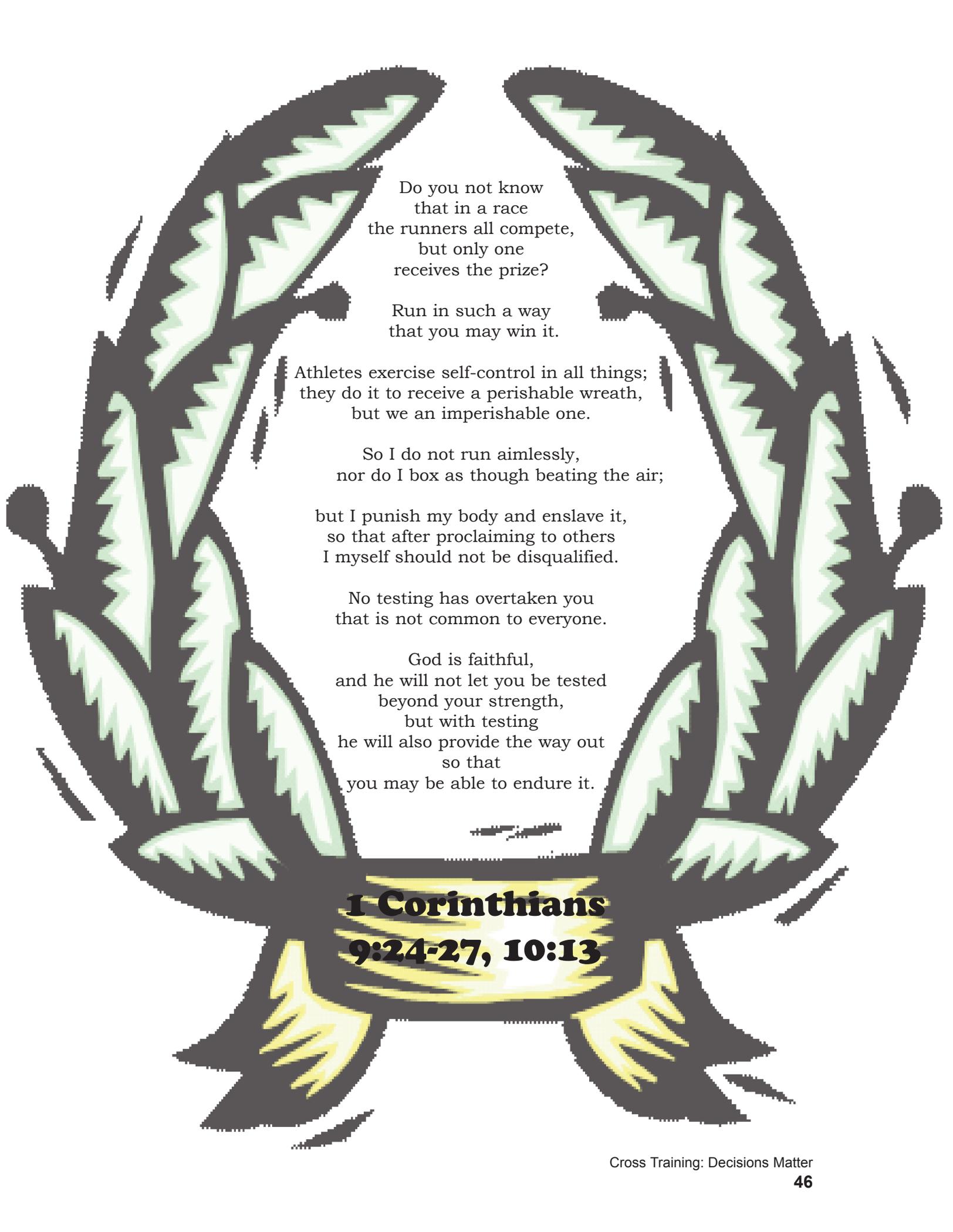
5. Encouragement. Invite students to work in their small groups to come up with a cheer. Each group can use an existing chant or cheer and change to words to relate to goals represented in their group or to incorporate words of encouragement for each other. Suggest that students include motions or clapping along with their chant. Have the groups share their cheer with the rest of the class.

6. Prayer. Invite students into a class huddle. Have everyone gather in a circle, and offer a prayer for the class, the rest of the day, and the goals that each have set. After the “Amen” have the class put their hands into the center of the circle and do a “go team” cheer together.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Achieving a Goal.** Find someone from the school or community that has a special gift or talent, such as athletics, music, art, dance etc. Ask them to come speak to your class about the time and effort they have to put into their goal.
- **Sharing the Goal.** Invite students to share their goal with the class. After each person shares their goal, sing a verse of the song “Guide My Feet” (*Hymnal: A Worship Book*). Ask students what stands out to them about the scripture passage. What questions do they have? What do they think this passage might mean?



Do you not know
that in a race
the runners all compete,
but only one
receives the prize?

Run in such a way
that you may win it.

Athletes exercise self-control in all things;
they do it to receive a perishable wreath,
but we an imperishable one.

So I do not run aimlessly,
nor do I box as though beating the air;

but I punish my body and enslave it,
so that after proclaiming to others
I myself should not be disqualified.

No testing has overtaken you
that is not common to everyone.

God is faithful,
and he will not let you be tested
beyond your strength,
but with testing
he will also provide the way out
so that
you may be able to endure it.

1 Corinthians
9:24-27, 10:13



What is My Goal?



Consider what you'd like to achieve today, this week or in your lifetime.
Take a few moments to respond to the following questions.

**List some people you admire
and the reason why.**

For example: LeBron James (basketball skills)



**Choose one goal from the other column to
think more about & write it here:**

For example: Play violin

**List a few things that are really
important to you.**

For example: Getting good grades



**What are some things you could do to work
towards your goal?**

For example: Sign up for private lessons

Name a few things you'd like to accomplish.

For example: Write a book & get it published

**What is one step you'll commit to taking to
work toward your goal?**

For example: Practice three times a week.



Cross Training

LESSON 2: EARLY ANABAPTIST DECISION MAKING

Objective

Students will study the Schleithem Brotherly Union to see how early Anabaptists made decisions based on the Bible.

Key Concepts

- Early Anabaptists made decisions about what to believe and how to act based on the Bible.
- Following in their footsteps, Anabaptists today still base many decisions on Biblical principles.

Estimated Lesson Time: 45 minutes

Materials

- Student Bibles
- “Early Anabaptist Beliefs and the Bible” handouts (pg.50)
- Advice column from a recent newspaper
- Index cards (one per student)
- Large manila envelop

Teacher Preparation

1. Make copies of “Early Anabaptist Beliefs and the Bible” (pg.50).
2. Find an advice column in the newspaper to read to the class. Be sure the topic and response are appropriate for the class.

INTRODUCING THE LESSON

Seeking Advice. Read the letter part of the advice column to the class. Invite the class to give ideas and solutions. After some have been offered by students, read the advice prescribed by the columnist. Ask students what they do when they need counsel or advice. Who do they go to? Remind youth that all decisions we make are based on our values and beliefs.

LESSON STEPS

1. Context. Explain to students that the early Anabaptists used the Schliethiem Confession as one framework for making decisions. Ask students to share with the class any information they already know about “early Anabaptists”. After their contributions, be sure to explain the following key terms from early Anabaptism.

Anabaptist—means “re-baptizer”; in the sixteenth century, most people in Europe were Catholic which meant that they had been baptized as babies. Anabaptists understood the Bible to say that baptism should be an adult decision, so they had to “re-baptize”.

Michael Sattler—was born in 1495 in Switzerland. He was a priest in the Catholic church, but the more he studied the Bible the more he thought that some of the ideas of the Catholic church weren’t right. So he eventually left the Catholic church and joined a group that was just getting started called Anabaptists.

The ban—means that anyone who was re-baptized but then decided not to follow the teachings of the Anabaptists couldn't have any association with the group. Even today some Amish people practice this and call it shunning.

2. Early Beliefs. Give each student a copy of “Early Anabaptist Beliefs and the Bible”. Invite students to work in small groups (three to four students) and use their Bibles to discover how the early Anabaptists translated the words of the Bible into the ideas in the Schleithem Confession.

3. Discuss the answers together in class. Ask students to share their impressions. Were there any surprises? Do the guides the early Anabaptists set up make sense? Do any of these rules guide the decisions they are making?

4. Praying Together. Pass out an index card to each student. Invite students to write a letter to God seeking advice for a decision or dilemma they are facing. After a few minutes, invite student to bring their letter to God forward and place it in a large manila envelop at the front of the room. When everyone has turned in their card, hold the envelop and offer a prayer for the students and the situations they're facing.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Faith of the Martyrs.** Obtain a copy of the *Martyrs Mirror* or *Mirror of the Martyrs : stories of courage, inspiringly retold, of 16th century Anabaptists who gave their lives for their faith* by John S. Oyer, the updated, abbreviated version. Select stories to read to the class or for the class to dramatize. After each story, give students a chance to respond. What would they have done? What values do the decisions made by the martyr reflect?

- **Journal.** Invite students to reflect on a time when they had a tough decision to make. Pass out blank paper and have the students write about the difficult situation and how they made their decision. Have students keep their reflections in their journal folder.

- **Memory Work.** Have students recite the 1 Corinthians 9:14-27, 10:13 passage aloud. Invite students to re-write the passage on blank paper using colored markers.

Early Anabaptist Beliefs and the Bible

Read the summary of the articles from the Schleithem Brotherly Union, written in 1527.
Look up the scripture texts given and match the verses with the articles by filling in the blanks.

Article 1:

Baptism should be given to those who have been taught repentance, who believe that Christ has taken away their sins and who desire to walk in Christ's footsteps in life and death. _____ We baptize all who understand this and ask us to do so. Therefore, infant baptism is excluded.

Article 2:

We have been united regarding the ban: The ban should be used for those who are baptized believers but who have made a mistake or sinned. The one who made the error should be warned twice privately and a third time publicly in front of a congregation. But the ban should be practiced in love so that members may be restored. _____

Article 3:

We believe that the breaking of bread (The Lord's Supper) should be an act among baptized believers and that it is a remembrance of the broken body and shed blood of Christ. _____

Article 4:

We believe that we are to separate ourselves from the evil in the world. By separating ourselves we become sons and daughters of God. _____ This also means that we will not take up swords or armor to protect ourselves or hurt our enemies. We believe this because Christ said, "Do not resist evil." _____

Article 5:

We believe that pastors should be of high moral character and well respected both within the congregation and outside of it. _____ They are to teach, admonish, warn and administer the ban, and preside among the brothers and sisters in the Lord's Supper and prayer. The pastor is to be supported by the congregation. _____

Article 6:

We believe that the sword should not be used to correct sinners but the ban should be used instead, because Christ gave others mercy and forgiveness and told them "sin no more." _____ We also believe that Christians should not pass judgment and use violence when there is a dispute because Christ refused to do so between brothers when they were arguing about their inheritance. _____ Finally, we believe that Christians should not rule in government because Christians are citizens of heaven and government is earthly. _____ Governments fight with steel and iron against the flesh but God calls Christians to fight with truth, righteousness, peace, faith, salvation, and with the Word of God. _____

Article 7:

We believe that Christians should not swear oaths, because Jesus said that we can't even turn one hair on our head black or white and so we can't do what is promised by swearing. Christ said "Let your yes be yes and your no be no." We believe that you should be honest with your speech and so a simple yes or no will be sufficient. _____

Matthew 5:34-37
Matthew 5:38-39
Matthew 18: 15-20
Luke 12: 13-14
Luke 22:15-20
John 8:1-11
Acts 2:38
Acts 8:35-37
I Corinthians 9:14
2 Corinthian 6:14-18
Ephesians 6:10-17
Philipptians 3:20
I Timothy 3:1-7

Answer Key

Early Anabaptist Beliefs and the Bible

Read the summary of the articles from the Schleithem Brotherly Union, written in 1527.
Look up the scripture texts given and match the verses with the articles by filling in the blanks.

Article 1:

Baptism should be given to those who have been taught repentance, who believe that Christ has taken away their sins and who desire to walk in Christ's footsteps in life and death. Acts 2:38 We baptize all who understand this and ask us to do so. Therefore, infant baptism is excluded. Acts 8:35-37

Article 2:

We have been united regarding the ban: The ban should be used for those who are baptized believers but who have made a mistake or sinned. The one who made the error should be warned twice privately and a third time publicly in front of a congregation. But the ban should be practiced in love so that members may be restored. Matthew 18: 15-20

Article 3:

We believe that the breaking of bread (The Lord's Supper) should be an act among baptized believers and that it is a remembrance of the broken body and shed blood of Christ. Luke 22:15-20

Article 4:

We believe that we are to separate ourselves from the evil in the world. By separating ourselves we become sons and daughters of God.. 2 Corinthian 6:14-18 This also means that we will not take up swords or armor to protect ourselves or hurt our enemies. We believe this because Christ said, "Do not resist evil." Matthew 5:38-39

Article 5:

We believe that pastors should be of high moral character and well respected both within the congregation and outside of it. I Timothy 3:1-7 They are to teach, admonish, warn and administer the ban, and preside among the brothers and sisters in the Lord's Supper and prayer. The pastor is to be supported by the congregation. 1 Corinthians 9:14

Article 6:

We believe that the sword should not be used to correct sinners but the ban should be used instead, because Christ gave others mercy and forgiveness and told them "sin no more." John 8:1-11 We also believe that Christians should not pass judgment and use violence when there is a dispute because Christ refused to do so between brothers when they were arguing about their inheritance. Luke 12: 13-14 Finally, we believe that Christians should not rule in government because Christians are citizens of heaven and government is earthly. Philippians 3:20 Governments fight with steel and iron against the flesh but God calls Christians to fight with truth, righteousness, peace, faith, salvation, and with the Word of God. Ephesians 6:10-17

Article 7:

We believe that Christians should not swear oaths, because Jesus said that we can't even turn one hair on our head black or white and so we can't do what is promised by swearing. Christ said "Let your yes be yes and your no be no." We believe that you should be honest with your speech and so a simple yes or no will be sufficient. Matthew 5:34-37

Cross Training

LESSON 3: DISCIPLINE AND CHOICES

Objective

Students will understand Paul's analogy in I Corinthians 9:24-27 as a description of the Christian life.

Key Concepts

- Self discipline is part of a Christian life
- Self discipline means putting others' needs before your own

Estimated Lesson Time: 45 Minutes

Materials

- Student Bibles
- Map (4 copies)
- Strips of green paper (one per student)
- Tape

Teacher Preparation

1. Make four copies of a map with two locations clearly marked (use an online source like Google maps or Mapquest to print off detailed maps).

INTRODUCING THE LESSON

From Point A to Point B. Divide the class into groups of four. Pass out a detailed map to each group. Then, ask students to find a route between two locations that you have pre-determined (be sure they both appear on the map).

After students have determined which route they will use, have a representative from each group write the path (using road names or route numbers) on the board.

Invite each group to explain why they chose the route they did. Be sure to point out differences that groups had, despite going to the same location. Explain to students that while some goals may be similar, there are many ways to accomplish them.

LESSON STEPS

1. Scripture. Have the class read 1 Corinthians 9:24-27.

2. Prizes. Explain to students that in Corinth there were Olympic-type games every two years. The prize for these games was a wreath made of wilted celery (and of course fame and bragging rights)

Ask the students to think about whether the training necessary to be the fastest runner in the world is worth a wreath of wilted celery. What do they think is the imperishable prize that Paul is talking about?

3. Discipline. Remind students about the journaling on goals they completed recently. Accomplishing a goal requires discipline. Ask students to write in their journals ways that they are disciplined and goals that they have to become more disciplined.

Explain to students that different practices of faith are sometimes referred to as spiritual disciplines. Ask youth to name any spiritual disciplines they know. You may fill out their list (forms of prayer, fasting, simplicity, silence, meditation, singing, solitude, tithing, etc.)

Pass out strips of green paper (one per student). Invite students to write a discipline on their paper. This may be a spiritual practice or a step that they're taking towards their goal. Have students bring their papers forward. Tape them together on the board or on a blank wall to form a wreath.

4. Memory Work. Have students choose from the following activities as a way to work towards memorizing the passage.

Artistically—students draw a series of pictures that represent the key phrases of the passage. The students can work individually on pictures or they could work together on a mural.

Actively—in a small group, students will create motions to enact as they recite the verses.

Musically—students can fit the verses into a familiar tune as a memory device.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 45 minutes.)

- **Practice makes Perfect.** Invite student groups to share the memory devices they worked on with the whole class. After the group demonstrates the motions or sings the song, have the rest of the class join in.
- **Spiritual Disciplines.** Lead students through an experience of a spiritual discipline. You may choose a specific form of prayer for students to try, which may be new to them.

Cross Training

LESSON 4: BEYOND WHAT YOU CAN BEAR

Objective

Students will learn that everyone is tempted, and that God provides a way out of temptations.

Key Concepts

- Everyone is tempted.
- God provides a way out when we are tempted.

Estimated Lesson Time: 45 minutes

Materials

- Bibles
- Copies of “The Tempted Pattersons” (pg.58)
- Journals
- “Temptation Situation” cards (pg.57)
- Copies of the poem “Faithfulness” (pg.56)

Teacher Preparation

1. Make two copies of “The Tempted Pattersons” (pg.58).
2. Make copies of the “Temptation Situation” cards (pg.57), enough for one card per student.
3. Make a copy of the poem “Faithfulness” (pg56) for each student.

INTRODUCING THE LESSON

Soul Time. Invite students to take out their journal. Pass out a sheet of blank paper to each student. Read 1 Corinthians 10:13. Ask students to write this verse at the top of their paper (they can copy it from their memory work taped in the front of their journal).

Ask students to write or draw about a time that they faced temptation. Was there an opportunity to get out of the tempting situation? How did they respond? How would they have liked to respond?

LESSON STEPS

1. “The Tempted Pattersons”. Choose one student to be the narrator. Then, invite four volunteers to act out the story as the narrator reads, “The Tempted Pattersons” for the class.

2. Reflect. Invite the class to respond to the story. Who was tempted in the story and what were they tempted to do? Ask students for examples of when the characters gave into temptation. Were there any examples of resisting temptation? How does the scripture verse for this session relate to the story?

3. Tempting Situations. Pass a “Temptation Situation” card to each student. Then, have students get into groups by the number on their card. Give students a few minutes to choose, as a group, which scenario they will act out for the class. Students should create two versions of their skit. In the first, the person should give into temptation. In the second version, students should demonstrate a creative way to avoid giving in to temptation.

4. Faithfulness. Pass out the poem “Faithfulness”. Invite the class to read this, having each person read a phrase aloud. Use this as the ending blessing for the class session.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Serious Temptation.** Lead a discussion about some of the more serious temptations that this age group faces, such as giving in to boyfriends or girlfriends when it comes to the physical part of their relationship, hiding things from their parents, chatting online with inappropriate people, or giving in to their friends when it comes to eating disorders, drugs, or alcohol. Inviting a guest who has overcome an eating disorder or some other serious situation that could be tempting for students would provide a great introduction to the discussion.

- **Lord’s Prayer.** Recite the Lord’s Prayer for students. Ask for observations about connections between the prayer and this session’s subject. Have students write the phrase “lead us not into temptation, but deliver us from evil” on an index card. Invite students to decorate the card and place it in their notebook or locker.

Faithfulness

by Ann Kiemel

(Written while she was training for the Boston Marathon)

faithfulness is measurable...observable

*either i ran my miles today...or i did not.
either three miles...or ten.
forty minutes...or an hour.*

*i ate dessert...or stayed on my diet.
i got up when the alarm went off...or i stayed in bed longer.*

*i finished the term project...
or arrived at the meeting on time...
or washed the dishes...or i didn't.*

i was honest...or i was dishonest.

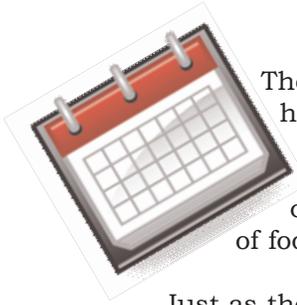
*it brings a sense of reality to our lives.
no games...no lies...no cheating.*

faithfulness puts it on the line...

Temptation Situation Cards

<p style="text-align: center;">1</p> <p>You and your parents disagree about your curfew...</p> <p>You're tempted to yell at your parents.</p>	<p style="text-align: center;">1</p> <p>You're mad at another student for telling stories about you...</p> <p>You're tempted to talk badly about them, behind their back.</p>	<p style="text-align: center;">1</p> <p>You can see your neighbor's test...</p> <p>You're tempted to cheat.</p>
<p style="text-align: center;">2</p> <p>Your sister breaks your videogame controller...</p> <p>You're tempted to hit your sister.</p>	<p style="text-align: center;">2</p> <p>Your friend offers you a cigarette...</p> <p>You're tempted to smoke.</p>	<p style="text-align: center;">2</p> <p>Your teacher makes you mad...</p> <p>You're tempted to talk back.</p>
<p style="text-align: center;">3</p> <p>Your dad has spare change sitting on the dresser that he never uses...</p> <p>You're tempted to steal some change to buy soda at the basketball game.</p>	<p style="text-align: center;">3</p> <p>Your friends suggest watching a movie you know your parents wouldn't approve of...</p> <p>You're tempted to give in to peer pressure.</p>	<p style="text-align: center;">3</p> <p>A classmate leaves a candy bar behind at lunch...</p> <p>You're tempted to take something that doesn't belong to you.</p>
<p style="text-align: center;">4</p> <p>Your parents find out you watched a movie they told you not to at a friend's house...</p> <p>You're tempted to lie to your parents.</p>	<p style="text-align: center;">4</p> <p>Your friends think playing piano is dumb, but you love to play...</p> <p>You're tempted to pretend to be the same so people will like you.</p>	<p style="text-align: center;">4</p> <p>You and your friend have a fight...</p> <p>You're tempted to tell your friend's secrets to other people.</p>

THE TEMPTED PATTERSONS



The Patterson family needed a vacation. They all worked very hard, and they had planned for a whole year to take a vacation to the beach. Finally the day they planned to leave had arrived. Harriet, the mom, was helping Samuel and Sarah, her children, pack up the car. They had all packed their suitcases and were piling them in the car with their beach chairs, a cooler full of food, and the dog, Muffy.

Just as they were about to leave the phone rang. It was a call for Henry, the dad. Henry worked in construction. The foreman of the crew said there was a crisis. Someone had forgotten to lock the tools in the trailer and they'd all been taken. They wanted Henry to come check in and help them figure out who had the key to the trailer last.



"Henry," said Harriet, when he told her the news, "if we don't leave soon, we won't be able to get into the cabin. The store where they keep the keys for the cabin closes at 5 and if we don't leave now we won't get there on time." Harriet was angry. Her husband worked more hours than anyone else on the whole crew and he never took a vacation and now, just when they were about to leave he was called back into work. She wanted to call the foreman and yell at him.

Samuel, who was 10, was already buckled into the car and was all set to start playing his video games. When he realized that Mom and Dad weren't coming out of the house he turned off his game (after losing the round) and stomped in the house. "Why aren't we leaving?!" he yelled. Muffy started to bark from the back seat.



"Your father has to go back to work," Harriet said, angrily.

"But we were supposed to go on vacation," whined Samuel. "Now we'll never get to do anything fun! Why does Dad always put work before us?" "We should just go without him," Samuel thought, "we'd have more fun that way." Samuel stomped up the stairs to his room to pout on the bed. He passed Sarah, who was 13. She was coming down the stairs with one more beach bag with some magazines and books in it.



"Don't bother," said Samuel. "The trips off."

"What!" said Sarah. "I've been looking forward to this trip all year, and Lily asked me to go with her family to the lake this week and I said no because we were going to the beach." Sarah wanted to throw the bag down the stairs. Instead she ran back up to her room and slammed the door. "I never get to do what I want," she yelled at the closed door.

Henry tried to stay calm. Maybe there was a way they could still go, but he was pretty sure this would take all day, especially since half the people who were working yesterday lived at least half an hour away and wouldn't get there right away. He didn't understand his family's reaction. This was a crisis. Without their tools the crew couldn't work. They needed to figure out what happened and talk to the police. Why couldn't his family understand that? "Samuel! Sarah!" he yelled, "Get down here! I will not let you act like this!" He wanted to yell at them for being so selfish. Having the tools stolen was a major problem and everyone would have to pitch in before things got back to normal.



Teacher's Edition
THE TEMPTED
PATTERSONS

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Samuel, who was 10, was already buckled into the car and was all set to start playing his video games. When he realized that Mom and Dad weren't coming out of the house he turned off his game (after losing the round) and stomped in the house. "Why aren't we leaving?!" he yelled. Muffy started to bark from the back seat.

"Your father has to go back to work," Harriet said, angrily.

"But we were supposed to go on vacation," whined Samuel. "Now we'll never get to go. We never get to do anything fun! Why does Dad always put work before us?" We should just go without him, Samuel thought, we'd have more fun that way. Samuel stomped up the stairs to his room to pout on the bed. He passed Sarah, who was 13. She was coming down the stairs with one more beach bag with some magazines and books in it.

"Don't bother" said Samuel, "The trips off."

"What!" said Sarah. "I've been looking forward to this trip all year, and Lily asked me to go with her family to the lake this week and I said no because we were going to the beach." Sarah wanted to throw the bag down the stairs. Instead she ran back up to her room and slammed the door. "I never get to do what I want," she yelled at the closed door.

Henry tried to stay calm. Maybe there was a way they could still go, but he was pretty sure this would take all day, especially since half the people who were working yesterday lived at least half an hour away and wouldn't get there right away. He didn't understand his family's reaction. This was a crisis. Without their tools the crew couldn't work. They needed to figure out what happened and talk to the police. Why couldn't his family understand that? "Samuel! Sarah!" he yelled, "Get down here! I will not let you act like this!" He wanted to yell at them for being so selfish. Having the tools stolen was a major problem and everyone would have to pitch in before things got back to normal.

Who was tempted in the story?

Everyone was tempted.

What were they tempted to do?

They were all tempted to be angry, throw things, yell, or say nasty things

When did they give in to temptations?

When they yelled, slammed the door, and pouted

When did they not give in to temptations?

They didn't do some of the things they thought of doing

In the verse for today Paul writes that no one will be tempted beyond what they can bear. This means that even in the worst kinds of temptations God will always give us a way out.

What might this mean for the Patterson family? Is there a way out for their temptations?

One way out would be to be more patient and understanding with each other. Henry could try to understand why everyone was upset, and the rest of the family could try to understand what a crisis this was. If they were able to stop and listen to each other and try to understand each other's feelings and problems, then maybe they could find a solution.

Cross Training

Name _____

Multiple Choice: Circle the best answer

- 1) What does “Anabaptist” mean?
 - a. against baptism
 - b. re-baptizer
 - c. Anti-Baptists
 - d. followers of Anna Baptist

- 2) What did the Anabaptists use as guide for helping them decide what to believe?
 - a. The Bible
 - b. Mennonite Confession of Faith
 - c. King’s laws
 - d. none of these

- 3) “The ban” in Anabaptism is...
 - a. a form of discipline
 - b. still practiced in Amish communities
 - c. another word for “shunning”
 - d. all of these

- 4) What did Paul compare the Christian life to in 1 Corinthians?
 - a. a drama
 - b. a race
 - c. a journey
 - d. a river

- 5) What prize did Corinthian athletes compete for?
 - a. medals
 - b. chocolate
 - c. wreath
 - d. holly

- 6) Paul says athletes exercise what in all things?
 - a. love
 - b. patience
 - c. gentleness
 - d. self-control

- 7) What did Paul say about temptation and God in 1 Corinthians 10?
 - a. God will provide a way out
 - b. God is faithful
 - c. all of the above
 - d. none of the above

Memory Work: Fill in the blanks.

Do you not know _____

_____?

Run in such a way that _____.

Athletes exercise _____ ;

they do it to receive a _____, but we an imperishable one. So I do not run aimlessly, nor do I box as though beating the air;

but I _____

_____, so that after _____

_____ I myself should not be dis-quali-

fied. No testing has _____

_____ to everyone. God is _____,

and he will not let you be tested beyond your

_____, but with _____

so that you may be able to _____ it.

1 Corinthians 9:24-27, 10:13

Cross Training

Name _____ Answer Key _____

Multiple Choice: Circle the best answer

- 1) What does “Anabaptist” mean?
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 - c. all of the above**
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Memory Work: Fill in the blanks.

Do you not know **that in a race the runners all compete, but only one receives the prize?** Run in such a way that **you may win it.** Athletes exercise **self-control in all things;** they do it to receive a **perishable wreath,** but we an imperishable one. So I do not run aimlessly, nor do I box as though beating the air; but I **punish my body and enslave it,** so that after **proclaiming to others** I myself should not be disqualified. No testing has **overtaken you that is not common** to everyone. God is **faithful,** and he will not let you be tested beyond your **strength,** but with **the testing he will also provide the way out** so that you may be able to **endure** it.

1 Corinthians 9:24-27, 10:13