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THE
BUILDING
BLOCKS
OF FAITH

What we want students to learn: That students would understand that God is given glory as they live out their everyday lives

What we want them to do with what they've learned: To be more identified with Christ through their daily actions and interactions.

Scripture Focus: 1 Corinthians 10:31-33, 1 Peter 1:3-7, 2 Corinthians 4:7-15

Overview: In Lesson 5, you defined God's glory as the honor, awe, and reverence that He is due just because of who He is. In Lesson 6, you learned that when Jesus was on this earth, He was a walking, talking billboard for God's glory on display. Through His life, death, resurrection, and ascension, Jesus revealed the awe and honor that God inherently possesses. In this lesson, your students will be challenged to look at their own lives as pathways by which God's glory might be affirmed and made known in the world they find themselves living in. Your students will see that the things they do and say, especially in times of trial or hardship, show others that God is worthy of honor and reverence.

TEACHER PREP VIDEO

Each **Activate** lesson comes with a Teacher Prep Video. These are short videos designed to help you grasp the main point of the lesson as you prepare to teach.

To access your **God's Glory** lesson 7 Teacher Prep Video, login to your Lesson Manager, navigate to lesson 7, and click on the "Background" tab. You'll notice the Teacher Prep Video near the top of the Lesson Manager window.

BIBLE BACKGROUND

The **Bible Background** is designed to help you provide some context for the Scripture you'll be studying. The Details gives you background info for each book, The Setting informs you what's happening in and around the passage, and The Main Point gives you an overview of how the passage will be used in the lesson.

- **What do we mean by "context"?** In every **YM360** Bible study lesson, you'll notice we make a point to encourage you to provide the context for the passages you study. By "context" we mean at the very least helping students know **who** wrote the book, **when** it was written, and **why** it was written.
- **What's the big deal?** When we teach the Bible without giving context, students don't get a "big picture" understanding of the story of the Bible. But this view is vital to grasping the story of God's plan of redemption for humankind. As you teach, use the Bible Background to help summarize the context.

THE DETAILS

1 and 2 Corinthians

- **Author:** The Apostle Paul wrote 1 and 2 Corinthians to the Church in Corinth.

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- **Timeframe:** Paul's first letter to the Corinthians was written from Ephesus in the spring shortly before Pentecost. We are unsure of what year, but it was likely between 53 AD and 55 AD. Paul wrote 2 Corinthians from Macedonia around 55 or 56 AD, a year or so after writing 1 Corinthians and a year before he wrote his letter to the Romans from Corinth.
- **Purpose:** Paul's first letter to the Corinthians was written to a divided church to call them to become united for the sake of the Gospel. He was calling the church to lay down the things that divided them to fully embrace the one thing that is strong enough to unite them: Christ crucified! According to the ESV Study Bible, the central theme of Paul's second letter to the Corinthians was "the relationship between suffering and the power of the Spirit in Paul's apostolic life, ministry, and message."

1 Peter

- **Author:** 1 Peter was written by Peter, one of Jesus' most trusted disciples and one of the principal leaders of the growing movement of Christ-followers.
- **Timeframe:** 1 Peter was likely written between 54-68 AD.
- **Purpose:** 1 Peter was written to a people under persecution, likely under the reign of Nero. Peter calls the Church to persevere under trials because eternal life awaits them. He encourages them that God's promises to His people will endure and should be the basis of their hope.

THE MAIN POINT

The goal of this lesson is to help your students see a few things about God's glory and their lives. You'll start by showing them that their daily actions and interactions have the potential to bring God more honor and respect. While these are aspects of God's glory, there's a fine line to walk because we can't give God any more glory. And we can't take away glory from Him. He's glorious because of who He is. But, our actions, attitudes, and words can lead to greater awe, honor, and respect given to Him. In a sense, they can glorify Him, which is nothing more than giving Him the glory He is due.

You'll move to a point in the lesson where you'll see that this is particularly true when it comes to our actions and attitude in times of trial or distress. Our actions in the face of tough times prove our faith in God is real. And real faith and the authentic life it produces will always result in God being honored and glorified.

LESSON PLAN

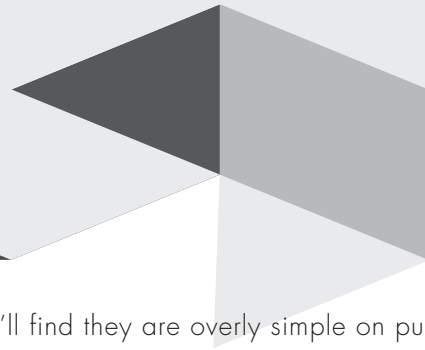
The **Lesson Plan** contains three elements: An introductory activity called **The Lead In**; the Bible study section called **The Main Event**; an application-focused segment called **The Last Word**.

THE LEAD IN

- **Goal:** The goal of this section is for the students to begin thinking about what their life reflects to other people.
- **Set-Up:** You'll need at least one mirror for this section. A hand-held or pocket one will work fine. If you can get your hands on several, that would be great.

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FIRST, ask your students a few simple questions. In fact, you'll find they are overly simple on purpose. Ask them to humor you. Ask:

- **Who can tell me what a mirror does?**
 - Answer: Reflects an image.
- **When are times you use a mirror?**
 - Answers will vary, and no doubt some of them will be of the sarcastic or silly variety.
- **Why do you use it?**
 - Answers will vary, but it is primarily to see yourself or some other reflection that is useful or vital to understand.

THEN, while you're asking the questions, hand the mirror (or mirrors) you brought to some of the students. Some of the girls in the class may have one on them. You could ask them to get theirs out. Ask:

- **What do you see in the mirror?**
 - Answers will vary.

Explain that the good (and sometimes bad) thing about a mirror is that it tells you the truth (except for the ones at places like children's museums or the fair). If you're having a bad hair day, it lets you know. If you grew a massive zit overnight, don't worry; your mirror will let you know.

FINALLY, tell the students that the purpose of a mirror isn't to make you feel good. Its sole purpose is to show you what's there. Good, bad, or otherwise, a mirror is going to reflect what's there. Ask:

- **In what ways are our lives like a mirror?**
 - Answer: Our lives are also a reflection. They're a reflection of what we care about, what we love, what motivates us, and what brings us joy. Just like mirrors, they don't lie. They reflect what's there.

Explain to the students that in this lesson, the last lesson in our study of God's glory, you're going to talk about what your lives reflect to those around you. Do they reflect God's glory? Do they point others to Him? Or do they reflect something different?

THE MAIN EVENT

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- **Goal:** The goal of this section is for the students to understand how their lives, in good times and bad, can be a reflection of God's glory.
 - **Set-Up:** The only thing you'll need for this section is a dry-erase board and marker.

FIRST, instruct students to find 1 Corinthians in their Bibles. While they're finding it, provide the context for the book using the Bible Background. Then, read or have a student read 1 Corinthians 10:31-33. Explain to the students that these verses are a part of a broader context where Paul is talking to Believers about how their actions impact others and their understanding of the Gospel. He wants the Believers to be conscious of how their interactions with those around them are a reflection of God's glory and work in their lives. Reread verse 31. Say:

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- **This is a pretty all-encompassing statement. Paul says, "whatever you do, do all to the glory of God." That pretty much covers it all, huh?**

Take some time and unpack the meaning of the verse with the students. Ask:

- **How did we define God's glory in the first lesson in this series? What is God's glory?**
 - Answer: We defined God's glory as something similar to "the honor and awe due to God simply for who He is."
- **What are some things we do that bring God glory? (If you have access to a dry-erase board, write the students' answers down.)**
 - Answer: Most responses will probably focus on things like sharing our faith, being kind to others, going on a mission trip, or things like that.

THEN, talk to the students about the fact that things on the board are all (more than likely) good things. They're probably all things that we, as Christ-followers, should be about. They're things that we should go out of our way to do. However, Paul isn't just focused on these things. He used the phrase "whatever you do." He even includes the routine, mundane parts of our day. Ask:

- **What are some of the basic, routine things you do each day? (Write these things on the board next to your previous list.)**
 - Answer: Eat, homework, practice, hang out with friends, etc.
- **So, how can God receive glory from us doing these things? They're so basic, so mundane. Can He receive glory from them? How so? Give some examples of how some basic, routine actions can bring glory to God.**
 - Answer: All of our actions, even the ones we consider minor, are reflections of our trust and faith in God. It might not always be about the actual physical act; sometimes it's about the attitude and heart behind the action. People are watching what we do. They notice how we act, the effort we put forth in school or work, how we treat others, and how we handle certain situations.

NEXT, remind students that our actions are a reflection of our hearts; they're a reflection of what's most important to us. We've talked about God's glory being the honor and awe that He's due. Ask:

- **Can we expect people to stand in awe of a God that doesn't impact every area of our lives? Why or why not?**
 - Answer: No. If God doesn't impact how we live life, people aren't going to believe he's worthy of honor and awe. Explain to the students that one of peoples' biggest struggles in believing in and trusting God is the pain and suffering that goes on throughout the world. So, when we, as believers, go through trials and suffering, people are on alert to see how we react.
- **Why do you think people are interested in how we respond to trials and suffering in our lives?**
 - Answer: People want to see how serious we are about our faith.

THEN, have students find 1 Peter in their Bibles as you give a little of the context using the Bible Background. Then, take a moment and read or have a student read 1 Peter 1:3-7. Let students know that Peter is talking to Believers that were being persecuted for their faith. Say:

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- In verses 3-5 he encourages these Christ-followers about how great the hope they have in Christ truly is. They have a new birth, a living hope, and an inheritance all because of what Christ has done! Peter encourages them to rejoice in this truth as their dealing with temporary trials and suffering.

Then, ask:

- **How do you respond to trials and suffering? Are you able to rejoice in the midst of them? How so?**
 - Answer: Answers will vary.
- **Take a look at verse 7 again. It's easy to say we trust God when everything is going smoothly. What does Peter say that our response to pain and suffering says about our faith?**
 - Answer: Peter is clear that going through trials proves that our faith is genuine. If we bail on God when things get rough, it shows that our faith wasn't real. If we cling to God and maintain our trust in Him during times of suffering, it shows that we weren't merely trusting God when things were going well.
- **How can our faith in the midst of suffering bring God glory?**
 - Answer: God is honored when we trust Him even when things seem to be going wrong. During these times the world around us recognizes that our faith isn't merely a cheap and easy faith. They can see that we genuinely have an anchor for our souls. This type of witness brings honor to God and gives him glory by pointing others to Him.

FINALLY, explain to students that this type of faith isn't something that we can muster up on our strength. Read or have a student read 2 Corinthians 4:7-12. Let the students know that the treasure here is a reference to the "knowledge of the glory of God in the face of Jesus Christ." We have this knowledge, but as Paul says, it's in "jars of clay." Ask:

- **What do you think it means that we have the knowledge of God in jars of clay?**
 - Answer: It means that we have this amazing truth living and dwelling inside of our fragile, weak bodies. It's an amazing paradox. The creator of the universe chooses to place the most precious truth there is inside weak people like us. Now that's grace!

Let the students know that God is at work in the midst of trials and persecution to "show that the surpassing power belongs to God and not to us." Continue reading in 2 Corinthians 4 and read verses 13-15. Finally, explain that Paul is making the same point as Peter. Say:

- **Here Paul is helping us see that genuine faith flourishes when it faces trials. In verse 15 Paul goes even further by saying that it causes grace to reach more people, which brings glory to God. Never forget that people are watching you. Sometimes it might not seem fair. But if you reframe it, you realize that the more you identify with Christ publicly, the more chances you are given to show others the powerful difference Jesus makes in your life.**

Ask if there are any questions. Then, transition into the Last Word.

THE LAST WORD

- **Goal:** The goal of this section is for the students to be challenged to identify with Christ in their daily actions.
- **Set-Up:** No set up needed.

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FIRST, start by asking a few questions. Again, some overly simple questions.

- **Why do teams wear jerseys?**
 - Answer: Jerseys are used to let people know who is on which team.
- **Why would it be pointless for members of a team to wear different jerseys during a game?**
 - Answer: People wouldn't know who was on which team. Teammates would get confused on who to guard or who to pass the ball to.
- **Jerseys are used to identify athletes with their particular team. What are some other ways we identify ourselves with specific groups of people?**
 - Answer: We may dress a certain way, wear our favorite team's colors, put stickers on our vehicles, or many other things.

THEN, remind the students that our actions identify us with something. Whether it's big, small, during good times, or during periods of trials, how we act tells people about who we are and what we care about. So, the question is:

- **Who or what do your actions identify you with?**
 - Answer: Answers will vary.
- **Do your actions identify you with Jesus Christ? Do your actions point people to honor and glorify God?**
 - Answer: Answers will vary.

Explain that you've talked about their routine actions. You've talked about things that they view as more significant. You've even talked about when times aren't easy. Ask:

- **Does your faith fluctuate during these different time and circumstances? Or do you steadily identify with Christ through the various things life throws at you?**
 - Answer: Answers will vary.

FINALLY, remind the students that this isn't about their strength. None of us can remain steady on our own. As Paul said, the power is not from us; it's from God. Challenge them to trust Him with their whole life: the big, the small, the good, and the bad. When we do that, people begin to notice that they have a real anchor for their soul that's bigger than themselves. This points them to Jesus, and He receives the honor and awe that He's due.

Make sure students have a chance to express any thoughts or questions. Then, close in prayer.

- Don't forget to distribute the devotions to your students this week. If you're posting them on Instagram, or some other means of electronic distribution, make sure you inform students of when they will be receiving them.
- Use the **Social Media** guide to stay in touch with students via text or Instagram, and to encourage them to follow through with reading their devotions.

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WE WANT TO HEAR FROM YOU . . .

- Do you have questions about a lesson?
- Something that worked particularly well you want to share?
- Something that didn't work you want to bring up?

We value your feedback! Please do not hesitate to email us with your questions, comments, or concerns, at feedback@youthministry360.com.