

# Activity Pages

## SPRING 2026 SOCIAL TEACHINGS OF THE CHURCH

## These Activity Pages Are Designed To:

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

## Tips For Using Activity Pages:

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

## Maximize Group Activity Time!

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

# Watching Our Consumption

*Lesson 1, Daniel 1:8–17; 1 Timothy 4:7–8, KJV*

## The Holy Life

The status of “holy” means “set apart.” God calls His people to live holy lives, set apart from the sin and brokenness of the world.

In the chart below, write three ways to live “set apart,” different from the world’s expectations. Then write down a measurable action plan to achieve this “set apart” life. Share your plan with a partner and commit to praying for each other over the next few weeks.

Ways to be “set apart”:

How I will achieve this:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## My Spiritual Fitness Plan

Use the following prompts to create a spiritual fitness plan.

**Daily Discipline: Today I will . . .** \_\_\_\_\_

*Consider using or personalizing the following plan.*

1. Dedicate 30 minutes to reading and meditating on Scripture.
2. Maintain constant prayer with God throughout the day.
3. Write a journal entry reflecting on the concepts and ideas the Lord has taught me during the day.

**Weekly Discipline: This week I will . . .** \_\_\_\_\_

*Consider using or personalizing the following plan.*

1. Prioritize attending a worship service.
2. Participate in a Bible study group.
3. Volunteer to serve in congregational ministry.

**Monthly Discipline: This month I will . . .** \_\_\_\_\_

*Consider using or personalizing the following plan.*

1. Practice fasting from food.
2. Spend a day in solitude.
3. Seek spiritual counseling from a mature Christian.

# Giving to the Community

Lesson 2, Deuteronomy 15:4–11; Matthew 25:42–45, KJV

## Neighborly Case Study

The Bible includes several examples of generous men and women who gave their money, time, and service to others without expectation. Choose one character from the list below. Read their story from Scripture. Note the specifics of their circumstances and their motivations.

Abraham (Genesis 18:1–8)

Ruth (Ruth 1:6–22; 2:2–3, 17–19; 4:13–16)

Boaz (Ruth 3–4)

The Widow of Zarephath (1 Kings 17:7–16)

Zacchaeus (Luke 19:1–10)

Dorcas (Tabitha) (Acts 9:36–42)

The Macedonian Church (2 Corinthians 8:1–9)

Joseph of Arimathea (Matthew 27:57–60)

How did your character showcase generosity? \_\_\_\_\_

In what way(s) might you adopt their example? \_\_\_\_\_

## Won't You Be My Neighbor?

Spend some time thinking about your local community and brainstorm a list of known needs.

Write a plan to address one (or more) of those needs. Here are a few examples to get you started. Circle ideas that interest you and write your plan at the bottom of the page.

### Volunteer Your Time

- *Local Schools:* Tutoring, mentoring, coaching sports teams, or helping with school events
- *Food Banks and Soup Kitchens:* Assisting with food distribution, preparing meals, or organizing donations
- *Animal Shelters:* Walking dogs, cleaning kennels, or fostering animals
- *Senior Centers:* Providing companionship, transportation, or assistance with activities
- *Community Centers:* Assisting with recreational programs, events, or administrative tasks
- *Environmental Organizations:* Participating in clean-up efforts, planting trees, or educating the community

### Donate Resources

- *Financial Donations:* Supporting local charities, schools, or community organizations
- *Food Donations:* Contributing to food drives or donating non-perishable items to food banks
- *Clothing Donations:* Donating gently used clothing to shelters or thrift stores

- *Blood Donations:* Donating blood regularly to help those in need
- *Time and Talent Donations:* Offering your skills or services to community organizations

### Build Relationships

- *Participate in Community Events:* Attend local festivals, fairs, and other gatherings
- *Join Local Clubs or Organizations:* Connect with people who share your interests
- *Support Local Businesses:* Shop at local stores and restaurants
- *Mentoring:* Share your knowledge and experience with young people
- *Offer Neighborly Assistance:* Help neighbors with tasks like yard work or errands

**Your Plan:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Welcoming Others in Christ

*Lesson 3, Acts 10:9–15, 30–35; Galatians 3:28–29, KJV*

## Word Study

While the English word *unity* is a relatively modern term, several words in Scripture convey the concept of oneness, harmony, and agreement. Read the following Scriptures and summarize what each teaches about unity for God’s people. Then answer the questions.

John 17:21 \_\_\_\_\_

Ephesians 4:3–6 \_\_\_\_\_

Romans 12:4–5 \_\_\_\_\_

Colossians 3:15 \_\_\_\_\_

1 Corinthians 12:12–14 \_\_\_\_\_

How do these verses explain Peter’s relationship with Cornelius? \_\_\_\_\_

How do these verses add meaning to Galatians 3:28–29? \_\_\_\_\_

## Identity and Belonging

Read Galatians 3:28–29. Spend a minute answering the following questions.

How do these verses challenge your understanding of identity and belonging?

In what ways have you experienced unity or division within the body of Christ?

How can you personally embody the message of equality and inclusion in your relationships and actions?

# Waiting for God's Peace

*Lesson 4, Isaiah 2:2–4; Acts 17:26–28, KJV*

## Let There Be Peace on Earth . . .

Choose a topic related to conflict in your community or nation. In the space below, jot down points you would include in a letter to a city, state, or federal official. Urge the official to take specific action to bring peace. Share your list of ideas with at least one other class member. Allow them to add to your list or make suggestions for change. When your list is complete compose your letter and send it from home.


## . . . And Let It Begin with Me

Complete the chart below. Review your answers throughout the week and ask God to make you an agent of peace in the situation.

A person or persons with whom I have a conflict:	The nature of the conflict:	What I can do to make the situation better:

# Resurrection: The Future Hope

*Lesson 5, 1 Corinthians 15:13–20, 51–58, KJV*

## What Happens When

Compare this list of items with 1 Corinthians 15:13–20, 51–58. Put the items in the correct order, jotting a verse reference beside each one.

- \_\_\_\_\_ Dead shall be raised.
- \_\_\_\_\_ Earthly bodies will put on incorruption.
- \_\_\_\_\_ We shall all be changed.
- \_\_\_\_\_ Trumpet shall sound.
- \_\_\_\_\_ Death is swallowed up in victory.

Write a sentence to express what the promise of today's text means to you.

---

---

## Send Words of Hope

Write a concept or phrase from 1 Corinthians 15:13–20, 51–58 that you could use to encourage someone who came to you with one of the following problems:

- “My wife has Alzheimer’s. I can’t quit thinking about all the happy times we’ll never experience again.”
- “My grandchild contracted a rare disease and died last week. I am overcome with grief.”
- “My best friend’s son was just diagnosed with Stage 4 inoperable cancer. It feels like his life is over before it started.”
- “My husband passed away exactly one year ago today. I still can’t bear the thought that he is gone.”
- “I just got back from a mission trip. We saw so many hopeless situations. If only they lived in a developed country! So many health troubles could be resolved.”

What encouragement do you give believers this week?

---

---

---

---

---

# Authority: Belonging to God

*Lesson 6, Mark 12:17; Romans 13:1, 6–8; 1 Peter 2:13–17, KJV*

## Obey the Government?

Evaluate each of the following situations and write down the appropriate response for a Christian. Include a principle from today's Scripture text in your rationale.

1. A father of three who struggles to make ends meet does not report income from part-time work on his annual tax return. \_\_\_\_\_  
\_\_\_\_\_
2. You criticize an elected official on social media because of their ungodly behavior. The official considers your post hate speech, and the official's lawyers take you to court. \_\_\_\_\_  
\_\_\_\_\_
3. You distribute flyers in your neighborhood, inviting children to vacation Bible school. The homeowner's association removes them and instructs you not to distribute church-related material again. \_\_\_\_\_  
\_\_\_\_\_
4. The local school board forbids public Bible reading in the school building. \_\_\_\_\_  
\_\_\_\_\_
5. The president of your corporation forbids employees from keeping a Bible on display in their offices. They claim it distracts workers and impedes productivity. \_\_\_\_\_  
\_\_\_\_\_

## What is a Believer to Do?

Using Mark 12:17; Romans 13:1, 6–8; and 1 Peter 2:13–17, fill out the chart below. Then answer the question.

Believers are called to:	Because:

What is the common theme woven throughout all three texts?



# Children: Gift and Model

*Lesson 7, Mark 9:36–37, 42; 10:13–16, KJV*

## Jesus and the Children

Read Mark 9:36–37, 42; and 10:13–16. List the appropriate verses under the correct headings.

What Jesus DID:	What Jesus SAID:	What the disciples DID:

## Jesus and Me

Take a moment to reflect on how you can be childlike in your faith. Work with a partner to fill in the first three columns of the chart below. Then finish the last two columns on your own.

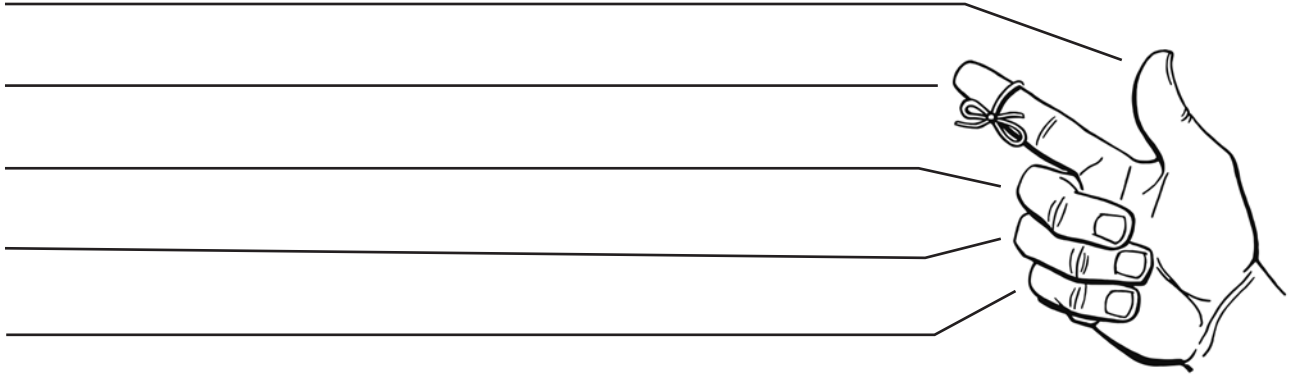
List words that describe children:	Put a check beside attributes that describe childlike faith.	List categories of people besides children who fit each description in the first column:	Put a check beside attributes that describe your approach to Jesus.	Star the attribute you'd most like to develop in your relationship with God.

# Family: Distinct and Obedient

*Lesson 8, Deuteronomy 6:3–9; Matthew 19:3–9, KJV*

## Reminders!

God prescribed specific ways for ancient Israelite families to remember His commands. On each finger of the hand below, write a spiritual truth of which you and your family need to be reminded regularly.



What steps will you take to help your family remember God's commands?

## Letters Of Wisdom

Complete the following prompts to write a letter to a younger believer. After you have completed the exercise, send or give the letter to that believer.

Dear \_\_\_\_\_,

I have seen God's Spirit work in your life through . . . \_\_\_\_\_

Your life of obedience to God encourages me, especially when I see . . . \_\_\_\_\_

One thing I've learned in my walk with God is . . . \_\_\_\_\_

Remember, you are never alone in your faith; I want to support you by . . . \_\_\_\_\_

I pray that you will grow in your love for God through . . . \_\_\_\_\_

# Christian Expectation of Grace

Lesson 9, Jonah 3:1–5; 4:6–11, KJV

## Verses of Grace

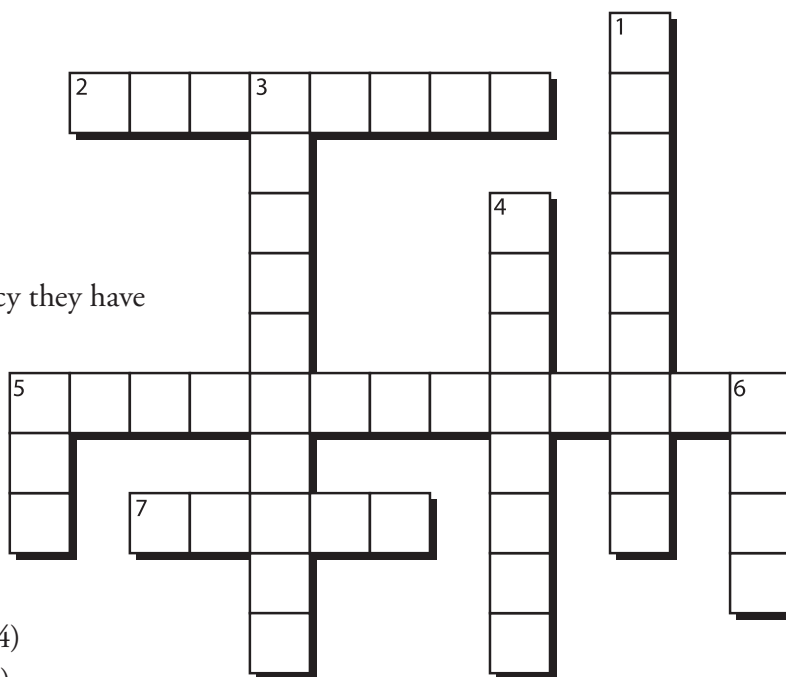
Work with a partner to read the following Scripture texts to complete the clues and fill in the puzzle.

### ACROSS

2. God's people are \_\_\_\_\_ because of the mercy they have received. (Luke 6:36)
5. God's mercy is \_\_\_\_\_, "not willing that any should perish." (2 Peter 3:9)
7. Through God's grace, we become \_\_\_\_\_ with hope of eternal life. (Titus 3:7)

### DOWN

1. By God's grace, we are \_\_\_\_\_ (Romans 3:24)
3. God's \_\_\_\_\_ never fail. (Lamentations 3:22)
4. The grace of God has \_\_\_\_\_ to all people. (Titus 2:11)
5. We are not "under the \_\_\_\_\_" but are "under grace." (Romans 6:14)
6. Grace is a \_\_\_\_\_ from God. (Ephesians 2:8)



## Surprised or Expected

Below are some of the events described in Jonah 3–4. Think about each one and mark it as either something you found surprising (S) or something you would expect to happen (E). Be ready to discuss your choices.

- \_\_\_\_\_ 1. God gave Jonah a second chance.
- \_\_\_\_\_ 2. Jonah obeyed God the second time he was commanded.
- \_\_\_\_\_ 3. Jonah preached impending doom without any offer of repentance.
- \_\_\_\_\_ 4. The people of Nineveh took Jonah seriously.
- \_\_\_\_\_ 5. Members of every group in Nineveh demonstrated remorse.
- \_\_\_\_\_ 6. The king ordered the people to fast and repent.
- \_\_\_\_\_ 7. God accepted the sincerity of the Ninevites and relented from His plan.
- \_\_\_\_\_ 8. Jonah thought it would be better for him to die than to live.

# Work as Christian Duty

Lesson 10, Genesis 2:15; Exodus 20:9; John 5:17; 9:4; Acts 20:33–35; 2 Thessalonians 3:6–12, KJV

## What Are You?

Use the following questions to create a quick profile describing your work. Keep the responses anonymous—don't sign your name! After answering the questions in a minute or less, give your paper to the class leader.

1. In what context do you work? (*Possible responses:* home, industrial kitchen, office building)
2. What is a tool that you use at work? (*Possible responses:* hammer, computer, baby bottle)
3. What schedule do you work? (*Possible responses:* third shift, nights, weekends)
4. What kind of uniform do you wear? (*Possible responses:* scrubs, suit, hard hat)
5. List a skill necessary to complete the work. (*Possible responses:* computing, knowledge of vehicle)

## All Kinds of Work

Work with a small group to read each passage and compare the various kinds of work described in Scripture. Write your responses in the chart below.

	Genesis 2:15	Exodus 20:9	John 5:17	John 9:4
WHO is completing the work?				
WHO assigned the work?				
WHAT is the work?				
WHEN will the work be completed?				
WHERE is the work being completed?				
WHY is the work being completed?				

What conclusions can you draw?

---

---

---

---

# Christian Manner of Justice

*Lesson 11, Deuteronomy 24:14–21; Ephesians 6:5–9; 1 Timothy 6:17–19, KJV*

## Remember, Remember, Remember

God tells the people to “remember.” Below is a list of four challenges. Remember a time when you faced one of these challenges. Think about how you felt during it and the things that others did that were either helpful or harmful to you. Then write down how remembering these things can help you respond in a godly way to others who are facing similar challenges. Share your ideas with your group.

Remember Challenges	Respond to Others
1. Moving to a new place (neighborhood, school, job)	
2. Feeling alone or lonely (hurt, betrayed, abandoned)	
3. Losing or failing in some way (grades, promotion, relationship)	
4. Fearing the unknown (lack of finances, resources, opportunities)	

## A Tale Of Two Rulers

Read 2 Samuel 9:1–13 and Luke 18:18–24. Compare the two rulers in these stories and how they viewed their riches. As a whole class, talk about how to apply the wisdom of 1 Timothy 6:17–19 to these stories.

	DAVID	YOUNG MAN
1. Who was high-minded?		
2. Who trusted in uncertain riches?		
3. Who trusted in the living God?		
4. Who did good?		
5. Who was rich in good works?		
6. Who was ready to distribute?		
7. Who was willing to communicate?		
8. Who laid up a good foundation?		
9. Who laid hold on eternal life?		
10. Which ruler can you relate to? Why?		

# Christian Rhythms of Life

*Lesson 12, Mark 2:18–28, KJV*

## A Time for Everything

Look up each Scripture passage and briefly answer the questions as a group.

	What is the reason for fasting?	Who is fasting?
Nehemiah 9:1–3	_____	_____
Esther 4:1–3	_____	_____
Psalms 35:13–14	_____	_____
Daniel 9:1–6	_____	_____
	What is the good news?	Who can celebrate this?
Matthew 12:17–21	_____	_____
Luke 2:10–11	_____	_____
Luke 4:16–21	_____	_____
Luke 11:31–32	_____	_____

## To Fast or Feast?

Work with your group to write down three reasons to regularly practice the following habits. Then highlight one reason from each category that inspires you to practice these things this week. Be prepared to share how your fasting, serving, feasting, and resting went the next time your class meets.

**FAST:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WORK/SERVE:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FEAST:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**REST:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Living in Christian Community

*Lesson 13, Matthew 28:18–20; Hebrews 10:22–25, KJV*

## Act Like It (Facilitator's Page)

Cut out the following words and distribute one to each participant. Each participant will take turns performing a charade based on their assigned role, portraying the creature or person without using any words—only sounds are allowed. Each participant has 20 seconds to perform while the rest of the group guesses. If no one guesses correctly, the participant gets another chance to perform during a second round.

<b>Baseball player</b>	<b>Chef</b>	<b>Bodybuilder</b>	<b>Basketball player</b>
<b>Mouse</b>	<b>Elephant</b>	<b>Snake</b>	<b>Hummingbird</b>
<b>Musician</b>	<b>Farmer</b>	<b>Tourist</b>	<b>Sculptor</b>
<b>Squirrel</b>	<b>Monkey</b>	<b>Parrot</b>	<b>Whale</b>

## Keep Moving

Movement can aid in memorization, and one way to worship is by memorizing God's Word. Work with your group to examine each phrase and create a physical gesture to represent it.

- Draw near with a true heart
- Hold fast the profession of our faith without wavering
- Provoke (one another) unto love and to good works
- Not forsaking the assembling of ourselves together
- Exhorting one another
- See the day approaching

## Lesson 2

### Neighborly Case Study:

- Abraham: Known for his hospitality, welcoming strangers into his tent.
- Ruth: Demonstrated loyalty and generosity toward her mother-in-law, Naomi.
- Boaz: A kind and generous landowner who showed compassion to Ruth.
- The Widow of Zarephath: Shared her last meal with the prophet Elijah.
- Zacchaeus: Repented of his sinful past and pledged to give half his possessions to the poor.
- Dorcas (Tabitha): Known for her good deeds and helping the poor.
- The Macedonian Church: Demonstrated extraordinary generosity despite their poverty.
- Joseph of Arimathea: Gave up his tomb for Jesus' burial).

## Lesson 5

### What Happens When:

The correct order is:

1. We shall all be changed. (vv. 51–52)
2. Trumpet shall sound. (v. 52)
3. Dead shall be raised. (v. 52)
4. Earthly bodies will put on incorruption. (vv. 53, 54)
5. Death is swallowed up in victory. (v. 54)

## Lesson 7

### Jesus and the Children:

What Jesus DID	What Jesus SAID	What the disciples DID
Took a Child (9:36a)	“Whoever shall receive one of such children in my name, receiveth me: and whosoever shall receive me, receiveth not me, but him that sent me.” (9:37)	Rebuked others who brought children to Jesus (10:13)
Saw the actions of the disciples and was displeased (10:14)	“And whosoever shall offend one of these little ones that believe in me, it is better for him that a millstone were hanged about his neck, and he were cast into the sea.” (9:42)	
Took the children in his arms, put his hands on them, and blessed them. (10:16)	“Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God. Verily I say unto you, Whosoever shall not receive the kingdom of God as a little child, he shall not enter therein.” (10:14–15)	

## Lesson 9

### Verses of Grace:

