

# Activity Pages

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Summer Quarter  
2022

Partners in a  
New Creation

### *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 for the Spirit to lead as your students grow in their knowledge of the Word—that they may be filled with passion to proclaim the good news boldly.

# GOD FORETELLS DESTRUCTION

*Lesson 1, Isaiah 47:10-15, NIV*

## ADVICE IN THE STARS?

A rough analysis of 22,000 horoscopes revealed that approximately 90 percent of the words were the same. Use this list of the most common words to see how easy it is to make up a false guide for a person's choices for the day.

Word Bank:

able	best	better	careful	change	comes	else
energy	everything	exactly	expect	family	feel	friend
fun	hard	help	important	keep	life	like
love	matter	maybe	mind	moment	mood	others
plans	possible	ready	secret	share	situation	soon
sure	taking	turn	universe	usual	whatever	worry

How does God's advice differ from astrology?

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What are other harmful ways people seek reassurance about their decisions?

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## AM I SAFE?

Summarize the places, people, or exercises the Babylonians trusted to keep them safe.

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What similar places, people, or exercises might people in your community wrongly trust instead of the Lord?

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Look up what the Bible says about where to put your trust and write it below.

Psalm 56:3-4

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Isaiah 12:2

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Romans 15:13

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# GOD FORETELLS REDEMPTION

*Lesson 2, Isaiah 49:1-13, NIV*

## ACCEPTANCE SPEECH

Imagine you have been elected or nominated for a position in civic leadership. In the center column, identify verses from Isaiah 49:1-13 that match with the left column. Complete the activity by jotting down ideas about information you could include in your own acceptance speech that mirror the servant.

	Servant's Speech	Personal Speech
Greet Audience		
Source of Authority		
Qualifications for Leadership		
Purpose and Mandate		
Measure of Success		
Reward/Result for Leadership		

## SERVANT LEADER

Brainstorm some ways you can serve God and participate in his mission this week. Choose at least one thing to put into action this week.

Hear/Answer (Respond)

Help

Preserve/Keep

Establish/Restore

Shine Light

Relieve Hunger and Thirst

Have Mercy/Protect

Guide/Lead

Comfort/Have Compassion

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## BEDTIME STORY

Cover the paragraph below before choosing a word for each part of speech specified. If you are working as a pair, make sure you both choose your words before reading the paragraph. Fill in your answers and read your completed bedtime story!

1. girl's name: \_\_\_\_\_ 2. occupation: \_\_\_\_\_ 3. family member: \_\_\_\_\_  
4. color: \_\_\_\_\_ 5. animal: \_\_\_\_\_ 6. number: \_\_\_\_\_  
7. occupation: \_\_\_\_\_ 8. country: \_\_\_\_\_ 9. kind of building: \_\_\_\_\_  
10. -ly adverb: \_\_\_\_\_

1. \_\_\_\_\_ always dreamed that she was a 2. \_\_\_\_\_. When she had chores to do, she would imagine that her real 3. \_\_\_\_\_ rode up on a 4. \_\_\_\_\_ 5. \_\_\_\_\_ to tell her that she was going home! When 1. \_\_\_\_\_ turned 6. \_\_\_\_\_, guess who showed up? The 7. \_\_\_\_\_ of 8. \_\_\_\_\_! And she learned she really was a 2. \_\_\_\_\_! 1. \_\_\_\_\_ went to live in a 9. \_\_\_\_\_. 1. \_\_\_\_\_ lived 17. \_\_\_\_\_ ever after.

How might this silly story relate to how God's people felt about his promise that they would prosper again?

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## WAITING AND HOPING

Answer the following questions and share your responses with one other person.

1. What is it that you are waiting on or hoping for that you've been praying about?

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2. What promise of God have you been holding on to that you have not yet seen fulfilled?

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# GOD OFFERS DELIVERANCE

Lesson 4, Isaiah 51:1-8, NIV

## WHAT ARE YOU SEARCHING FOR?

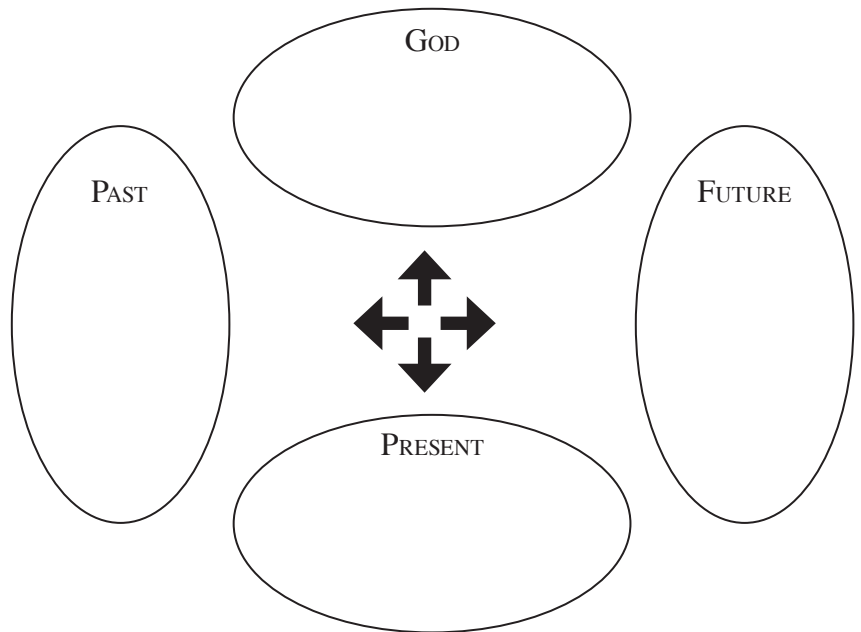
Find as many words as possible in the puzzle that relate to today's lesson. Solve the anagrams to reveal the letters for the final message. Use the circled letters from the words in the top part to complete the final word or phrase at the bottom. Each circled letter is used just once.

YSEE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
ETGAHR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
RIDNCLEH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEIEX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
CPALE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
ORLD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
OENMANTR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RIBED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
WEATS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
HERAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
SKGIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
QESEUN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
TSEHFAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EHTORSM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SDUT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## LOOK AROUND

In Isaiah 51:1-8, the speaker calls the people to turn their focus to the past, future, and present. Fill in the chart as appropriate from today's text.



# THE WORD BECOMES FLESH

*Lesson 5, John 1:1-14, NIV*

## WORD/CREATOR/LIGHT

John 1:1-5 attributes these identities to the Son of God. Based on your reading in John 1:1-14, fill out the following chart.

	Word	Creator	Light
Draw an icon to represent this identity.			
Write a definition for the identity.			
List any synonyms or related phrases to the identity.			
How did Jesus demonstrate this identity?			

## A WITNESS TO THE LIGHT

Read John 1:19-34 and write down the verses that correspond with the printed text in John 1:6-9. Make note of any additional information provided in John 1:19-34. Then answer the questions below based on these texts.

John 1:6 \_\_\_\_\_

John 1:7 \_\_\_\_\_

John 1:8 \_\_\_\_\_

John 1:9 \_\_\_\_\_

How would you define the witness of John the Baptist?

How would John's witness look similarly and differently if he gave witness in your current context?

## SIGNIFICANT MIRACLES

The Scripture texts in the first column each tell of a different miracle of Jesus. Read the Scripture texts and complete the chart.

Scripture	What did Jesus do?	How did people react?	What was the significance for the original audience?	What is the significance for us?
John 2:1-11				
John 5:1-15				
John 6:1-15				
John 6:16-24				
John 9:1-12				
John 11:1-45				

## SEEKING GOD'S POWER

With the help of a classmate, consider the needs of your class, church, neighborhood, and nation. Complete the following statements as petitions for God's power to be present in these areas. After completing the statements, spend time in prayer with a classmate.

Lord, our class needs your power to . . . \_\_\_\_\_

Lord, our church needs your power to . . . \_\_\_\_\_

Lord, our neighborhood needs your power to . . . \_\_\_\_\_

Lord, our nation needs your power to . . . \_\_\_\_\_



## LIGHT AND DARK

In one or two sentences, paraphrase the message of these verses regarding spiritual light and darkness.

### Reference

### Paraphrase

Isaiah 42:6-7, 16

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Isaiah 50:10

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John 8:12

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Acts 26:15-19

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1 John 1:5-7

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Based on these verses, how would you summarize Scripture's teaching on light and darkness?

## LIGHT METER

How brightly does the light of Jesus shine in your life? Put a mark on the light meter to indicate your answer.

**Total Darkness**

**Brightest Light**



What factors might cause the light of Jesus to become dimmer in a believer's life?

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What factors might cause the light of Jesus to become brighter in a believer's life?

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What steps will you take to better follow Jesus and let his light shine in your life?

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## (MIS)CONCEPTIONS ABOUT DEATH

Choose at least two stages of life below and write a sentence for each describing how someone in that stage of life would describe or define death.

Early Childhood (ages 3–6): \_\_\_\_\_

Middle Childhood (ages 6–8): \_\_\_\_\_

Late Childhood (ages 9–11): \_\_\_\_\_

Adolescence (ages 12–20): \_\_\_\_\_

Early Adulthood (ages 20–35): \_\_\_\_\_

Midlife (ages 35–50): \_\_\_\_\_

Mature Adulthood (ages 50+): \_\_\_\_\_

How do those viewpoints compare and contrast with that of 1 Corinthians 15?

\_\_\_\_\_

## RIGHT THOUGHTS ABOUT JESUS

For each reference, look up the rest of the “I am” statement and write it under “What’s So.” Fill in the blanks under “So What?” during the ensuing class discussion.

Text	What’s So	So What?
1. John 6:35 . . . . .	I am _____	_____
2. John 8:12 . . . . .	I am _____	_____
3. John 10:7, 9 . . . . .	I am _____	_____
4. John 10:11, 14 . . . . .	I am _____	_____
5. John 11:25 . . . . .	I am _____	_____
6. John 14:6 . . . . .	I am _____	_____
7. John 15:1, 5 . . . . .	I am _____	_____

# THE WORD GIVES PEACE

Lesson 9, John 14:15-29, NIV

## INDUCTIVE STUDY, PART 1

The best way to discover what a writer means by a certain word is to look at how that writer actually uses that word.

<b>Text</b>	<b>Meaning</b> <i>(mental image for original audience)</i>	<b>Significance</b> <i>(implications for us today)</i>
John 14:16	_____	_____
John 14:26	_____	_____
John 15:26	_____	_____
John 16:7	_____	_____
1 John 2:1	_____	_____

For an extended study, also consider these three texts—the only places where the same word for Advocate appears in the Greek version of the Old Testament.

<b>Text</b>	<b>Meaning</b> <i>(mental image for original audience)</i>	<b>Significance</b> <i>(implications for us today)</i>
Job 16:2	_____	_____
Job 21:2	_____	_____
Psalms 94:19	_____	_____

## INDUCTIVE STUDY, PART 2

Perhaps surprisingly, the designation *Holy Spirit* occurs in the Old Testament in only three verses. Complete the chart below as you did in the “Inductive Study, Part 1.”

<b>Text</b>	<b>Meaning</b> <i>(mental image for original audience)</i>	<b>Significance</b> <i>(implications for us today)</i>
Psalms 51:11	_____	_____
Isaiah 63:10	_____	_____
Job 21:2	_____	_____

# A NEW HOME

Lesson 10, Revelation 21:1-9, NIV

## WORDS AS DEPICTIONS

Today's text is full of word-pictures. Some are symbolic, depicting a future reality in present-day terms. For each of the following, jot down what it teaches you about the nature of Heaven.

Sea (v. 1) \_\_\_\_\_

Jerusalem (v. 2) \_\_\_\_\_

Bride (v. 2) \_\_\_\_\_

Throne (v. 5) \_\_\_\_\_

Alpha and Omega (v. 6) \_\_\_\_\_

Water of life (v. 6) \_\_\_\_\_

Lake (v. 8) \_\_\_\_\_

**METAPHOR** (*meh-tuh-four*)  
→ noun, definition:

A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them.

**FIGURATIVE** (*fib-geh-reh-tiv*)  
→ adjective, definition:

Expressing one thing in terms normally denoting another with which it may be regarded as analogous.

## HERE COMES THE BRIDE

Read the following passages to get a fuller picture of what the bride imagery signifies. Jot conclusions.

**What this passage implies about God's relationship with his people:**

Matthew 25:1-10 \_\_\_\_\_

Mark 2:19-20 \_\_\_\_\_

John 3:29 \_\_\_\_\_

[other: \_\_\_\_\_] \_\_\_\_\_

## GEMS

Find eight gems listed to the right in the puzzle below.

S R T L B K E H H P  
 C M Z F I S M D T E  
 D N H J X R E N N A  
 S A P P H I R E I R  
 O O L K R R A V C L  
 S T U F E B L Z A M  
 S R M P E U D E J A  
 S G S R Z A P O T Y  
 K A Y G X S N R Y F  
 J L A M E T H Y S T

Amethyst  
 Beryl  
 Emerald  
 Jacinth  
 Jasper  
 Pearl  
 Sapphire  
 Topaz

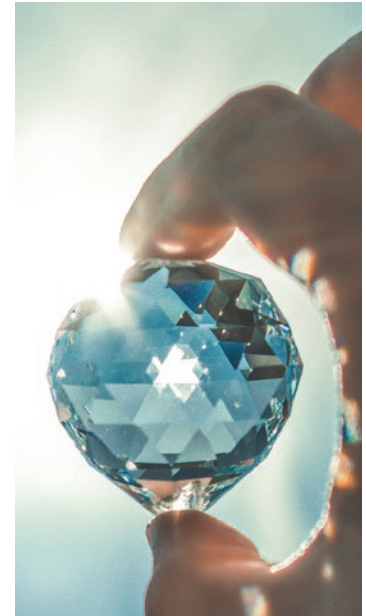


Photo: © Getty Images

## MEANING AND SIGNIFICANCE

How should we interpret the following words in terms of the meaning and significance of today's text?

Symbol	Meaning <sup>1</sup>	Significance <sup>2</sup>
High mountain	_____	_____
12 tribes	_____	_____
12 apostles	_____	_____
Perfect square	_____	_____
144 cubits	_____	_____
Precious stones	_____	_____
Gold as transparent glass	_____	_____

### Notes:

<sup>1</sup> *Meaning* deals with mental images—what comes to mind when one hears a word.

Example: Hearing the word *table* brings to mind an item of furniture having a flat top and four legs.

<sup>2</sup> *Significance* deals with implications.

Example: When a child hears his mother say “It’s time to come to the table,” the implication is that it’s time for dinner.

# THE RIVER OF LIFE

Lesson 12, Revelation 22:1-7, NIV

## THE SOURCE OF LIFE

Compare and contrast the imagery in today's text with that of other passages.

### The River of Life (Revelation 22:1)

Ezekiel 47:1-12 \_\_\_\_\_

Zechariah 14:8 \_\_\_\_\_

Revelation 7:17 \_\_\_\_\_

Revelation 22:17 \_\_\_\_\_

### The Tree of Life (Revelation 22:2)

Genesis 2:9, 17 \_\_\_\_\_

Genesis 3:22-24 \_\_\_\_\_

Ezekiel 47:7, 13 \_\_\_\_\_

**What conclusions do you draw?**

## THE PROMISE OF HOPE

How might truth indicated by today's Scripture encourage someone who makes the following statements? Jot thoughts under each picture.

**"Life seems hopeless."**



Photo: © Getty Images

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**"The evil all around almost overwhelms me."**

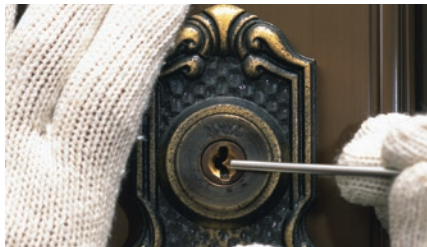


Photo: © Getty Images

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**"Sometimes I just feel empty."**



Photo: © Ron Nickelson

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## WHO WAS/IS JESUS?

For each title below from today’s text, explain the meaning and significance. Other passages with the same title are listed for reference.

Title and Scriptures	Meaning <sup>1</sup>	Significance <sup>2</sup>
ALPHA AND OMEGA • Revelation 1:8, 11; 21:6	_____	_____
FIRST AND LAST • Isaiah 41:4; 44:6; 48:12; Revelation 1:11, 17; 2:8	_____	_____
BEGINNING AND END • Revelation 1:8; 21:6	_____	_____
ROOT/OFFSPRING OF DAVID • Isaiah 11:1; Jeremiah 23:5; 33:15; Matthew 1:1; Romans 1:3	_____	_____
BRIGHT, MORNING STAR • 2 Peter 1:19; Revelation 2:28	_____	_____

### Notes (also see lesson 11):

<sup>1</sup> *Meaning* deals with mental images—what comes to mind when one hears a word.

Example: Hearing the word *table* brings to mind an item of furniture having a flat top and four legs.

<sup>2</sup> *Significance* deals with implications.

Example: When a child hears his mother say “It’s time to come to the table,” the implication is that it’s time for dinner.

## “COME, LORD JESUS”

Under what circumstances would you reluctantly utter the three words above as a prayer? How about enthusiastically (see Revelation 22:20)? Write a key event for you for each month in the left-hand column. Then answer the two questions above in the other two columns.

Key Event	I would have prayed this reluctantly because	I would have prayed this enthusiastically because
In August	_____	_____
In July	_____	_____
In June	_____	_____

What do you conclude after completing this self-reflection?

## Lesson 1

**Advice in the Stars?:** Answers will vary.

**Am I Safe?:** Babylonians trusted wickedness, their own wisdom and knowledge, magic spells and sorceries. Answers will vary for the second question. God is the only appropriate “place” for our trust.

## Lesson 2

**Acceptance Speech:** Greet Audience: verse 1a; Source of Authority: verse 1b; Qualifications for Leadership: verse 2; Purpose and Mandate: verse 3; Measure of Success: verse 4a; Reward/Result for Leadership: 4b.

**Servant Leader:** Answers will vary.

## Lesson 3

**Both activities:** Answers will vary.

## Lesson 4

**What Are You Searching For?:**



**Look Around:** *God*—law, judgment, righteousness, salvation, trust, salvation forever; *Past*—Abraham, Sarah, God called him, blessed him, and increased; *Present*—righteousness, law, no fear, salvation; *Future*—comfort Zion and all her ruins, make her deserts like Eden, make her wastelands like a garden, there will be joy, gladness, thanksgiving, and the sound of singing.

## Lesson 5

**Word/Creator/Light:** Answers will vary. Consult the lesson commentary for additional guidance.

**A Witness to the Light:** John 1:6—v. 19; John 1:7—vv. 19, 23; John 1:8—vv. 20, 26-27, 30-31; John 1:9—vv. 29, 34

## Lesson 6

**Significant Miracles:** John 2:1-11: Jesus changed water to wine; the master of the banquet was surprised and Jesus’ disciples reacted with faith in Jesus; the original audience recognized Jesus’ power over creation. 5:1-15: Jesus healed a man with a disability; the Jewish leaders were concerned that he was healed on the Sabbath; the original audience recognized that the Sabbath was no barrier to Jesus’ ministry. 6:1-15: Jesus fed 5000; the people thought Jesus was a prophet and wanted to make him king; the original audience recognized that the Bread of Life provides for his followers. 6:16-24: Jesus walked on water; his disciples were afraid; the original audience saw Jesus’ mastery of all nature, even the violent bits. 9:1-12: Jesus healed a man with blindness; some believed the man was

healed, while others did not; the original audience understood that only those with eyes to see could recognize Jesus as the promised Messiah. 11:1-45: Jesus raised Lazarus from the dead; many believed in Jesus; the original audience understood that Jesus’ power was not limited to nature but also to life and death.

**Seeking God’s Power:** Answers will vary.

## Lesson 7

**Both activities:** Answers will vary.

## Lesson 8

**(Mis)conceptions About Death:** Answers will vary.

**Right Thoughts About Jesus:** *What’s So:* 1—the bread of life; 2—the light of the world; 3—the gate; 4—the good shepherd; 5—the resurrection and the life; 6—the way and the truth and the life; 7—the vine. *So What:* Many responses are possible.

## Lesson 9

**Both activities:** More than one answer is plausible for each line. See teacher-guide commentary.

## Lesson 10

**Both activities:** More than one answer is plausible for each line. See teacher-guide commentary.

## Lesson 11

**Gems:**



**Meaning and Significance:** More than one defensible conclusion is possible in several cases. Consult the lesson commentary for additional guidance.

## Lesson 12

**The Source of Life:** Answers will vary. See lesson commentary for additional guidance.

**The Promise of Hope:** Answers will vary.

## Lesson 13

**Who Was/Is Jesus?:** Consult the lesson commentary on Revelation 22:13, 16 for insight.

**“Come, Lord Jesus”:** Responses will be highly individual and variable.