

A CALL TO ACCOUNTABILITY

Lesson 1, Amos 5:18-24, KJV

FAIR ENOUGH

Review the situations below and mark each as being fair (**F**) or unfair (**U**) or indicate that you are not sure (**N**). Be ready to defend your responses.

- ___ 1. Two students work equally hard on a math assignment. One gets all the answers correct and gets an A, while the other gets 8 of 10 correct and gets a B.
- ___ 2. At Newtown High, there is a boys' basketball team and a girls' team. An exceptionally skilled girl wants to play on the boys' team but is not allowed to do so.
- ___ 3. In the Jones family, there are two teen boys and two teen girls. The girls are expected to help with cooking and laundry, and the boys are expected to help with yard work and auto maintenance.
- ___ 4. First Church traditionally recognizes mothers on Mother's Day and fathers on Father's Day. There is no special recognition for childless individuals.
- ___ 5. A man gets on a crowded bus and takes the last available seat. At the next stop, a physically disabled man with a cane gets on. The driver instructs the last man seated to give up his seat to the disabled man.

SEVEN DAYS OF JUSTICE AND RIGHTEOUSNESS

If we want the world to *be* right, we must *do* right! For the next seven days, evaluate how you can do your part in making a fairer and more righteous society. Consider the question of the day, and meditate on the associated Scripture passage for that day. Recruit an accountability partner to complete this exercise with you.

Day 1—*Forgiveness* (Matthew 6:15): Am I holding a grudge? Am I resentful to those whom I believe are treating me unfairly?

Day 2—*Concern* (Proverbs 21:13): Do I really care about those around me in need? What can I do to help them?

Day 3—*Selflessness* (James 4:3): Am I more concerned about my comfort than the suffering of others? Are my prayers overly centered on asking God to give me things?

Day 4—*Patience* (Micah 7:7): Do I keep on praying for a situation, or do I give up too easily?

Day 5—*Understanding* (1 Peter 3:7): Do I act as if everyone should be just like me? Or do I seek to understand others' differences and respond to them compassionately?

Day 6—*Ethics* (Deuteronomy 24:14): How do the people with whom I do business see me? Am I to be trusted? Do I act ethically in my business dealings?

Day 7—*Impartiality* (Romans 12:16): Do I harbor preconceptions about people who are of a different ethnicity, socioeconomic group, or religion? How can my circle of friends become more inclusive?

A PRAYER FOR JUSTICE

Lesson 2, Habakkuk 1:1-4, 12-14, KJV

TYRANTS IN POWER

Match each tyrannical leader with his nation.

- | | | |
|-------|------------------------------|-----------------|
| _____ | 1. Adolf Hitler | A. China |
| _____ | 2. Maximilien de Robespierre | B. Cuba |
| _____ | 3. Joseph Stalin | C. England |
| _____ | 4. Francisco Franco | D. France |
| _____ | 5. Kim Jong-il | E. Germany |
| _____ | 6. Mao Zedong | F. Iran |
| _____ | 7. Ho Chi Minh | G. Iraq |
| _____ | 8. Saddam Hussein | H. Italy |
| _____ | 9. Bashar al-Assad | I. North Korea |
| _____ | 10. Fidel Castro | J. Soviet Union |
| _____ | 11. King Henry VIII | K. Spain |
| _____ | 12. Benito Mussolini | L. Syria |
| _____ | 13. Ruhollah Khomeini | M. Uganda |
| _____ | 14. Robert Mugabe | N. Vietnam |
| _____ | 15. Idi Amin | O. Zimbabwe |

IT DOESN'T ADD UP!

The prophet Habakkuk had some serious questions for God! He knew that God is holy and righteous. Yet Habakkuk looked around at the situations surrounding him, and things did not seem to add up!

1. What Habakkuk knew about God:

2. What Habakkuk saw in his world:

3. How Habakkuk's world is the same as ours:

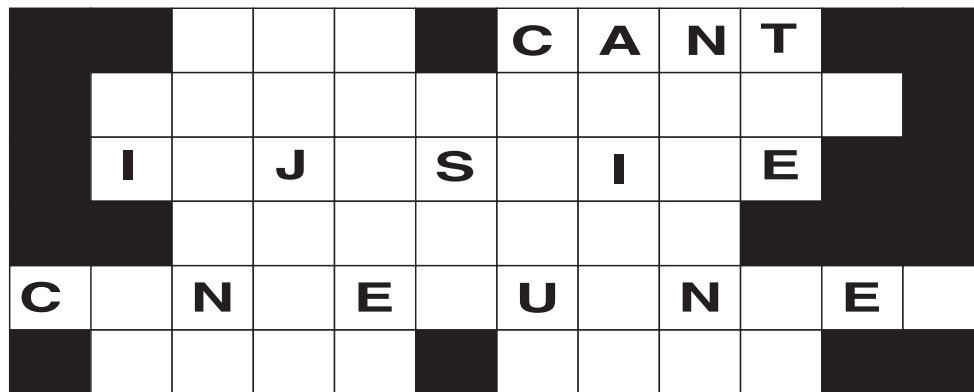
CONSEQUENCES FOR INJUSTICE

Lesson 3, Habakkuk 2:6-14, KJV

CONSE-QUOTATION

Drop letters from the columns above into the grid below. When done correctly, you will find a *consequential* quotation from an American politician. (We started the puzzle for you!)

~~C~~ ~~O~~ ~~A~~ ~~S~~ ~~M~~ ~~H~~ ~~L~~ ~~I~~ ~~C~~ ~~C~~ ~~E~~ ~~S~~
~~R~~ ~~J~~ ~~T~~ ~~C~~ ~~A~~ ~~N~~
~~W~~ ~~O~~ ~~U~~ ~~U~~ ~~U~~ ~~T~~ ~~T~~
~~P~~ ~~Y~~ ~~I~~ ~~D~~ ~~Q~~ ~~P~~ ~~G~~ ~~N~~ ~~L~~
~~I~~ ~~N~~ ~~O~~ ~~U~~ ~~S~~ ~~O~~ ~~E~~ ~~U~~ ~~T~~
~~R~~ ~~N~~ ~~N~~ ~~E~~ ~~U~~ ~~T~~ ~~A~~ ~~A~~ ~~E~~ ~~E~~



FROM THE DUSTBIN OF HISTORY

Read the following stories of despots and state their identities. Cover the hints below; look at them only as a last resort.

- _____ was known for brutality and sexual perversion. He declared himself to be a god and appointed his horse as a senator! In the end, officers in his own guard assassinated him.
- _____ was a leading figure of the French Revolution. Upon taking power, he used the infamous guillotine and other means to execute thousands during his Reign of Terror. His own government turned on him and executed him with the same guillotine used on others.
- _____ ruled by mercilessly slaughtering his own people. His Khmer Rouge party forced thousands of his citizens to dig their own graves in what are now known as the Killing Fields. He died of a heart attack while waiting for an international tribunal to take him into custody.

Hints: 1=He was a Roman Emperor. 2=His name begins with the letter "R." 3=His two names each have three letters and each begins with a "P."

AN ARGUMENT AGAINST CORRUPTION

Lesson 4, Micah 3:1-3, 9-12; 6:6-8, KJV

SCANDALOUS HISTORY

Even the best of governments must deal with scandals. Some of these scandals are well-known, others are not. Do you know enough scandalous United States history to put the following scandals in chronological order? This is difficult!

Group A

- _____ A. The Whiskey Ring—Government officials embezzling whiskey taxes
- _____ B. The Blount Conspiracy—Senator expelled for aiding British.
- _____ C. Star Route Scandal—Corruption in the U.S. Postal Service
- _____ D. Petticoat Affair—Cabinet member marrying a widow of a man who committed suicide

Group B

- _____ E. Watergate—Burglary of the headquarters of a rival political party
- _____ F. Teapot Dome—Bribery in the leasing of United States Navy oil reserves
- _____ G. Lewinski Affair—Lying under oath concerning a liaison with a White House intern
- _____ H. Iran-Contra Affair—Selling weapons to Iran to fund Nicaraguan rebels

MICAH 3 & 6 INTERVIEW QUESTIONS

Take a few minutes to develop four interview questions for a person applying to serve on the staff of your church. Make sure that your questions have today's lesson text as a basis. Use open-ended questions only; avoid easy-to-answer questions. Here are some examples:

Lame question: "Would you ever use the church bank account to enrich yourself unfairly?"

Better question: "What would you do if you discovered that a fellow staff member was dipping into the church bank account?"

1. _____

2. _____

3. _____

4. _____

NEED FOR JUST LEADERS

Lesson 5, Malachi 2:1-9; 3:5, 6, KJV

FAIR REPRESENTATION

Find the hidden words in the grid from the word list. Transfer the remaining letters to the lines below to discover a quote from eighteenth-century politician George Savile.

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

ADVOCATE
 AGENT
 AMBASSADOR
 DELEGATE
 DEPUTY
 EMISSARY
 ENVOY
 GO-BETWEEN
 LEGATE
 LIAISON
 PROXY
 SPOKESPERSON
 STAND-IN
 VICAR

MY PRIESTHOOD

RATE YOURSELF IN THE SIX AREAS BELOW.

	1	2	3	4	5
	(VERY WEAK)			(VERY STRONG)	
Passion for Christ	1	2	3	4	5
Resolved to live a holy life	1	2	3	4	5
Intolerant of what God himself does not tolerate	1	2	3	4	5
Enters a quiet time with God daily	1	2	3	4	5
Studies the Bible regularly	1	2	3	4	5
Tolerates what God tolerates	1	2	3	4	5
What's your plan to improve?					

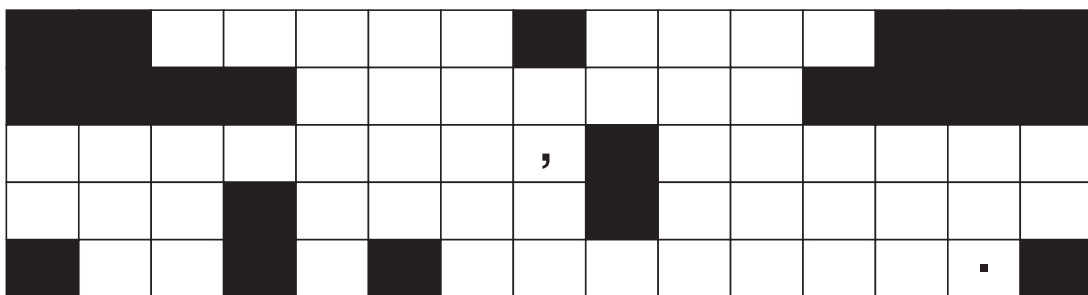
A CASE STUDY

A rural congregation having about 20 young people agreed to allow the teenagers to plan activities for the youth of the church. They decided on an overnight retreat in three months before the end of the school year. Several parents assisted in the planning. After much discussion, the cost of the retreat was agreed to be \$140.00 per person. Three families in the church had four teens each. This resulted in a cost of \$420 for each of the families, which they were unable to afford. As a result, 12 of the 20 teens would not be able to attend the retreat.

1. How might the decision to move forward with the retreat as planned be seen as unfair (unjust) to the families that couldn't afford it?
2. Would a perception of unfairness be the same as actual unfairness? Why, or why not?
3. Before becoming aware of the financial constraints of the three families, what actions might the planning committee have taken to ensure inclusion of all teens in the retreat?
4. After becoming aware of the financial constraints of the three families, what actions might leadership take to ensure inclusion of all teens in the retreat?

THE ULTIMATE SERVANT

We have a problem: the enemies of the ultimate servant, Jesus, have tried to destroy one of the most important descriptions about Him. Your task is to reconstruct that description using the grid below. Each letter can be used only in the vertical column directly above it, and each letter must be used. Do so, but don't put any letter in the two boxes with punctuation marks.



N H T E H N S S M N A N U R E
T O F H V U M E R A D E I N G
O E I I S Y E T A K T
J S E R L F T
A G V A

A RESURRECTED SAVIOR

Lesson 7, 1 Corinthians 15:1-8, 12-14, 20-23, 42-45, KJV

PROCLAIM THE RESURRECTION

From the following quotes about the resurrection, select one that speaks most powerfully to you. Display it where you will see it daily in the week ahead.

“Christ’s resurrection demonstrates His Lordship, devastates His enemies, inaugurates His Kingdom, validates His cross, originates the new creation, reanimates the dead, and renovates the universe.” —Jack Cottrell

“Our old history ends with the cross; our new history begins with the resurrection.” —Watchman Nee

“Because of [Jesus’] resurrection, we can have peace during even the most troubling of times because we know He is in control of all that happens in the world.” —Paul Chappell

“Let the resurrection joy lift us from loneliness and weakness and despair to strength and beauty and happiness.” —Floyd W. Tomkins

“The resurrection is a fact better attested than any event recorded in any history, whether ancient or modern.”
—Charles Spurgeon

“At the heart of Christian faith is the story of Jesus’ death and resurrection.” —John Ortberg

MY RESURRECTION BODY

Read the following verses and passages, and write down what you conclude about what your own resurrection body will be like.

1 Corinthians 15:35-41

1 Corinthians 15:42

1 Corinthians 15:43

1 Corinthians 15:44

1 Corinthians 15:45 and John 20:22

John 20:20, 27

John 20:26

Luke 24:30, 41-43

My conclusions based on the above Scriptures:

AN EXECUTED SCOUNDREL

Lesson 8, Esther 7:1-10, KJV

REVENGE GONE WRONG

The devious and evil Haman was not successful at getting revenge on his enemy, Mordecai. Look up the references in the right column, and complete the description of what happened. Then draw a line to the event in the left column to show how Haman’s attempts at revenge went wrong.

(Esther 5:9) Haman		
1. (Esther 3:1, 2, 5) When Mordecai refused to bow down to Haman or give him any honor, Haman began to plot revenge against him.		A. (Esther 7:9, 10) The king is so enraged by Haman that he orders . . .
2. (Esther 3:6) Not satisfied to get revenge on Mordecai alone, Haman convinces (bribes) the king to order the destruction of all the Jews.		B. (Esther 8:1, 2; 9:13, 14) Because of his evil plot, Haman’s estate, high office, and sons were dealt with in this way: . . .
3. (Esther 5:11) Haman feels superior to Mordecai as he boasts of his vast wealth, his many sons, and his high position.		C. (Esther 7:3-6) At the banquet Esther reveals the plot against her people and . . .
4. (Esther 5:13, 14) When Haman complains that seeing Mordecai is spoiling all his joy in life, his friends suggest he build a gallows to hang Mordecai on.		D. (Esther 8:9-11) As the king’s right-hand man, Mordecai issues edicts . . .
5. (Esther 5:12) Haman feels proud that he’s the only person besides the king whom Esther has invited to her banquet.		E. (Esther 6:10, 11) At the king’s command, Haman is forced to honor Mordecai by . . .

TEAMWORK UNDER FIRE

Imagine how differently Esther’s story would have turned out if she had not found the courage to risk her life as she did!

What role did Mordecai play in this regard per Esther 4 (not part of today’s text)?

When was a time you were “a Mordecai” to “an Esther”? What was at stake? How did things turn out?

When was a time you were the “Esther” and “a Mordecai” encouraged you to act? What was at stake? How did things turn out?

A JUSTICE-LOVING GOD

Lesson 9, Isaiah 61:8-11; 62:2-4a, KJV

WOULD YOU RATHER . . . ?

Complete the following quiz by indicating your own preferences. Then pair off with another student and see how well you can guess his or her choices.

Would you rather . . .

- be able to sing like an angel?
- have a new car?*
- have less debt?
- have free smartphones and service for life?*
- travel back in time?
- be able to make people laugh?*
- be better at seeing the bigger picture?

OR

- be able to paint like a classical artist?
- have a new house?*
- have more wisdom?
- have free pizza for life?*
- travel into the future?
- be able to solve people's problems?*
- be better at noticing problem details?



Graphic: © pressureUA / iStock
Getty Images Plus

DID YOU EVER . . . ?

Although we like to think of ourselves as kind and caring people, we sometimes treat others in unjust ways. Which of the following have you been guilty of?

- I passed along unverified and negative “news” about someone
- I acted on an unfair conclusion about someone
- I shunned someone I thought of as socially inferior
- I made fun of someone behind his or her back
- I made someone look worse to make myself look better
- I reminded someone of a past sin of his or hers in a show of spiritual one-upmanship
- I maneuvered unfairly to take a better place in a store checkout line

What can you do to make this right with God? with the person?

PROPHESYING RESTORATION

Lesson 10, Zephaniah 3:14-20, KJV

THE PROMISE OF GOD'S PRESENCE

God's promise of His presence among His people is an encouraging theme we find repeated throughout the Bible. In the chart below, paraphrase some of these promises and jot down who received each one.

Scripture	The Promise	Who Received It
Genesis 28:10-15		
Exodus 33:14		
Deuteronomy 20:1		
Isaiah 43:2		
Zephaniah 3:15		
Matthew 18:20		
Matthew 28:20		
1 Corinthians 6:19		

PRACTICING GOD'S PRESENCE

After completing the above chart, write a few words to answer each of the following questions.

What does God's presence accomplish?

Why is God's presence important?

In this space, write a list of actions you could take or decisions you could make that would make God's presence in your life more obvious.

PROMISING PEACE

Lesson 11, Zechariah 8:1-8, 11-17, KJV

TURN LIES INTO TRUTH

Each of the following states the exact opposite of a truth we see in Zechariah 8:1-8, 11-17. Write a true statement to correct the false statement, listing a verse or two from the text of the lesson to validate your point. (And no fair making a statement true by merely inserting the word *not* or equivalent somewhere!)

1. Because of the truth of the saying *It is what it is*, the remnant will accept their new situation as an everyday occurrence, not as a miracle.

2. God abides by the old axiom *If you love a people, set them free; if they return to you, they're yours; if they don't, they never were*. This indicates that God understands and accepts the fact that His followers will be distracted from Him and sometimes put their allegiance elsewhere.

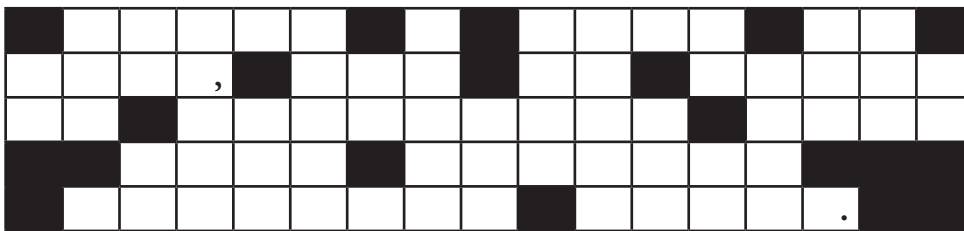
3. God abides by the old axiom *What goes around comes around*. That means that just as Judah and Israel had been a curse among the nations, so also He would be a curse to Judah and Israel.

4. God opposes fear, anxiety, and worry by stressing that His presence is not needed among the people. All they need to do is tell one another *"Don't worry; be happy."*

5. Drawing on the old principle *To get along, you have to go along*, God expects His people to live by prevailing cultural standards. For example, if bribery is an accepted business practice, there's no use rocking the boat!

JESUS GIVES WHAT I KNOW I REALLY NEED

Use the letters to make a sentence that describes something vital that Jesus gives to His followers. Each letter can be used only in the vertical column directly above it, and each letter must be used. Do so, but don't put any letter in the two boxes with punctuation marks. After you have completed the sentence, use your memory or a Bible concordance to find the statement by Jesus that this puzzle paraphrases.



F R E

A T Y C E I F Y R P E

P U D W H F D R M N L E D T O

Y S E A I A N O E G E V E E A A E

I O N H A T E E F E I T S T H C N

PRACTICE JUSTICE

Lesson 12, Jeremiah 21:8-14, KJV

UNSCRAMBLE THE SENTENCES

Unscramble each of the following sentences. After you've unscrambled them, match one Scripture reference from the list to each one.

___ 1. for whatsoever a man Be not deceived; he also reap. God is not mocked: soweth, that shall

A. Matthew 7:14

___ 2. which leadeth unto life, and narrow is the way, that find it. Because strait is the gate, and few there be

B. Romans 11:22

___ 3. that every one may receive whether it be good or bad. before the judgment seat of Christ; the things done in his body, For we must all appear according to that he hath done,

C. Galatians 6:7

___ 4. on them which fell, severity; otherwise thou also shalt be cut off. Behold therefore if thou continue in his goodness: but toward thee, goodness, the goodness and severity of God:

D. 2 Corinthians 5:10

DECIDE ON THE PRINCIPLE

How does each Scripture above relate to or express a principle we can derive from today's study of Jeremiah 21? In the spaces below, jot a few words or a sentence to state each principle.

1. _____

2. _____

3. _____

4. _____

REPENT OF INJUSTICE

Lesson 13, Jeremiah 22:1-10, KJV

CONCERN FOR THE VULNERABLE

Jeremiah's prophecy recorded in chapter 22 urges the leaders of Judah to do what is just and right. Each heading below represents a category of concern mentioned there, especially in verse 3. Under each heading are other Bible verses that echo similar concerns. For each list, match the scriptural teaching with a word or phrase or idea from verse 3.



Photo: © Clarissa Leah / Cultura

1. _____
Proverbs 21:13
Galatians 2:10

Who would fall into one of these categories in our community?

2. _____
Exodus 22:21
Leviticus 19:34

What can we do to help?

3. _____
Exodus 22:22
Deuteronomy 24:19-21

[verse 3: Execute ye judgment and righteousness, and deliver the spoiled out of the hand of the oppressor: and do no wrong, do no violence to the stranger, the fatherless, nor the widow, neither shed innocent blood in this place.]

4. _____
Deuteronomy 19:10
Proverbs 1:11-16

PRAYER FOR WISDOM TO HELP

After reading Jeremiah 22:1-10 and the above Scriptures, write a prayer, asking God for wisdom, strength, and opportunity to obey Him in at least one of the areas you wrote above.



Graphic: © CSAimages

Dear God, _____

PURSUE LOVE AND JUSTICE

Lesson 14, Hosea 11:1, 2, 7-10; 12:1, 2, 6-14, KJV

TELL A STORY

Jot down a few words to tell a story about what seems to be happening in each picture. Find a friend in your class and decide together what story the pictures tell. Share one of your stories with the class.









FIND THE LESSON

Now look again at the four pictures and decide how each one relates to an idea or warning from today's text. Beside each picture, write down a verse from today's text that relates to it.

CHANGE YOUR STORY

Circle the picture representing the lesson from today's text that could have the biggest impact on your life.

Lesson 1

Fair Enough: Answers will vary.

Lesson 2

Tyrants in Power: 1=e. 2=d. 3=j. 4=k. 5=i. 6=a. 7=n. 8=g. 9=l. 10=b. 11=c. 12=h. 13=f. 14=o. 15=m.

It Doesn't Add Up: Suggested responses. 1=Habakkuk knew that God is eternal and ever-present (1:12a); can punish the guilty (1:12b); is pure and never evil (1:13). 2=Habakkuk saw that God was not responding to his pleas (1:2); violence and wrongdoing seemed to thrive (1:3); justice was being perverted (1:4); an evil nation was conquering nations far less evil (1:13).

Lesson 3

Conse-quotation: You can't promulgate injustice without consequences. —Rand Paul

From the Dustbin of History: 1=Caligula. 2=Robespierre. 3=Pol Pot.

Lesson 4

Scandalous History: *Group A:* 1-B (1797); 2-D (1829-31); 3-A (1875); 4-C (1878-80). *Group B:* 1-F (early 1920s), 2-E (1972); 3-H (1985); 4-G (1998).

Lesson 5

Fair Representation:

* * * * I F T H E L A W S
 * * * * C * * * * * * *
 * * * * * O * U L D S * P
 * * * * * E * A * K F * O * C
 * * * * * R * T * * H * E
 * M * * S * E * * * * L *
 * V * * E S * * * * * T
 * * * * * * * * * * * H
 * E Y * W * * * * * O U
 L D C * * * * O * * M P L
 A I N * * * O F T H * E L
 A W Y * * * * * * * E
 R S * * * * * * * * *

If the laws could speak for themselves, they would complain of the lawyers. —George Savile

My Priesthood: Answers will vary.

Lesson 6

There are no one-and-only right answers for this case study, but here are some reasonable responses and Scripture principles learners may offer: 1=For teens to be excluded on the basis of cost may be seen as a failure to follow 2 Corinthians 8:13-15. 2=Passages that might be mentioned include Matthew 20:13 in its larger context; a topic that may be mentioned is that of partiality per various Bible passages that address that concept. 3 & 4=One possibility is to ask certain members privately to sponsor teens facing financial hardship.

Another possibility is for the church budget to be used in a like manner as the budget allows. A less expensive retreat, one that is affordable by all, could be an option. One or more learners may suggest a fundraiser such as a bake sale; to keep that from being too much of an “easy out” solution, have learners wrestle with the first-century reality of “taking nothing of the Gentiles” in 3 John 7 as it might apply today.

The Ultimate Servant: Philippians 2:7: Jesus made himself nothing, taking the very nature of a servant.

Lesson 7

Proclaim the Resurrection: Answers will vary.

My Resurrection Body: Answers will vary.

Lesson 8

Revenge Gone Wrong: A=4. B=3. C=5. D=2. E=1.

Lesson 9

Would You Rather . . . ? Answers will vary.

Did You Ever . . . ? Answers will vary.

Lesson 10

The Promise of God's Presence: Answers will vary.

Practicing God's Presence: Answers will vary.

Lesson 11

Turn Lies into Truth: Expect learners' responses to be worded in a variety of ways. But the basis for responses may be found in these texts. Learners might make a good case for other texts as well: 1=verse 6. 2=verse 2. 3=verse 13. 4=verses 3-5. 5=verses 16, 17.

Jesus Gives What I Know I Really Need: “Peace I give to you, and my peace is different than that offered anywhere else” (paraphrased from John 14:27).

Lesson 12

Unscramble the Sentences: 1=C. 2=A. 3=D. 4=B.

Lesson 13

Concern for the Vulnerable: 1=The oppressed/poor. 2=Strangers/foreigners. 3=Widows and the fatherless. 4=The innocent.

Lesson 14

Tell a Story, Find the Lesson and Change Your Story: Answers will vary.