

Youth Teaching Resources

July 17, 2016



Getting On in Galatia: Paul's Angriest Letter (May 29-July 3)

Living Like You Mean It — Galatians 6:1-16

Nothing 'Minor' About These Prophets (July 10-31)

The Leaning Tower of Israel — Amos 7:7-17

Full Pockets and Empty Hearts — Amos 8:1-12

A Seriously Broken Home — Hosea 1:1-10

A Love That Won't Let Go — Hosea 11:1-11

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Full Pockets and Empty Hearts

Amos 8:1-12

YOUTH Teaching Guide

by Jeremy Colliver

This youth teaching outline is designed to support THE BIBLE LESSON by Tony Cartlege, printed in *Baptists Today*. You can subscribe to either the digital or print edition of *Baptists Today* to access the lessons. Please also ensure that each person in your class has a copy of *Baptists Today* so they can prepare before the lesson.

PARENT PREP

We all want our children to be better and to do better than we have. But, at what price are we willing to go to so that our children will be and do better than we have? What corners will we cut? Who will we look over? Maybe the better change our question: how can we help our children become the people that God has called them to be. Praise them for who they are. Challenge them to live into the lives they have been called to live. Help them when they begin to stray. If we help our children live into the life they have been called to live, they will be better because they will have lived their life for Christ.

TEACHING THE LESSON

Fellowship

Before the session begins gather several bags of jelly beans, then as the students enter the meeting space, distribute 10 jelly beans to each student. When everyone has arrived, instruct the students that they are to trade their jelly beans so that each person ends up with only one color of jelly beans. Tell the students that they don't have to trade all of one color if they want to be devious but may exchange more than one color at a time. Allow the students time to play and then facilitate a discussion using questions like the following:

- 1) What did you enjoy about this activity?
- 2) What would you have changed about this activity?
- 3) How would you play this activity again if you were given the opportunity? Why would you play this way?
- 4) How did it feel when you received a different color of jelly bean than you asked for?
- 5) This is only a microcosm of an injustice when you don't get the color of jelly bean you asked for, but how are you to respond to an injustice as a person of faith?

Information

Transition to the next section of the session by reading Amos 8:1-12. Allow the students to ask any initial questions they have about the text. As you answer their questions, you may want to provide some of the information from THE BIBLE LESSON in *Baptists Today*.

When the students have had an opportunity to share their initial thoughts, continue the discussion by facilitating a discussion using questions like the following:

- 1) What images does Amos use that the people of Israel would have understood? What meaning would these images have to the people of Israel?
- 2) Why was God bringing judgement to the land?
- 3) How were the merchants breaking the Jewish law with their trade practices?
- 4) What does God declare through Amos that will happen to the people?

If your group would like to continue their discussion on this passage, share some of the insights provided in “Digging Deeper” (NF Online Adult Teaching Guide). You may want to use some questions like the following to facilitate your discussion:

- 1) Why do you think the Amos was included into the Bible?
- 2) What is the New Moon Festival that was practiced?
- 3) How did people exchange goods? How could the payer be cheated by the seller?
- 4) What is “the day of the LORD”?

You may also want your group to discuss “The Hardest Question” (NF Online Adult Teaching Guide): Who were the Israelites swearing by?

Transformation

Conclude your session by showing the clip “It’s All About Color” from *Freedom Writers*. If you are unable to show the clip, summarize it to the best of your ability, and then facilitate a discussion using questions like the following:

- 1) How does the student see injustice?
- 2) How does the teacher challenge her perception?
- 3) Where do you see injustice in the world around you?
- 4) How are you, as a follower of Christ, called to face the injustices that you see?
- 5) How can your group challenge injustices that you see in your schools?

Close with a prayer thanking God for giving us the abilities to change the things that we see and know are breaking down the kingdom of God.