

Ten Commandments
Based on Exodus 20:1-17/Deuteronomy 5:6-21
Session One

- Objectives:** Students will:
- create rules for an imaginary island
 - discuss the importance of rules in their lives
 - review the events leading up to Exodus 20
 - read/compare Exodus 20:1-17 and Deuteronomy 5:6-21
 - make a connection between the Ten Commandments and Jesus' two important commands.
 - discover the way in which Lutherans number the Ten Commandments
 - learn about Martin Luther's two uses of the law
- Materials:** Brown paper grocery bags, scissors, markers, pencils, Bibles, copies of session one Bible study, The Ten Commandments DVD, DVD player and monitor, The Ten Commandments: Exodus Vs Deuteronomy handout, Ten Commandments (and then some)CD, CD player
- Preparation:** Cut out 12 x 8 rectangular shapes from brown paper grocery bags (1 per student) brown paper may be crumpled for effect, Photocopy session one Bible study and The Ten Commandments:Exodus vs. Deuteronomy handout(1 per student), Set up DVD player and monitor – have this ready to go
- Session:** Each session begins with a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity. Have brown paper bags and markers available for students.

1st 15 : Write on whiteboard/chalkboard/newsprint or state: "You are stranded on a beautiful tropical island with your classmates. They have elected you the leader. Write the rules you have created for them to follow. Use the brown paper that has washed ashore. Use the markers that have survived the trip! Please provide at least 3 rules for everyone to live by."

Direct students in sharing their rules with their classmates.

- Ask:
- Why do we have laws?
 - What would you imagine the world to be like if there were no laws?
 - At what time in our life do we need to have

laws?

State: "Let's look at a time when God's people were "stranded" in a new land. They had just been delivered from Egypt and are awaiting Moses' return from Mt. Sinai. Let's see how they handle the situation."

Play clip from The Ten Commandments DVD Allow for student reactions and comments.

Distribute Session One handout, The Ten Commandments: Exodus vs, Deuteronomy handout, Bibles, pencils

Instruct students to compare and contrast The Ten Commandments found on The Ten Commandments: Exodus vs Deuteronomy handout. Share results.

Together work through the Session One handout

Closing Devotions: Play "Word in My Heart" from Ten Commandments (and then some) CD

Pray: God, sometimes it is difficult to keep all the rules you have given us. We listen to what the world wants, or what we want instead of following you. Be patient with us when we forget that you have chosen us. Help us to remember you and keep your word in our hearts. In your name we pray. Amen.

The Ten Commandments
Bible Study
Session One

Read Mark 12:28-34 (*also Matthew 22-34-40 and Luke 10:25-28*). Jesus summarized the Ten Commandments into two important commands. Write the summary of Jesus:

1.

2.

The Ten Commandments begin with the declaration “I am the Lord your God” The Bible presents an incredible story of how God relates to us. The Old Testament is filled with accounts of how God interacts with people. Even though the Hebrews turned against God, even though they complained and hurt one another, God was still there, loving them. God came to New Testament people in the person of Jesus Christ, Emmanuel, “God with us.” God continues to be with us and to love us.

God’s Laws are an example of God’s authority in our lives. By accepting the Ten Commandments as part of our lives, we are acknowledging that God is indeed “The Lord, our God.”

The Ten Commandments are also known as The Decalogue, which means “ten words” in Greek.

LUTHER’S SMALL CATECHISM

The exact numbering of the commandments is not clear from the biblical text. Lutherans differ from other Protestant groups, but the difference is not a key confessional difference, but mainly a source of confusion. The first and second plus the ninth and tenth create the differences. The two stone tablets are divided by number as well as by content.

Introduction

Relationship
with God

Relationship
with others

← *draw tablet shape
around commandments*

I

IV

V

II

VI

VII

III

VIII

IX

X

Martin Luther discovered two uses of the law:

1. God's work of ordering the world and restraining violence
2. To show us our failure to use God's gift and point to forgiveness and salvation through Jesus Christ.

In his explanations Luther included that which we should not do (the negative) along with what we should instead do (the positive). *Note the words "so that" and "instead" in all explanations except the first and sixth.*

Notes of importance:

The Ten Commandments
Exodus 20:3/Deuteronomy 5:7
Session Two

- Objectives: Students will:
- draw a picture of how they see God
 - list characteristics of God
 - prioritize the activities of their lives
 - learn about the importance of the first commandment in their lives
 - read/study Isaiah 44:9-20
 - write Martin Luther's explanation of the first commandment
- Materials: white drawing paper, colored pencils, copies of Session two Bible study, Luther's Small Catechism books, Donut Forget Volume 2 CD, CD player, pencils, Bibles
- Preparation: Gather supplies of drawing paper, colored pencils. Photocopy session two Bible study. Set up the CD player and have CD ready to go.
- Session: Each session begins with a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity. Have white drawing paper and colored pencils available for students.

1st 15: Write on whiteboard/chalkboard/newsprint or state " You have been commissioned by the ELCA to draw a picture of how you see God. You may use descriptive words surrounding your work of art. You must complete this assignment in 15 short minutes."

Direct students in sharing their pictures of God with their classmates.

Ask: -What are some characteristics of God that are the same in our portraits?
-Which characteristics of God do you hold as being important?

Distribute session two Bible study, Bibles, pencils

Together work through the session two Bible study

Closing Devotions: Play “Only One” from Donut Forget volume 2

Pray: Dear God, there are so many distractions in our lives. There are so many things that pull us away from You. Help us to place You as number one in our lives. In your strong name we pray. Amen.

The Ten Commandments
Bible Study
Session Two

Write the first Commandment:

Read Isaiah 44:9-20.

What are the actions of the metalworker?

What are the actions of the carpenter?

When the carpenter completes carving the idol, he bows down before it and prays. What does the carpenter pray?(verse 17)

What does Isaiah say that makes you suspect that the idol worshiper does not have spiritual satisfaction? (verses 18-20)

What do you think are some of the “god factories” around us today?

What is an idol?

LUTHER'S SMALL CATECHISM

Write Martin Luther's explanation to the first commandment:

What does it mean to say “We are to fear God above everything else?”

Why is God so concerned that we have no other gods?

Why do you think that this commandment comes first?



FINDING NUMBER ONE!

How many hours do you spend on the following activities in an average week?

_____ School/homework

_____ Helping others

_____ Family/relatives

_____ Electronic entertainment

_____ Friends/socializing/talking

_____ Reading the Bible/praying/attending church

_____ Sports/music lessons/clubs/scouts

In the margin of this paper, rank the activities from 1(your top priority) to 7(your bottom priority)

Based on this ranking what is number one in your life?

How difficult is it to keep God #1 in your life?

With the class, list some ways of making God your first priority.

The Ten Commandments
Exodus 20:7/Deuteronomy 5:11
Session Three

- Objectives: Students will:
- discover the meaning of their name
 - discover the meaning of God's name
 - learn about the importance of the second commandment in their lives
 - read Exodus 3:13-15
 - learn Martin Luther's explanation of the second commandment
- Materials: Baby name book, white drawing paper, markers, Copies of session three Bible study, Luther's Small Catechism books, Ten Commandments (and then some) CD, CD player
- Preparation: Gather supplies of drawing paper, markers and Baby Name book. Photocopy session three Bible study. Set up the CD player and have CD ready to go.
- Session: Each session begins with a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity. Have white drawing paper, markers, and Baby name book available for students.

1st 15: Write on whiteboard/chalkboard/newsprint or state " Write your name (as creatively as you wish) on the white paper provided. Look up your name in the Baby name book. What does your name mean? Write the definition of your name on the paper. Draw symbols or pictures that help to define who you are today. Keep this information secret!"

Collect all the name pages. Ask students to listen as you read the definitions of their names. Allow students to guess who you might be speaking about.

State: Our names are important to us. Names were even more important in Bible times. A person's name represented the very character of the person called by that name. For example, God changed Jacob's name to Israel, which means "he who wrestles God." Ask if students can recall any other Bible names and their meanings. (Isaac – laughter Peter – rock)

Distribute session three Bible study, Bibles, pencils

Together work through the session three Bible study

Closing Devotions: Play "Name in Vain" from Ten Commandments (and then some) CD

Pray: Holy God, your name is to be honored above all names. Help us to use your name boldly in praise and thanksgiving. Guide us in all we say and do so that others may come to understand how wonderful you are. In your name we pray. Amen.

The Ten Commandments
Bible Study
Session Three

Write the second Commandment:

Read Exodus 3:13-15.

What name did God use in the midst of the burning bush?

What other relationships did God claim?

Should the name of God be classified as a noun or a verb? Why?

The story of Moses meeting God in the burning bush is one story used in Scripture to tell us just how special names really are. In the Old Testament, God's name was Yahweh, the one who causes to be. The people of the Old Testament treated God's name with great honor. They felt God's name was very holy. They would not even say God's name aloud. They would say "Lord" instead of God's real name.

LUTHER'S SMALL CATECHISM

Write Martin Luther's explanation to the second commandment:

Martin Luther includes in his explanation of the second commandment what we are NOT to do. He also includes what we ARE to do. List the three ways Luther tells us we should use God's name:

- 1.
- 2.

3.

Think of ways in which you will use God's name this week. List three ways in which you will praise God's holy name:

1.

2.

3.

Open Luther's Small Catechism book to page 14. Look at the picture and read Leviticus 24:10-16. Record your thoughts, understandings, questions about this passage here:

The Ten Commandments
Exodus 20:8-11/Deuteronomy 5:12-15
Session Four

- Objectives: Students will
-observe the play, “Martha, Mary’s Not Contrary”
-define the word sabbath
-learn about the importance of the third commandment in their lives
-read/study Genesis 2:2-3 and Mark 2:23-3:6
-write Martin Luther’s explanation of the third commandment
- Materials: Play, “Martha, Mary’s Not Contrary” from Command Performances Playing with the Ten Commandments, Copies of session four bible study, Luther’s Small Catechism books, Ten Commandments (and then some) CD, CD player, pencils, Bibles
- Preparation: Contact 4 people willing to learn and perform the play, “Martha, Mary’s Not Contrary. (Record their performance for ease of sharing this play in years to come!) Photocopy session four Bible study, Set up the CD player and have CD ready to go.
- Session: Each session begins with a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity.

1st 15: Write on whiteboard/chalkboard/newsprint or state “Welcome ! Today there is a special treat. You will be watching the play, “Martha, Mary’s Not Contrary.” *Give directions on where they will see this performance. ie. Begin the VCR when all are gathered. Or travel to a certain room and enjoy.*

Following the play ask: Who can state the third commandment? What are your observations about this play and the third commandment.

State: Let’s further explore these ideas!

Distribute Session Four handout, Bibles, pencils

Together work through the Session Four handout

Closing Devotions: Play “Remember the Sabbath” from Ten Commandments (and then some) CD

Pray: Gracious God, we give you thanks for the gift of work and the opportunity to serve you. We also give thanks for the special day you have set aside for rest and worship. Help us to be refreshed in your Word, so that we may no forget or mission to teach others about your love. Amen

The Ten Commandments
Bible Study
Session Four

Write the third Commandment:

Sabbath comes from the Hebrew *shabbath* day of rest. Sabbath also refers to one day in seven meant for resting. It does not need to be a Sunday.

Read Genesis 2:2-3

What do these verses say about the Sabbath?

In Bible times, the people of Israel set apart the Sabbath. It showed a special connection with God. In the beginning the Sabbath was the seventh day. That would be Saturday in our calendar. Some religions, such as Judaism, have the Sabbath beginning on Friday evening at sundown until sundown Saturday. Most Christians have the Sabbath on Sunday.

Why do we celebrate the Sabbath on Sunday?

Read Mark 2:23-28

What did the disciples do that was against the Jewish law?

What did Jesus say to prove the disciples were not doing anything against God's will?

Read Mark 3:1-6

What did Jesus do that was against the Jewish law?

What did Jesus say to prove he was not doing anything against God's will?

Reread Mark 2:27. What did Jesus say about the Sabbath?

LUTHER'S SMALL CATECHISM

Write Martin Luther's explanation to the third commandment:

Open Luther's Small Catechism book to page 15. Notice the picture. Skim Luke 10:38-42. Why do you think Martin Luther selected this text for this commandment?

Do's and Don'ts – Write what Martin Luther says we should do...and what we should not do...according to the 4th commandment.

Look at the first three Commandments. How are these Commandments related to one another?

The Ten Commandments
Exodus 20:12/Deuteronomy 5:16
Session Five

- Objectives: Students will
-create a 'family' portrait of all who have authority over them
-learn about the importance of the fourth Commandment in their lives
-read/study Ephesians 6:1-4 and 1Peter 2:17
-write Martin Luther's explanation of the fourth Commandment
- Materials: white drawing paper, colored pencils, pencils, Copies of session five Bible studyt, Luther's Small Catechism books, Ten Commandments (and then some) CD, CD player, Bibles
- Preparation: Gather drawing paper and colored pencils. Set up the CD player and have CD ready to go. Photocopy session five Bible studyt.
- Session: Each session begins with a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity. Have white drawing paper and colored pencils available for students.

1st 15: Write on whiteboard/chalkboard/newsprint or state "For some wild and crazy reason all the people who have authority over you have gathered to get their portrait done. Using the materials provided sketch the people who have gathered. Stick figures are fine! You may just concentrate on faces too!"

Direct students to share their portraits.
Write on whiteboard/chalkboard/newsprint underlined items:

Home(Parents, relatives, siblings)

Government(police, judges, teachers)

Church(pastors, teachers, youth workers)

Voluntary(coaches, instructors, team captains)

Guide students to place people portrayed in their drawings under the four categories.

Ask: How do the people listed keep order in our lives?

What would our lives be like without these authorities?

State: O.K. lets keep these people in mind as we continue with our lesson.

Distribute session five Bible study, Bibles, pencils

Together work through the session five Bible study

Closing Devotions : Play “Honor your parents” from Ten Commandments (and then some) CD

Pray: God our Father, we give you thanks for parents, family, and those in authority who are examples of faithfulness. Help us to respect all who lead and guide us in your way. In your name we pray. Amen.

The Ten Commandments
Bible Study
Session Five

Write the fourth Commandment:

Read Ephesians 6:1-3

Does Paul agree or disagree with the fourth Commandment?

What promise goes with this Commandment?

Read Ephesians 6:4

What does this verse say to parents about raising their children?

Read 1 Peter 2:17

Who are some people other than parents we need to honor?

Read Matthew 10:37

What is the one limit that God has set on the fourth Commandment?

LUTHER'S SMALL CATECHISM

Write Martin Luther's explanation to the fourth Commandment.

Who are “others in authority” mentioned by Luther?

List the five things Luther says we are to do.

1.

2.

3.

4.

5.

Why do you think God put this commandment first in the group of the commandments that deal with how we are to treat other people?

How are parents alike or different from God?

The Ten Commandments
Exodus 20:13/Deuteronomy 6:17
Session Six

- Objectives: Students will
- find examples of keeping/not keeping the fifth Commandment in the newspaper
 - rate life situations on a scale of 1-5 in their relationship in keeping the fifth Commandment
 - learn about the importance of the fifth Commandment in their lives
 - read/study Genesis 4:1-16 and Matthew 5:21-26
 - write Martin Luther's explanation of the fifth Commandment
- Materials: Newspapers, scissors, poster board, glue sticks, construction paper, markers, copies of session six Bible study, Luther's Small catechism books, Ten Commandments (and then some) CD, CD player, Bibles, pencils
- Preparation: Gather newspapers, scissors, poster board and glue sticks for opening activity. Divide and label the poster board so that one side reads *upholding life* and the other side reads *murder*. Write the numbers 1 through 5 on separate sheets of construction paper. Tape numbers on a continuum in the front of the room. Set up the CD player and have CD ready to go. Photocopy session six bible study.
- Session: Each session begins with a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity. Have newspapers, scissors, poster board and glue sticks available for the students.

1st 15: Write on whiteboard/chalkboard/newsprint or state "Look through the newspapers. Find examples of murdering or upholding life. Cut the headline/article from the newspaper. Glue it to the appropriate side of the poster board."

Display the "collage" in the front of the classroom. Direct the student's attention to the numbers 1 through 5 displayed in the front of the room. Explain that the number one represents if they believe that the following situation connects to the fifth Commandment (You shall not murder) in a small way whereas the number five represents if they

believe that the following situation connects to the fifth Commandment in a BIG way. The numerals 2,3,and 4 are available if the students believe the situation falls in between. Read appropriate situations from the collage displayed in the front of the room. Allow students to stand near the number that best represents how they interpret the fifth Commandment and this situation.

Allow for discussion to follow.

Distribute session six Bible study , Bibles, pencils

Together work through the session six Bible study

Closing Devotions: Play "God's Fifth" from Ten Commandments (and then some) CD

Pray together: The Prayer of St. Francis
Lord, make us instruments of your peace.
Where there is hatred, let us sow love.
Where there is injury, pardon,
Where there is discord, union;
Where there is doubt, faith
Where there is despair, hope
Where there is darkness, light
Where there is sadness, joy

Grant that we may not so much seek to be consoled
as to console;
to be understood as to understand;
to be loved as to love.

For it is in giving that we receive;
It is in pardoning that we are pardoned;
And it is in dying that we are born to eternal life.

The Ten Commandments
Bible Study
Session Six

Write the fifth Commandment:

Read Genesis 4:1-16

Cain became angry when the Lord rejected his offering. What might Cain have done differently to express his anger in a more appropriate way?

In verse 9 the Lord asked Cain, "Where is your brother Abel?" How did Cain answer the Lord?

How can we be our brothers' or sister's or neighbors' keepers?

Read Matthew 5:21-26.

What does Jesus have to say about the fifth Commandment?

What are the three levels of anger that are mentioned in these verses?

What will happen if you do any of the three?

LUTHER'S SMALL CATECHISM

Write Martin Luther's explanation to the fifth Commandment.

In Martin Luther's explanation of the fifth Commandment underline what we are not to do.

In Martin Luther's explanation of the fifth Commandment circle what we are to do.

Look back to the examples of murder from the newspaper. Think of ideas for helping some of these people live..

Closing prayer for all to say:

The Prayer of St. Francis

Lord, make us instruments of your peace.
Where there is hatred, let us sow love.
Where there is injury, pardon,
Where there is discord, union;
Where there is doubt, faith
Where there is despair, hope
Where there is darkness, light
Where there is sadness, joy

Grant that we may not so much seek to be consoled
as to console;
to be understood as to understand;
to be loved as to love.

For it is in giving that we receive;
It is in pardoning that we are pardoned;
And it is in dying that we are born to eternal life.

The Ten Commandments
Exodus 20:14/Deuteronomy 5:18
Session Seven

- Objectives: Students will:
- list elements of a healthy marriage
 - list elements of an unhealthy marriage
 - hear the marriage vows as stated in the LBW
 - learn about the importance of the sixth Commandment in their lives
 - read/study Genesis 2:18-25 and 2 Samuel 11
 - write Martin Luther's explanation of the sixth Commandment
- Materials: Heart to heart handout, Lutheran Book of Worship, copies of session seven Bible study, Luther's Small Catechism books, Ten Commandments (and then some) CD, CD player, Bibles, pencils
- Preparation: Photocopy heart to heart handout, Set up the CD player and have CD ready to go. Photocopy session seven Bible study.
- Session: Each session begins a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity. Have heart to heart handout and pencils available for students.

1st 15: Write on whiteboard/chalkboard/newsprint or state "Think about people you know that are married. (Like your parents or grandparents, aunts and uncles, teachers) to help you fill out the heart to heart handout."

Encourage students to share answers. Combine answers to one sheet.

Say: Let's listen to what people promise each other when they become married. Read the marriage vows from the LBW. Ask: Will keeping these promises help make a marriage happy and whole?

Distribute session seven Bible study, Bibles, pencils

Together work through the session seven bible study

Closing Devotions: Play “The Adultery Tango” from Ten Commandments (and then some) CD

Pray: God, you created us to be in relationship with one another. Help us to create loving and caring friendships. Help us to be true to our friends in small things so that we will be better prepared to be honest and true in important matters. God bless and strengthen all who are in the relationship of marriage. In your name we pray. Amen

The Ten Commandments
Bible Study
Session Seven

Write the sixth Commandment:

This commandment is about respect, friendship and love in addition to sex. The purpose of this commandment is to keep people safe. Marriage is the only type of relationship that is closer than friendship. Friends will move in and out of our lives. Marriage is making a commitment to be with one person until death parts you.

Adultery – voluntary sexual relationship by a married man with someone other than his wife or by a married woman with someone other than her husband.

Adultery breaks into the marriage relationship, weakens it and tries to break it off. Adultery kills a special friendship between a man and a woman. It can also hurt the family community.

Read Genesis 2:18 – 25

Why were different creatures created?

What does God instruct us to do in Genesis 2:24?

Read 2 Samuel 11

Why is this a key passage for this commandment?

LUTHER'S SMALL CATECHISM

Write Martin Luther's explanation to the sixth Commandment:

Luther instructs us to lead pure and decent lives in word and deed.

What type of behavior can make matters of sex pure and decent?

What type of behavior can make matters of sex impure and indecent?

Think about friendships, girlfriend/boyfriend relationships and family relationships. List the things that are important to you in a relationship.

Think about ways which teens can show respect for others in their relationships.

HEART TO HEART

What makes a marriage happy and whole? Write your ideas in the heart below.

What makes a marriage sad and broken? Write your ideas in the broken heart below.

The Ten Commandments
Exodus 20:15/Deuteronomy 5:19
Session Eight

- Objectives: Students will
- examine newspaper articles about people stealing things
 - experience a simulation game about stealing
 - learn about the importance of the seventh Commandment in their lives
 - read/study Amos 8:4-6 and Joshua 7:1
 - write Martin Luther's explanation of the seventh Commandment
- Materials: newspaper articles regarding stealing, white unlined paper, M M's ,snack size baggies, copies of session eight Bible study, Luther's Small Catechism books, Ten Commandments (and then some) CD, CD player, Bibles, pencils
- Preparation: Cut out newspaper articles about stealing (you will need one per student). Attach article to a piece of white unlined paper, purchase M&M's – place 10 M&M's in snack size baggie (one set for each student) Set up the CD player and have CD ready to go. Photocopy session eight Bible study.
- Session: Each session begins with a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity. Have newspaper articles, white paper and pencils available for the students.

1st 15: Write on whiteboard/chalkboard/newsprint or state "Read the newspaper article on your desk. Answer the following questions about the newspaper article on the white paper.

- Why do you think these people stole things?
- Do you think these people would like to have things stolen from them? Explain
- How would it feel to be the victim in one of these articles?"

Briefly review the students answers.

Distribute the M&M's. Explain the each M&M represents one of their riches. Students may state what each M&M represents. For example, one candy could represent a Hummer, another could represent a dream mansion, etc. Say, The rules of this game are as follows...You may not eat

any of your own candy and you may not hide it in any way. You may not hold your candy in your hand and the candy must be visible at all times. You are allowed to take someone else's candy and quickly eat it to prevent them from getting it back. This game will last for three minutes. The object of the game is to collect the most pieces of candy, either eaten or saved. You need to keep track of the number of M&M's you eat if you want to win.

Give the students a 'go' signal. When the three minutes are up, total the candies each student possesses. Announce the winner.

Ask: How did it feel when someone took one of your candies and ate it?
How did it feel eating someone else's candy?
How is this like the way people feel and act in real life?
Let's see what the Bible has to say about this type of behavior.

Distribute session eight Bible study, Bibles, pencils

Together work through the session eight Bible study

Closing Devotions: Play "Steal Rock" from Ten Commandments (and then some) CD

Pray: God, You have blessed us with so many things. We give you thanks that you have provided us with what we need. Help us to remember to be fair and honest when we relate to others. In your name we pray.

The Ten Commandments
Bible Study
Session Eight

Write the seventh Commandment:

Read Amos 8:4-6

Who does Amos criticize in these verses?

What are these people doing that upsets Amos?

How do you experience this type of behavior happening in the world today?

Read Joshua 7:1

This is the picture text in Luther's Small Catechism on page 19. Why was this verse chosen to illustrate this commandment?

LUTHER'S SMALL CHATECHISM

Complete Luther's explanation:

We are to fear and love God, so that we neither

Nor

But instead

and income.

The Ten Commandments
Exodus 20:16/Deuteronomy 5:20
Session Nine

- Objectives: Students will
- illustrate Proverbs that teach about the eighth Commandment
 - learn about the importance of the eighth Commandment in their lives
 - read/study Matthew 26:57-75 and Matthew 18:15-17
 - write Martin Luther's explanation of the eighth Commandment
- Materials: Drawing paper, colored pencils, markers, copy of Proverb sheet, copies of session nine Bible study, Luther's Small Catechism books, Ten Commandments (and then some) CD, CD player, Bibles, pencils
- Preparation: Gather supplies of drawing paper and colored pencils and markers. Photo copy the Proverb sheet and cut each Proverb apart. Attach the Proverbs to the whiteboard/chalkboard or newsprint. Set up the CD player and have CD ready to go. Photocopy Session Nine Bible study.
- Session: Each session begins a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity. Have drawing paper, colored pencils and markers available for students.

1st 15: Write on whiteboard/chalkboard/newsprint or state "Select one of the following Proverbs and create a poster showing what the Proverb means to you. (*display the Proverbs from the Proverb sheet under these words*)"

Direct the students to share their posters. Ask: How do these Proverbs help us to remember to keep the eighth Commandment?

Distribute session nine Bible study

Together work through the session nine Bible study

Closing Devotions" Play "The False Witness Blues" from Ten Commandments (and then some) CD

Pray: Lord God, help us to be a community where we look for only the best in one another. Keep us from speaking words of gossip, lies or false praise. Help us to control what we say to one another. In your name we pray. Amen

Proverb Sheet

“A gentle answer quiets anger, but a harsh one stirs it up.”

Proverbs 15:1

“When wise people speak, they make knowledge attractive, but stupid people spout nonsense.”

Proverbs 15:2

“What a joy it is to find just the right word for the right occasion!”

Proverbs 15:23

“After all, even a fool may be thought wise and intelligent if he stays quiet and keeps his mouth shut.”

Proverbs 17:28

“Gossip is so tasty- How we love to swallow it!”

Proverbs 18:8

“If you want to stay out of trouble, be careful what you say.”

Proverbs 21:23

“There is more hope for a stupid fool than for someone who speaks without thinking.”

Proverbs 29:20

“No one who gossips can be trusted with a secret, but you can put confidence in someone who is trustworthy.”

Proverbs 11:13

“If you tell lies in court, you will be punished – there will be no escape.”

Proverbs 19:5

“A good person’s words will benefit many people but you can kill yourself with stupidity”

Proverbs 10:21

“Sensible people accept good advice. People who talk foolishly will come to ruin.”

Proverbs 10:8

The Ten Commandments
Bible Study
Session Nine

Write the eighth Commandment:

Read Matthew 26:57-75. Select a part to read.

Narrator – reads everything not in quotations

Two men –

High Priest-

Jesus –

Peter –

High Priest's servant woman -

Another servant woman –

Man -

They – everyone in the class reads this!

What kind of evidence were the chief priests and whole council looking for to use against Jesus? (verse 59)

Two witnesses are found to testify in Matthew 26:61. What did they report Jesus as saying?

Read John 2:19. What were Jesus' actual words?

What was Jesus really saying in speaking those words?

How did the two witnesses change the meaning of Jesus' words?

Peter also speaks falsely against Jesus. What does Peter say about his relationship to Jesus? (Matthew 26:70-74)

Read Matthew 18:15-17

What are the three steps Jesus suggests in handling differences between our neighbors?

1.

2.

3.

Write Martin Luther's explanation to the eighth Commandment:

Underline everything Martin Luther says we should not do.
Circle everything Martin Luther says we should do.

Look at the posters you created at the beginning of the session. Do you have any new ideas how the Proverbs relate to the eighth Commandment?

The Ten Commandments
Exodus 20:17/Deuteronomy 5:21
Session Ten

- Objectives: Students will
- work in pairs to develop a plan for getting something they desire
 - define the word covet
 - learn about the importance of the ninth and tenth Commandments in their lives
 - read/study Mark 10:17-22
 - write Martin Luther's explanation of the ninth and tenth Commandments
- Materials: lined paper, copies of session ten Bible study, Luther's Small Catechism books, Ten Commandments (and then some) CD, CD player, Bibles, pencils
- Preparation: Gather materials needed, Set up the CD player and have CD ready to go. Photocopy Session Ten handout.
- Session: Each session begins a 15 minute self-led student activity called – 1st 15. The leader may choose to direct this activity. Have lined paper and pencils available for students.

1st 15: Write on whiteboard/chalkboard/newsprint or state "Find a partner. List 2-3 items you both would love to have! Decide on the best item to get. Together develop a plan for getting that item. Ex. We want another donut. Our plan...sneak out of the class room...walk casually to the kitchen counter. Point in the air and say, "What's over there!" Snatch another donut. Hide it in our pocket. Return to the classroom before we are missed."

Direct students to share their plans. As plans are being shared ask, "What commandments are being broken/upheld in our plans?"

State: It is interesting that these two final commandments can cause us to break other commandments as well. Notice how coveting something can lead us into serious trouble.

Distribute session ten Bible study, Bibles, pencils

Together work through session ten Bible Study

Closing Devotions: Play "You Shall Not Covet: from
Ten Commandments (and then some) CD

Pray: Lord, We give you thanks for all you have given to us, including our homes, families, and possessions. Keep us from coveting what others have. Help us to be content with what we already possess. In your name we pray. Amen.

The Ten Commandments
Bible Study
Session Ten

Write the ninth and ten Commandments:

Commandments nine and ten both deal with coveting. The word covet is defined in the dictionary as “desire”. However, coveting in these commandments goes beyond just wanting or desiring something. Coveting is when we want something so much that we will do almost anything to get it. It consumes our thoughts, words and actions. It affects our relationships with people close to us and far from us. People far from us are affected when we consume much more than our fair share of the earth’s resources. We take what others need.

Explain how coveting affects other people in the world.

Read Mark 10:17-22

What question is asked of Jesus?

How does Jesus answer the question?

Jesus reminds the man of the commandments. How does the man respond?

How does Jesus feel about the man? (Mark 10:21)

How did the man feel at the end of the story?

LUTHER'S SMALL CATECHISM

These two commandments tell us we should not:

But instead:

Read page 22 in Luther's Small Catechism

What does God say about all the commandments?

What two things does God promise to all who keep the commandments?

What three things are we expected to do in response?