**C.R.S JSS 1**

**SECOND TERM**

**SCHEME OF WORK**

**WEEK TOPIC**

1. Call to Service
2. Joseph’s Response to the Call of Service
3. The Call of Service
4. The Call of Joshua
5. Call to Obedience: Abraham
6. Relationship in the Family
7. Relationship in the School Community
8. Relationship in the Church
9. Paul Before the Civil Authority: Governor Festus
10. Revision
11. Examination

**REFERENCES**

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[5] The Holy Bible (R.S.V)

**WEEK ONE**

**TOPIC: CALL TO SERVICE**

Service can be defined as the labor or work undertaken by an individual on behalf of an organization, another person, or as a professional or vocational responsibility. It encompasses the tasks and responsibilities that one performs either due to their employment or training. In essence, a servant is someone who adheres to and carries out the instructions and desires of a master, while gaining knowledge and guidance from them.

Examples of People Who Responded to the Call to Service in the Bible:

Throughout biblical history, there were individuals renowned for their unwavering commitment and dedication to serving both God and humanity. Notable examples include Joseph, whose faithfulness and integrity shone through adversity, and Ruth, whose loyalty and compassion continue to inspire. Additionally, figures such as Abraham, Moses, Joshua, Caleb, Samuel, David, Isaiah, Jeremiah, Ezekiel, Daniel, and many others were entrusted by God with the profound responsibility of serving His people.

Examples of People Who Served Society Faithfully:

Numerous individuals have demonstrated unwavering dedication to serving their societies. Among these notable figures are Herbert Macaulay, Obafemi Awolowo, Nnamdi Azikwe, Tafawa Balewa, Anthony Enahoro, Aminu Kano, Ernest Ikoli, Funmilayo Ransom Kuti, Margaret Ekpo, Jaja Wachukwu, Nelson Mandela, Desmond Tutu, Julius Nyerere, Leopold Senghor, and Martin Luther King. Their contributions and sacrifices left indelible marks on their respective societies.

Life in God's Service (1 Peter 2:18-25):

In 1 Peter 2:18-25, Peter counseled servants to exhibit submission and respect not only to considerate masters but also to those who proved to be challenging. This advice emphasized the importance of maintaining humility and grace even in difficult circumstances, reflecting the Christian principles of service.

Problems of Service:

Service is not without its challenges, which may include:

i) The problem of seduction, as exemplified in the story of Joseph (Genesis 39:7).

ii) Issues related to bribery and corruption.

iii) Misunderstandings and conflicts that can arise.

iv) Hatred and persecution faced when pursuing one's service.v) Denial of rights and entitlements.

vi) The threat posed by unrealistic goals and targets.

General Evaluation:

1. The purpose of service in society is to contribute positively to the well-being and progress of the community, addressing its needs and enhancing the quality of life.

2. Identifying one's service in society involves recognizing one's talents, skills, and passions and finding ways to apply them for the betterment of others.

3. Service in society can indeed be poor or harmful when it is driven by selfish motives, neglects ethical principles, or causes harm to others.

4. Five habits that can undermine one's service to society include selfishness, dishonesty, lack of empathy, procrastination, and lack of commitment.

Weekend Assignment:

1. Which of the following is not considered a form of service?

(a) Cleaning (b) Reading (c) Teaching (d) Building

2. Which of the following individuals did not serve in Nigeria?

(a) Obafemi Awolowo (b) Anthony Enahoro (c) Desmond Tutu (d) Jaja Wachukwu

3. Which of the following figures did not serve in the Bible?

(a) David (b) Samuel (c) Desmond Tutu (d) Isaiah

4. All of the following are reputable professions except:

(a) Running (b) Teaching (c) Dancing (d) Stealing

5. The following are problems associated with service except:

(a) Seduction (b) Nepotism (c) Bribery (d) Adoption

Theory:

1. State five conditions that can enhance the quality of service.

2. Enumerate five types of services that individuals can engage in to contribute to society.

**WEEK TWO**

**TOPIC: JOSEPH RESPONDED TO THE CALL OF SERVICE**

The Early Life of Joseph (Genesis 37, 39):

Joseph, one of Jacob's twelve sons, held a special place in his father's heart, which stirred envy among his brothers. His father even gifted him a coat of many colors, further fueling their resentment. Matters escalated when Joseph began sharing his dreams, which implied his superiority over his brothers. In one dream, their sheaves of corn bowed down to his, and in another, the celestial bodies paid him homage. These dreams deepened his siblings' animosity, interpreting them as a desire for dominion.

On one fateful day, as Jacob's sons tended to their father's cattle in Shechem, Joseph was dispatched with provisions to meet them. At Dothan, the brothers hatched a plan to end his dreams by killing him. Reuben, aiming to rescue Joseph later, proposed throwing him into a pit. However, they decided to sell him to Ishmaelites for twenty pieces of silver instead. To deceive Jacob, they drenched Joseph's coat in goat blood and falsely reported his death at the hands of a wild animal, leading to Jacob's mourning.

The Ishmaelites transported Joseph to Egypt, where he was sold as a slave to Potiphar, an official in Pharaoh's court, marking the beginning of Joseph's servitude in Egypt.

Evaluation:

1. Why did Joseph incur his brothers' hatred?

2. How did Joseph end up as a slave in Egypt?

Joseph Becomes a Governor in Egypt (Genesis 41:1-57, 45:1-15):

In Egypt, Joseph initially served as a slave to Potiphar, an officer of Pharaoh, and earned a reputation for diligence and faithfulness. He was entrusted with overseeing Potiphar's entire household. However, trouble arose when Potiphar's wife made unwanted advances toward him. Joseph's refusal to comply resulted in his imprisonment.

Even in prison, Joseph's exemplary behavior led to his appointment as the head of the inmates. His God-given ability to interpret dreams proved invaluable as he correctly deciphered the meaning of Pharaoh's perplexing dreams. These dreams foretold a lengthy period of drought and famine in Egypt and worldwide. Joseph advised Pharaoh to appoint a wise administrator to stockpile food in preparation for the impending crisis.

Impressed by Joseph's wisdom, Pharaoh appointed him as governor, catapulting him to prominence at the age of thirty. Famine afflicted the world, prompting foreigners, including Joseph's own brothers, to seek sustenance in Egypt. Although his brothers did not recognize him, Joseph identified them. He reconciled with them, and his father Jacob and relatives were invited to Egypt. Altogether, eighty family members settled in Egypt, receiving a portion of land in Goshen.

Evaluation:

1. Why was Joseph appointed as the governor of Egypt by Pharaoh?

2. How did Jacob and his family come to reside in Egypt?

General Evaluation:

1. Enumerate the two dreams of Joseph.

2. Analyze the mistakes made by Joseph.

3. Identify five qualities of good leadership displayed by Joseph.

4. Discuss the role of Joseph's father in his life.

Weekend Assignment:

1. Joseph was the \_\_\_\_\_\_\_\_\_\_ child of Jacob.

(a) eighth (b) eleventh (c) twelve (d) first

2. How many women gave birth to children for Jacob?

(a) 2 (b) 3 (c) 4 (d) 6

3. Joseph demonstrated all these gifts except

(a) dreaming (b) interpretation of dreams (c) leadership (d) singing

4. What was the name of Joseph's younger brother?

(a) Dan (b) Judah (c) Benjamin (d) Naphtali

5. Who made Joseph the Governor in Egypt?

(a) the butler (b) the baker (c) Pharaoh (d) Potiphar

Theory:

1. Discuss the challenges Joseph faced in his father's house.

2. Highlight the mistakes made by Joseph's brothers.

**WEEK THREE**

**TOPIC: THE CALL OF MOSES**

The Birth of Moses (Exodus 2:1-24):

Moses was born to parents from the tribe of Levi. His father was named Amiram, and his mother was Jochebed. Moses had siblings, including Aaron and Miriam. When Moses was born, his mother noticed his exceptional beauty. She concealed him for three months but, unable to do so any longer, placed him in a basket made of bulrushes at the river's edge. It was here that the daughter of Pharaoh discovered him while bathing and paid Moses' mother unknowingly to nurse the infant. Eventually, Moses was returned to the princess as he grew older.

As Moses matured, he secretly intervened in an altercation between an Egyptian and a Hebrew, resulting in the Egyptian's death. This was his response to witnessing the oppression of an Israelite by an Egyptian. Another incident involved his attempt to mediate between two Israelites, leading to questions about his role as a prince or judge. Realizing that his actions were known, he fled to Midian and served Jethro, the priest of Midian, who later became his father-in-law.

In Midian, near a well, Moses encountered seven daughters of Jethro who had come to draw water for their father's sheep. When the shepherds harassed them, Moses defended the women, earning Jethro's respect. As a result, Moses was provided with shelter, employment, and a family. He became a shepherd and married Zipporah, the daughter of Jethro, who bore him a son named Gershom, meaning "I have been a sojourner in a foreign land."

Evaluation:

1. Discuss the circumstances surrounding Moses' birth.

2. Describe his time in Midian with Jethro.

The Call of Moses (Exodus 3:1-22, 4:1-17):

Moses, while tending to Jethro's flock at Mount Horeb (Sinai), witnessed a remarkable sight. God appeared to him in a burning bush that did not consume itself. Intrigued, Moses approached, and God called him to remove his shoes, for he stood on holy ground. God identified Himself as the God of Abraham, Isaac, and Jacob.

God instructed Moses to lead the Israelites out of Egyptian bondage, as He had seen their affliction and heard their cries. He promised to take them to a land flowing with milk and honey, the land of Canaan. Moses inquired about God's name, to which God replied, "I am that I am." Moses expressed his lack of eloquence, so God assigned his brother Aaron as an interpreter. God also provided Moses with signs that would authenticate his mission, and these signs ultimately came to pass. Moses accepted the task of leading the Israelites to freedom from their Egyptian oppressors.

Evaluation:

1. Describe the encounter between Moses and God at Mount Horeb.

2. Why was Moses chosen as the leader for the Israelites' liberation?

Moses and His People Celebrate Freedom in Song (Exodus 15:1-22):

After Moses obeyed God's command to confront Pharaoh, demanding the release of the Israelites, Pharaoh's heart remained hardened, resulting in plagues upon Egypt. These plagues included the turning of the Nile into blood, a frog infestation, a swarm of flies, gnats, boils, locusts, hailstorms, darkness for three days, and the death of Egyptian firstborns.

Upon their deliverance and the miraculous crossing of the Red Sea, Moses and the Israelites rejoiced in songs of victory to God. Their songs celebrated God's triumph over the Egyptians and acknowledged Him as a warrior. They praised His mighty right hand, the manifestation of His power. One of their songs also posed the rhetorical question, "Who is like unto Thee, O Lord?" Miriam, a prophetess and Moses' sister, led the women in singing and dancing as an expression of gratitude for their newfound freedom.

Evaluation:

1. Enumerate the plagues that afflicted Egypt before the Israelites' liberation.

2. Recount the content of the songs of deliverance sung by the Israelites.

General Evaluation:

1. Discuss the miraculous events surrounding Moses' escape from Pharaoh.

2. Describe how Moses arrived in Midian.

3. Identify five leadership qualities exhibited by Moses.

4. Suggest two lessons that church leaders can learn from the life of Moses.

Weekend Assignment:

1. How old was Moses when God called him?

(a) 40 (b) 80 (c) 120 (d) 100

2. Mount Horeb is also described as the mountain of God. True or False?

3. How many years were the Israelites in bondage?

(a) 4000 (b) 40 (c) 430 (d) 100

4. Who was the prophetess who mobilized women to praise God after their freedom?

(a) Deborah (b) Miriam (c) Esther (d) Ruth

5. Who served as the spokesman for Moses?

(a) Aaron (b) Joshua (c) Elijah (d) Joseph

Theory:

1. Write down one verse from the songs of victory sung by the Israelites after their freedom.

2. How did God protect the firstborn of the Israelites from the angel of death?

**WEEK FOUR**

**TOPIC: THE CALL OF JOSHUA**

Joshua as a Worthy Leader (Joshua 1:1-20; 2:1-10; 3:1-10):

Joshua as God's Chosen Leader:

Joshua, known as the son of Nun, was a leader divinely chosen by God to succeed Moses after his passing. He emerged as a mighty warrior and a courageous figure who played a pivotal role in guiding the Israelites to the Promised Land. Joshua exhibited exceptional leadership qualities that enabled him to lead the Israelites across the Jordan River, conquer the cities of Ai and Jericho, and ultimately bring them to their long-awaited destination.

Joshua's Leadership Style:

As one of the judges of Israel, Joshua succeeded Moses as the political leader of the Israelites. In an effort to maintain the close relationship between God and His people, Joshua convened a significant assembly, gathering all the elders, heads, judges, and officers of Israel before the Lord at Shechem. Joshua's leadership was characterized by inheritances from Moses, including courage and religious faith. He possessed notable military expertise and devised a strategy to enter Canaan by crossing the Jordan River, near Jericho. He successfully executed this plan, establishing his camp at Gilgal.

As Joshua neared the end of his life, he summoned the elders of Israel once more, this time at Shechem. He encouraged them to remain devoted to serving God, declaring his unwavering commitment to the Lord for himself and his family. The people of Israel heeded Joshua's call and continued to serve the Lord faithfully. Joshua passed away at the age of 110 years.

Evaluation:

1. What are the notable achievements of Joshua as a leader?

2. How can you draw comparisons between Joshua's leadership style and that of contemporary Nigerian leaders?

General Evaluation:

1. Why did God choose Joshua to lead the Israelites?

2. Can you identify two significant battles led by Joshua and the Israelites?

3. Explain the divine call of Joshua.

4. Describe how God granted victory to the Israelites through Joshua.

Weekend Assignment:

1. Joshua was the son of \_\_\_

(a) Moses (b) Nun (c) Amiran

2. Who led the Israelites to the Promised Land?

(a) Moses (b) Joshua (c) Caleb (d) Esther

3. How old was Joshua when he passed away?

(a) 110 years (b) 100 (c) 120 yrs (d) 50

4. Joshua led the children of Israel to cross which river?

(a) Nile (b) Jordan (c) Taboo (d) Zambezi

5. Joshua gathered the elders of Israel together at \_\_\_\_ when he was about to die.

(a) Samaria (b) Shechem (c) Jerusalem (d) Ai

Theory:

1. Enumerate two qualities in Joshua that demonstrate his worthiness as a leader.

2. Discuss Joshua's faith and provide examples to support your view.

**WEEK FIVE**

**TOPIC: CALL TO OBEDIENCE: ABRAHAM**

Call to Obedience:

When humanity experienced the fall from grace, its relationship with God was severed, and it was cast out without a divine and spiritual connection. Disobedience had created a rift between man and God. However, God, in His boundless mercy, sought to reestablish a new relationship with humanity. In this context, God identified Abraham as the individual who could serve as His agent to facilitate this renewed connection.

Obedience can be defined as the act of carrying out directives in the correct manner without hesitation. It involves accepting and acting upon commands from higher authorities out of respect and regard for the constituted authority. For obedience to occur, the command must be just and virtuous.

The call to obedience can be seen as an invitation from God to humanity, urging them to follow and adhere to specific instructions in order to fulfill divine purposes.

Abraham - Responding Faithfully to God's Call:

God called upon Abraham when he was seventy-five years old. God instructed him to journey to a land that would be revealed to him, promising to make him the father of a great nation, bestow upon him a renowned name, and bless him abundantly. Abraham responded to this divine call with unwavering obedience, forging a deep friendship with God and becoming the patriarch of many nations.

Abraham did not embark on this journey alone; he brought along his wife Sarah, his nephew Lot, and all their accumulated possessions from Haran. They ventured forth into the land of Canaan, demonstrating Abraham's steadfast trust in God.

Moreover, Abraham's obedience was further exemplified when God tested him by instructing him to sacrifice his beloved son, Isaac. Without hesitation, Abraham prepared to carry out this daunting task. However, God intervened, providing a ram as a substitute for the sacrifice.

Evaluation:

1. Describe Abraham's response to God's call.

2. Discuss the admirable qualities of Abraham.

General Evaluation:

1. Explain how God tested Abraham.

2. What motivated Abraham to obey God to such an extent?

3. How did Isaac react to his father's obedience?

4. Describe how God rewarded Abraham for his absolute obedience.

Weekend Assignment:

1. How old was Abraham when God called him?

(a) 75 (b) 70 (c) 60

2. God instructed him to leave his country; what was the name of his country?

(a) Haran (b) Nain (c) Canaan

3. God identified the following qualities in Abraham except:

(a) Faith (b) Trust (c) Slothfulness

4. Abraham promptly obeyed God. True or false?

5. Abraham embarked on his journey alone. True or false?

Theory:

1. What lessons can we derive from Abraham's obedience?

2. Discuss the qualities of faith, trust, and courage exemplified in Abraham's life.

**WEEK SIX**

**TOPIC: RELATIONSHIP IN THE FAMILY**

Content:

a) Meaning and Types of Family.

b) Recognition of Family Members.

c) Different Roles of Members of the Family. (Eph.5:2-23, Col.3:18-21)

d) Concept of a Good Family Name. (Pro.22:1, Ecc.17:1)

Definition: The family is the smallest unit of society or a nation, comprising a husband, wife, and children. God created Adam and Eve, from whom all humanity descended.

Types:

1. The Nuclear Family: This family consists of a father, a mother (or multiple wives), and their children. It is also known as the immediate or biological family and can be further categorized into monogamous nuclear families (with one wife) and polygamous nuclear families (with multiple wives).

2. The Compound Family: This family includes brothers, sisters, and other relatives along with their spouses and children, all living together in a shared household or compound.

3. The Extended Family: This family encompasses not only parents and children but also grandparents, uncles, aunts, cousins, and nephews. While members may reside in different communities, they often come together during festivals, naming ceremonies, and funerals.

Recognition of Family Members:

Recognizing family members is essential for maintaining healthy relationships within the family. Each member should acknowledge their roles and responsibilities.

Different Roles of Members of the Family:

The Bible provides guidance on the roles of family members. In Ephesians 5:2-23 and Colossians 3:18-21, various roles and responsibilities within the family are outlined. These include:

- Husbands are called to love their wives and be the heads of their households.

- Wives are encouraged to submit to their husbands.

- Children should obey their parents and honor them.

- Fathers should not provoke their children to anger but should nurture and admonish them.

Concept of a Good Family Name:

Having a good family name is important. Proverbs 22:1 and Ecclesiastes 17:1 emphasize the value of a good reputation and a good name. A family's name is a reflection of its members' character and behavior. Upholding a positive reputation contributes to the honor and respect of the family.

Evaluation:

1. Describe the different types of families.

2. Explain the roles of husbands, wives, children, and fathers within the family according to Ephesians and Colossians.

General Evaluation:

1. Why is recognizing family members important for maintaining healthy relationships?

2. How does having a good family name impact a family's reputation and honor?

Weekend Assignment:

1. What are the different types of families mentioned?

2. According to Ephesians and Colossians, what are the roles of husbands, wives, children, and fathers within the family?

3. Why is a good family name important according to Proverbs 22:1 and Ecclesiastes 17:1?

Theory:

1. Discuss the significance of recognizing family members in maintaining a harmonious family.

2. How can upholding a good family name positively impact the reputation and honor of a family?**FAMILY**

**NUCLEAR EXTENDED COMPOUND**

Monogamous and Polygamous Families

Evaluation:

1. What is the definition of a family?

2. Mention the different types of families.

The Roles of Members of the Family

According to the Bible, the husband is the head of the family, responsible for leading with love, avoiding harshness, and not provoking his children. He is also the law-maker, protector, breadwinner, provider, guardian, disciplinarian, and educator of his family. The husband represents the family in the community, establishes rules and regulations for the family's conduct, and enforces discipline when necessary.

The wife, as per the Bible, is the husband's help-mate and should be submissive to him. Her role is analogous to the church's relationship with Christ. She is expected to set a good example for the children.

Children are to obey their parents in the Lord. They should not be provoked or treated harshly, as lack of love can lead to problems, fear, and inhibitions that prevent them from expressing themselves.

Evaluation:

1. Identify the roles of a father in a family.

2. State the attributes of a good family name.

Weekend Assignment:

1. The first marriage institution was initiated by:

(a) Adam

(b) Eve

(c) God

(d) Cain and Abel.

2. The first family on earth was the family of:

(a) God

(b) Adam and Eve

(c) Cain and Abel.

3. The type of family of Adam and Eve was a \_\_ family.

(a) Nuclear

(b) Compound

(c) Extended

(d) None of the above.

4. The type of family of King Solomon was a \_\_ type of family.

(a) Polygamous

(b) Monogamous

(c) Compound

(d) Extended.

5. According to St. Peter, the wife should \_\_ her husband.

(a) Love

(b) Submit to

(c) Dominate

(d) Be nagging to.

Theory:

1. Mention three roles of the members of the family.

2. Mention two things that can help maintain a good family name.

**WEEK SEVEN**

**TOPIC: RELATIONSHIP IN THE SCHOOL COMMUNITY**

Topic: Relationship in the School Community

Content:

(a) Choosing Friends at School

(b) Friend at Night (1 Kings 11:5-13)

(c) Friendship Between David and Jonathan (1 Samuel 18:45)

(d) Bad Friends (Proverbs 1:10, 1 Thessalonians 3:6-13)

Choosing Friends in School

As children grow up, they attend school and interact with their peers. These peer groups have their own rules and regulations, and children learn how to behave in a group. They should avoid playing with children who exhibit bad behavior, as bad company can corrupt good manners. Schools play a vital role in shaping a child's values, attitudes, and skills. Schools provide education in physical development (psychomotor), attitudinal development (affective), and intellectual development (cognitive). Schools, guided by teachers, prepare children to be functional members of society, using a system of rewards and punishments for socialization.

Definition of Human Relationship

Human relationships develop through knowledge and interaction. Interaction helps individuals understand each other and fosters peaceful relationships. When people live together without understanding each other, relationships break down. To build interaction, you should know certain things about the person you are interacting with, such as their name, background, age, school, religion, hobbies, state, nationality, likes and dislikes, interests, hopes, and fears. The Bible provides examples of human relationships, such as that of Abraham and Lot.

Types of Relationship

There are two types of relationships: family and business relationships. Family relationships can be immediate (husband and wife, parents and children, brothers and sisters) or extended (cousins, aunts, uncles, grandparents, in-laws). Business relationships include those between partners, students and teachers, friends, and masters and servants.

Factors Militating Against Good Human Relationship

Factors that hinder good human relationships include bad manners, laziness, indiscipline, theft, and suspicion.

Evaluation:

1. Define human relationship.

2. List five factors that hinder good human relationships.

Friendship

Friendship is an emotional attachment between individuals, resulting from feelings of affection. It provides opportunities for gaining experiences that contribute to self-identity development, socialization, interpersonal communication, and conflict management skills. Trust, loyalty, honesty, respect, affection, understanding, and sympathy are qualities that enhance friendship.

Factors That Determine the Choice of Friends

Factors that influence the choice of friends include mutual respect, honest communication, common interests, age, gender, background, and the ability to keep confidences.

Evaluation:

1. Mention two factors to consider when choosing friends.

2. List five consequences of choosing bad friends.

(b) Friend at Night (Luke 11:5-13)

Jesus spoke of a friend who visited another friend at midnight. Although the friend initially refused to help because it was late, he eventually gave in due to the visitor's persistence.

(c) Friendship Between David and Jonathan (1 Samuel 18:15)

The friendship between David and Jonathan was profound. Jonathan loved David as his own soul, and they made a covenant of friendship. Jonathan even gave David his robe, armor, sword, bow, and girdle.

Evaluation:

1. Explain the relationship between Jonathan and David.

2. Why did the friend at night grant his friend's request?

General Evaluation:

1. What are the benefits of relationships in school?

2. State the importance of school to a child.

3. State the types of human relationships.

4. What are the factors that hinder good human relationships?

Weekend Assignment:

1. \_\_\_\_ is a state of being emotionally attached to a person, resulting from feelings of affection.

(a) Friendship

(b) Lust

(c) Infatuation

(d) Companionship

2. The school prepares the child to be a functional member of the following except \_\_\_\_.

(a) Home

(b) Society

(c) Garage

(d) Community

3. The friend at midnight was given what he needed because he was \_\_.

(a) Persistent

(b) Rude

(c) Highly demanding

(d) Dedicated

(e) Honest

4. Jonathan loved David as his own \_\_.

(a) Father

(b) Mother

(c) Soul

(d) Sister

5. \_\_\_\_ encourages good relationship.

(a) Age

(b) Background

(c) Honesty

(d) Common interest

Theory:

1. Give four reasons why you must choose good friends.

2. List five consequences of choosing bad friends.

**WEEK EIGHT**

**TOPIC: RELATIONSHIP IN THE COMMUNITY AND IN THE CHURCH**

Content:

(a) Identification of Community Leaders.

(b) How to Maintain Relationship in the Community.

(c) Ways to Maintain Relationship in the Church.

(d) How Christians can Manifest Good Citizenship.

(e) Categories of People in the Church.

(f) Duties of Younger Ones in the Church.

It is essential for any community to coexist successfully, and this requires agreement among its members. To maintain good relationships within the community, it's crucial to identify community leaders. In our environment, we should be familiar with the names and roles of community leaders, such as councilors, chairpersons, senators, and governors. This knowledge enables us to seek their assistance in case of community issues and know where to turn for help.

Evaluation:

1. Mention the names of at least three community members and leaders you know.

2. Give their positions and duties or responsibilities.

Ways of Maintaining Good Relationship in a Community:

1. Respect for Elders and Leaders: The Bible encourages us to give respect where it is due and honor to whom honor is due. We should fulfill our obligations, including paying taxes to the government (Romans 13:7).

2. Obeying the Law of the Land: As good Christian students, we must not violate the rules and regulations set by school authorities or the community.

3. Participating in Community Development Programs: To set a good example, we should actively engage in programs aimed at developing the community, like keeping our environment clean, especially during environmental sanitation days.

4. Caring for the Needs of Others: Christians should joyfully help the less privileged and those in need within the community. This act of kindness pleases God.

5. Religious Tolerance: Christians are considered the light and salt of the world. This light shines in an atmosphere of peace, harmony, co-existence, and tolerance. We must be tolerant of others, including non-Christians in the community.

How Christians Can Manifest Good Citizenship:

1. Self-discipline and Obedience to the Government: Being good citizens means obeying the laws and regulations set by the government.

2. Payment of Taxes, Rates, and Other Duties: Fulfilling financial obligations to the government, such as paying taxes and rates, is a vital aspect of good citizenship.

3. Avoidance of Anti-Social Behaviors: Good citizens should refrain from engaging in activities like drug addiction, trafficking, and armed robbery.

4. Obeying Road Signs: Following road signs and traffic rules is crucial for the safety of all citizens.

5. Not Vandalizing Others' Properties: Respecting the property of others, whether it's a school or government property, is essential.

6. Not Aiding and Abetting Corruption, Sexual Harassment, and Immorality: Good citizens should refrain from engaging in corrupt practices and immoral behaviors.

7. Honoring Leaders: Show respect and avoid making derogatory statements against rulers and leaders.

Evaluation:

1. What is corruption?

2. How can we combat corruption in our community?

Categories of People in the Church:

1. Leaders

2. Elders

3. Youth

4. Children

Each of these groups has specific duties and responsibilities outlined in 1 Peter 5:1-11. As each group fulfills its responsibilities, cooperation within the church is promoted. Let's begin by examining the duties of elders mentioned in verses 1-4:

"So exhort the elders among you as a fellow elder and a witness of the suffering of Christ as well as a partaker in the glory that is to be revealed. Tend the flock of God that is in your charge, not for shameful gain but eagerly, not domineering over those in your charge but being examples to the flock. And when the chief shepherd is manifested, you will obtain the unfading crown of glory."

Elders play a crucial leadership role in society, providing spiritual guidance for younger members. They are shepherds expected to guide and nurture the flock, which includes children and youth.

Evaluation:

1. How many categories of people do we have in the church?

2. State the duties of leaders and elders in the church.

Duties of Youth and Children:

"Likewise, you who are younger, be subject to the elders. Clothe yourselves, all of you, with humility toward one another, for 'God opposes the proud but gives grace to the humble.' Humble yourselves, therefore, under the mighty hand of God so that at the proper time he may exalt you. Cast all your anxieties on him because he cares for you" (1 Peter 5:5-7).

St. Peter addresses the responsibilities of the younger members of the church, advising them to respect their elders, seek wisdom from their experiences, and listen to their wise counsel.

Evaluation:

1. State five duties of children and youth in the church.

2. According to St. Peter, why is it important for young members to be humble?

General Evaluation:

1. Who is the local government chairman in your area?

2. Mention at least two developmental projects that have been accomplished during their tenure.

3. How can we maintain good relationships in our community?

4. What is religious tolerance?

Weekend Assignment:

1. Christians can manifest good behavior by \_\_\_\_.

(a) Vandalizing properties

(b) Self-discipline

(c) Involving in anti-social behavior

(d) None of the above

2. As a Christian/good Citizen, we should not make any \_\_\_\_ statement against our rulers.

(a) Good

(b) Derogatory

(c) Commendable

(d) None of the above

3. The categories of people in the Church are the following except \_\_\_\_.

(a) Leaders

(b) Elders

(c) Children and Youth

(d) Spirit

4. According to St. Peter, the \_\_\_\_\_ were to tend the flock of God.

(a) Elders

(b) Youth

(c) Pastors

(d) Shepherds

5. According to Romans 13:7, we are advised to \_\_\_\_.

(a) Keep all our money in the bank

(b) Give honor to our leaders

(c) Fear the kings

(d) None of the above

Theory:

1. Provide at least two duties and obligations of the different categories of people in the church.

2. Read 1 Peter 5:5-7 and summarize Apostle Peter's advice to younger members.

**WEEK NINE**

**TOPIC: PAUL BEFORE THE CIVIL AUTHORITY: GOVERNOR FESTUS** Acts 23:1-12

In AD 59, Governor Festus succeeded Felix as the governor in Caesarea. The chief priests and other Jewish leaders had a plan to bring Paul to Jerusalem for trial, with the sinister intention of killing him during the journey. However, Festus did not agree to their demands. Instead, he asked them to send representatives to Caesarea for Paul's trial.

The Jewish leaders chose delegates who went to Caesarea and accused Paul of charges they could not substantiate. In his defense, Paul stated, "I have never violated the laws of the Jews, the sanctity of the temple, or rebelled against Caesar. I do not seek to evade a just punishment. However, if the accusations against me have no basis, no one can hand me over to them. I appeal to Caesar."

After consulting with the council members, Festus responded, "You have appealed to Caesar, and to Caesar, you shall go." Since Palestine was under Roman rule, Paul hoped to receive a fair trial as part of his Roman rights. As a Roman citizen, Paul enjoyed certain privileges and protections. By appealing to the Roman emperor in Rome, he invoked a legal right. Rome, the seat of Emperor Caesar, served as the supreme court for trying cases during that era.

Evaluation:

1. Why was Paul tried by Governor Festus?

2. How did Paul defend himself?

General Evaluation:

1. What were the charges against Paul before the Governor?

2. Who is Caesar to Paul?

3. What were the intentions of the Jews concerning Paul?

4. Explain Paul's defense against the charges brought against him.

Weekend Assignment:

1. The wife of Governor Felix was named …

a) Priscilla

b) Herodias

c) Drusilla

d) Aquilla

2. In what order did Paul defend himself before the civil authorities? Before ….

a) Felix, Festus, and Agrippa

b) Festus, Felix, and Agrippa

c) Felix, Agrippa, and Festus

d) Felix, Gamaliel, and Agrippa

3. Which of the following was not part of the Roman Empire?

a) Judah

b) Jerusalem

c) Palestine

d) Madagascar

4. Paul had to travel to … to complete his trial.

a) Palestine

b) Rome

c) Judea

d) Cyprus

5. To whom did Paul appeal during his trial?

a) Agrippa

b) Aquilla

c) Caesar

d) Herod

Theory:

1. Outline the activities of Paul at Philippi.

2. Write short notes on the following:

a) Epicureans

b) Stoics

c) Sadducees