

Materials I Need:

Legend:



= Option 1, Appropriate for 1st – 2nd Grade



= Option 2, Appropriate for 3rd – 6th Grade

Memory Work:

“Be careful, however, that the exercise of your freedom does not become a stumbling block to the weak.” 1 Corinthians 8:9 (NIV)

Suggested Thematic Tracks:

① Consider Others, Pursuing Love and not Liberty

HOOK: Exploring Your Conscience (*Coloring Page/Discussion*)

What's Right and What's Wrong? (*Activity*)

F R E E D O M (*Activity*)

Stumbling Blocks (*Game*)

LOOK: Corinthian Correction (*Worksheet*)

Brain Maze (*Worksheet*)

‘Love Street’ and ‘Liberty Cul-de-Sac’ (*Role-play Activity*)

TOOK: Be Sensitive to Others (*Discussion*)

Strong Contest (*Game/Discussion*)

Don't Be a Stumbling Block (*Box Craft*)


➤ Complementary Activities

Hook:




① Exploring Your Conscience (*Coloring Page/Discussion*).   Ask the students if they


know what a conscience is. Explain to them that God has given each one of us a conscience at birth. Why did He make us this way, and what do our consciences do for us? Ask the students how it feels when we act on what we feel in our conscience in a positive way. Have they ever had a feeling that they needed to do something and then ignored what their conscience was telling them to do? Have them see if they can collectively come up with a definition of what a conscience is (e.g., one's personal belief about what is right and wrong). Ask them where our conscience is located. Is it in our hearts or our brains? It might be fun to record this discussion as you may get some humorous answers from the younger students. **1CO06.GF1** has been provided as a coloring page and has a place to put a definition of conscience. Tell them that this morning they will find out what Paul tells some of the Corinthian Christians about causing other Christians to go against what they feel in their consciences, even if they are not disobeying God.


 ① **What's Right and What's Wrong? (Activity).** 🦋, 🦋 Give the students the **1CO06.GF2** test and let them decide what is right and what is wrong. If they think something is good, they are to draw a happy face in the box next to the question. If they feel that this would be wrong, then they are to draw a sad face in the box. Once everyone is finished, compare the answers. Not everyone will agree on all of the questions. Ask them to think about the following questions.

1. What if we suggest that someone do something against his or her conscience, even if we know that it is okay?
2. How are we to handle disagreements with fellow believers on issues that are not specifically forbidden by God?

Now tell them to hold on to those questions until after the Bible Adventure has been presented because they will learn what would be the best thing to do.

 ① **F R E E D O M (Activity).** 🦋, 🦋 As the students enter the classroom, tell them that they have the freedom to do whatever they want until class begins. Make sure that you provide different activities for them to choose so that you don't find yourself regretting this exercise. This activity can simply set the stage for a short discussion on what "freedom" means. If you want to make it more interesting for the older students, have the teachers do something that may seem wrong to some of the students and watch their reactions. Suggested activities might be to cut up pieces of seemingly-nice clothing (obtained from the thrift store) or putting shaving cream, or writing with soap, on the window of the classroom. Another idea might be to tear apart a paperback book, or destroy a picture that someone has colored (teacher brings in things that they have colored themselves prior to class). This will give you plenty to talk about as you lead into the Bible Adventure time.

 ① **Stumbling Blocks (Game).** 🦋, 🦋 Use the large building blocks or cardboard boxes to set up an obstacle course where the students jog through and jump over the boxes. Write the words or tape a sign on each box that says "stumbling blocks." Give the students some time to enjoy this activity, and then ask them to sit down among the boxes, while you ask them if they know what it means to be a stumbling block for someone else. When we do things to make others feel uncomfortable, or if they think they are doing something wrong (even when we know it's okay), we become a "stumbling block" to them. This morning the students will hear what Paul has to say about being careful not to do this.

 ➤ **Measure Up Incentive Memorization (Review).** 🦋, 🦋 Check the students' memorization at the beginning of class as they come in, and award lesson buttons and wall-hangings as appropriate. Encourage new methods of memorization with the students and parents if a student is having difficulty. Encourage hard work and success in memorizing the whole verse, making appropriate accommodations when necessary. Utilize this time of Scripture review to discuss the Biblical concepts with individual students. Shepherd the students' hearts toward a right attitude and motivation in memorization of God's truth.



Book: **Presentation Ideas –**

Bible Adventure for 1st – 6th Grades –

The Corinthian church had many questions for the apostle Paul. Last week we studied what Paul had to say in response to their questions about marriage and singleness. He answered that both were a gift from God and no matter what situation a person was in, the most important thing was to be wholly devoted to the Lord. Today we'll hear what Paul had to say in regards to their question about whether or not it was okay to eat meat that had been sacrificed to idols.

Paul did not answer them with a simple "yes, it's okay," or "no, it's not okay" answer. Rather, he explained that there are many areas in our lives where God does not specifically command us to do something or specifically forbid us from doing something. He gives us the freedom to make a choice. Such was the case in the matter of eating meat that had been sacrificed to idols. The Corinthian believers had the freedom to make the choice for themselves but Paul warned, "Be careful, however, that the exercise of your freedom does not become a stumbling block to the weak" (8:9).

To understand a little better why eating meat that had been sacrificed to idols was such a big deal, let's take a quick look at idol worship in the city of Corinth. The pagan Gentiles in Corinth worshiped many different gods in the form of idols. They would worship these gods by sacrificing animals to them in various temples. The priests of these temples would take the meat and divide it into three parts. One part would serve as the burnt offering to the god in order to gain its favor. The second part would be taken by the priest as payment, and the third part would be returned to the worshiper. Because of the great number of sacrifices made, the priests had a lot of meat that they could sell in the marketplace. The pagan Gentiles were very anxious to buy this meat because they believed that meat sacrificed to idols would protect them from evil spirits that were trying to get inside them. If you were invited into their homes for a meal, you would most likely be eating meat that had originally been sacrificed to idols.

This really bothered the consciences of some of the Corinthian believers who used to worship idols before they were saved. Our conscience is our understanding of what is right and wrong. When we go against what our conscience tells us is the right thing to do, we feel afraid and guilty. This is how some of these believers felt when they were in homes where "idol meat" was served. Perhaps it brought back bad memories of what life was like before they knew the Lord, or maybe they were afraid that someone would think they were returning to idol worship. However, there were other believers who had no problem eating this meat because their consciences were strong. They knew that there really were no other gods. They correctly understood that the meat they put in their mouths would not affect their relationship with the Lord.

The believers who were asking Paul the question about eating meat sacrificed to idols were those with the strong consciences. They were exercising their freedom from the Lord to eat the meat. They wanted Paul to "straighten out" those with weaker consciences so that things wouldn't be so tense and unpleasant between them, especially at mealtime. They reasoned that if Paul would just declare that it was okay to eat "idol meat" and it didn't go against the Scriptures, then those with the weaker consciences would stop being offended by their behavior.

Paul agreed that they had freedom to eat whatever they wanted, but he had a greater truth he wanted to teach to these strong believers. They had the correct knowledge of what a Christian was permitted to do, but Paul told them that knowledge alone just makes a person prideful. Knowledge must be accompanied by love and concern for other people in order for a person to live a truly righteous life. Paul explained that it was far better to love these weaker Christians than to offend them by eating "idol meat" and proudly showing off their freedoms in Christ. He further explained that even though these other believers had weak consciences and they didn't fully understand their freedom to eat the meat, God still wanted them to do what their consciences told them was right. To them it would be sin to eat meat offered to idols. For the stronger Christians to insist that the weaker ones be like them was to cause the weak ones to stumble and sin. Paul emphatically declared his own thoughts on the matter: "Therefore, if what I eat causes my brother to fall into sin, I will never eat meat again, so that I will not cause him to fall" (8:13).

Paul shared another example from his life where he chose to show love and concern for others rather than insisting on his own rights and freedoms. He explained that, according to the Scriptures, he had every right to receive payment from the churches to which he ministered. However, he chose not to take money from them. Instead, he took on an extra job to bring in the necessary money that he needed to live on. Why did Paul do this? Because he did not want to take the chance that someone might reject the Gospel because he thought that Paul was only preaching to make money. Paul loved the Gentiles so much that he was willing to do anything, including giving up his own rights and freedoms to help them understand and accept the wonderful Gospel of Christ.

In the same way, we need to make sure that we place the good of others before our own good. If that means giving up our right to do something that we know is okay, then so be it. Believers are clearly called by God to love and build up those who are weak. As Paul stated in 1 Corinthians 10:23-24, "'Everything is permissible'—but not everything is beneficial. 'Everything is permissible'—but not everything is constructive. Nobody should seek his own good, but the good of others."



Aim Questions

1. **What was the question that the Corinthians had about food?** (*Should Christians be concerned about eating food that was sacrificed to idols?*)
2. **Why was idol food served so often among pagan Gentiles?** (*Many animals were sacrificed to the various gods of the pagan religion, and two-thirds of every animal sacrificed was not burned but used for food. This meat was preferred because it was thought to be cleansed from evil spirits.*)
3. **What is the difference between a strong conscience and a weak conscience?** (*A strong conscience is mature in understanding what is forbidden and what is allowed, while a weak conscience is sensitive toward certain behaviors that are not forbidden in God's Word, thinking that they are wrong.*)
4. **Why did the strong believers in Corinth think that Paul should tell the weak believers that it was okay to eat idol food?** (*Because they had the knowledge of God's truth which said there are no other gods besides the one true God, and that food does not affect a person's relationships with God.*)
5. **What was Paul's response to their question?** (*Strong believers should consider the good of weaker believers and not exercise freedoms that would cause others to stumble.*)
6. **How did Paul, himself, pursue love and not liberty?** (*Paul did not ask for the support of the churches so as not to hinder the message of the Gospel of Christ.*)






Look:




- ① **Corinthian Correction (Worksheet).** 🦋, 🦋 Encourage the students to find key words from today's lesson hidden in this puzzle, **1CO06.GF3 Pg. 1**. Answer key: **1CO06.GF3 Pg. 2**
- ① **Brain Maze (Worksheet)** 🦋, 🦋 Have the students complete this fun maze as you discuss what a conscience is and how God gave us all consciences to tell us what is right from wrong. You may want to use *Exploring your Conscience* in the HOOK section to discuss more, **1CO06.GF4**.
- ① **'Love Street' and 'Liberty Cul-de-Sac' (Role-play Activity).** 🦋, 🦋 Mark a large intersection in the shape of an elongated 'X' on the classroom floor with masking tape. Students will be prepared to make good, edifying choices here where "Love Street" and "Liberty Cul-de-Sac" intersect. The class is to be divided into two and lined up at the openings to these roads on one side of the classroom, facing the intersection. One of these lines will represent the strong consciences in the church (to face the Liberty Cul-de-Sac) and the other will represent the weak consciences (to face Love Street). The teacher running the activity will describe and assign two different hypothetical Christians—one with a weak conscience and one with a strong to the first student in the appropriate line. These two will then approach the intersection and flip the toll booth coin provided. Heads will open the high-way to Love Street and tails will lead the pair into a Liberty Cul-de-Sac tail-spin. After learning their "fate" for this exercise, the pair will role-play how this hypothetical interaction would play out in the church, whether it is driven by a believer's love or liberty. Prepare several "grey/non-Biblical issues" before class for this exercise (examples might include preferences in the areas of church dress, music, Sunday activities, rules regarding television, movies, and video games, etc.). Notice how the believer with a strong conscience has the greatest influence as to his or her direction (e.g., love or liberty). Discuss the responsibilities of the Christian with a strong conscience as seen in this activity (e.g., pursuing love and not liberty). Also discuss the responsibilities of the believer with the weak conscience (e.g., training his conscience with the Scriptures).
- **Aim Questions (Worksheet).** 🦋 Have the students answer the Aim Questions about today's Bible Adventure, **1CO06.GF5**.
- **Passage Review Questions (Worksheet).** 🦋, 🦋 This booklet contains many questions from the Scripture passage covered in today's lesson. Students may work on them in class and complete them during the week at home, **1CO06.GF6**.

 ➤ **1 Corinthians 8:9 (Memory Verse Song).**  Words and music for today's memory verse are available upon request from Children's Ministry.



Took:

 ① **Be Sensitive to Others (Discussion).** ,  Sacrifice your "rights" for the benefit of others. Talk about ways with the students how they can edify others. Ask them to list practical ways that we can put others before ourselves. Consider what is good for others. Talk about specific people who maybe have different ideas or habits than we do. Encourage the students to set a few goals and try to put them into practice this next week. Pray for these sacrifices that the students will make.

 ① **Strong Contest (Game/Discussion).** ,  Prepare several activities that measure strength, whether indoors or outdoors. Activities might include driving a nail into wood as far as possible with one swing or throwing, kicking, or batting a ball a particular distance. Avoid competition as a focus for these activities. Rather distinguish the power that goes with strength and the vulnerability that goes with weakness. Review with the students the concept of strong consciences and weak consciences. Ask them the following questions:




1. How do believers with strong consciences have power to destroy those believers with weak consciences?
2. What is their Biblical responsibility regarding the weak?

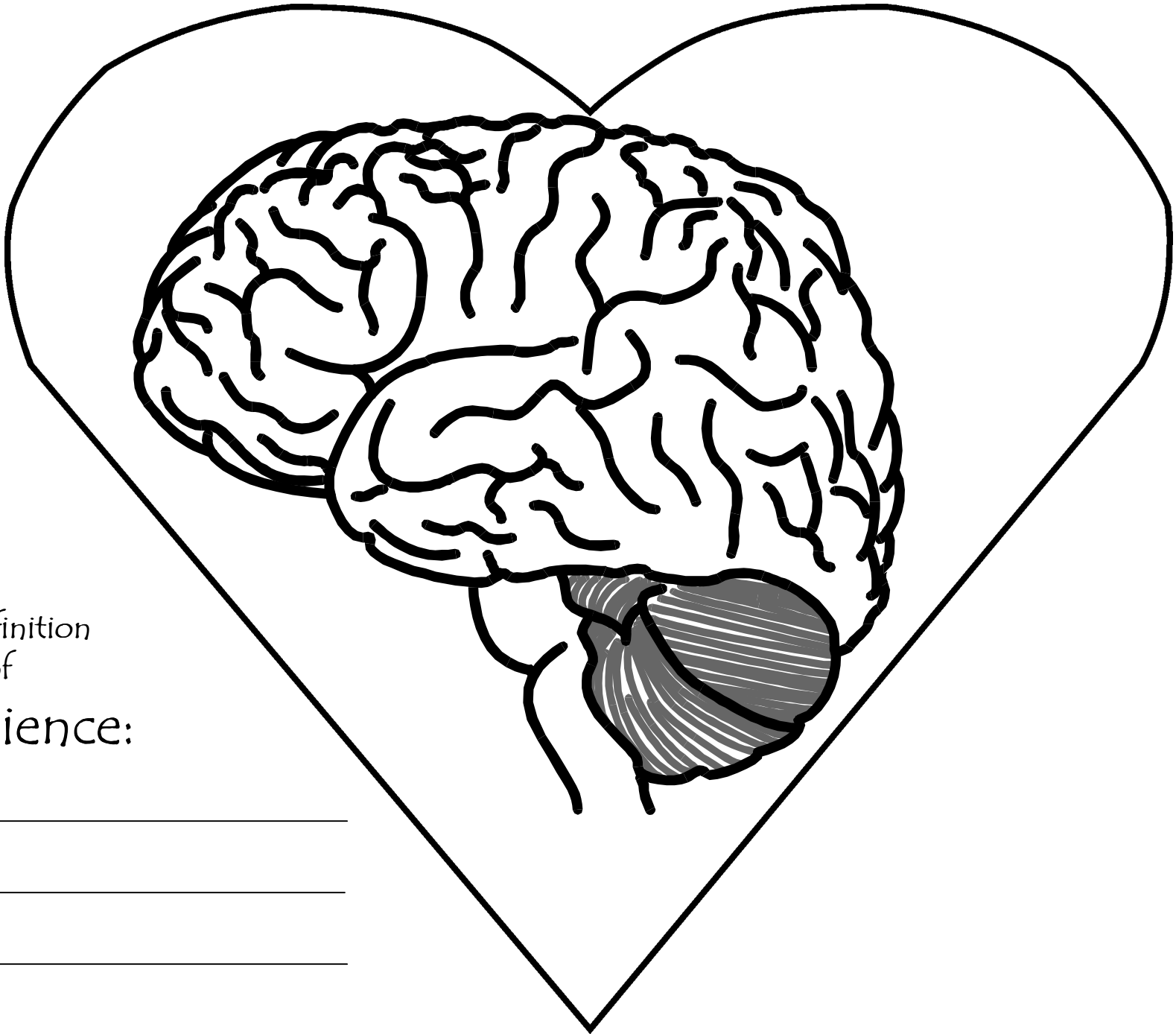
With student input, list specific ways in which believers can use their strength to bear the burdens of the weak. In small groups, have the students apply this principle to specific situations in the students' lives and develop accountability in these areas.

 ① **Don't Be a Stumbling Block (Box Craft).** ,  Each student will need:

1CO06.GF7 copied onto cardstock
scissors
glue
tissue paper, glitter, crayons and/or magazine cutouts of tempting items

Have the students follow the directions on 1CO06.GF7 to complete their crafts. Use this time to discuss the memory verse and challenge the students to leave this stumbling block on the floor of their room or in the doorway to their room all week without stepping on or tripping over it. Perhaps even give a prize to those who return next week with their memory verse memorized and their stumbling block intact and uncrushed.

 ➤ **1 Corinthians "Measure Up" Take-Home (Incentive).** ,  Review today's verse and lesson theme one last time. Encourage the students to continue memorizing both of these throughout the week to earn the next button. Test their memory of past lesson themes and verses as time permits.



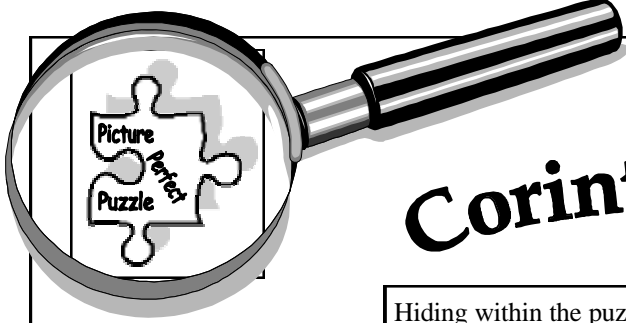
The definition
of
Conscience:

What's Right and What's Wrong?

Read the statements below. If you think this is the right thing to do, draw a happy face in the box provided on the right. If your conscience tells you that this is not something you should do, then draw a sad face in the box. Once completed, compare your answers with the others in your group. Not everyone will agree on all of these statements. Talk about how you might feel if someone insisted that you do something that you did not think was the right thing to do. Paul addressed the believers in the Corinthian church and told them what they should do when they felt differently about issues which are not specifically forbidden by God.

Everyone who attends church on Sunday should dress up, because it is a special occasion. Girls should wear dresses, and boys should wear a sports coat and tie.	
Plastic bags should always be used for groceries. Paper bags deplete forests.	
It's O.K. to eat as much candy as I want as long as I don't spoil my appetite for meals.	
If my brother or sister is not home and I want to borrow something that belongs to them, it's O.K. to do so without their permission, as long as I leave a note.	
Ladies are permitted to leave the house in the morning in their pajamas if they run short on time.	
It is O.K. for dads to stay home and take care of the children and have moms go to work.	
It is not appropriate to dance or raise your hands while singing worship songs.	
Ladies' skirt lengths can be worn above the knee.	
You need to have at least one serving of either a fruit or vegetable with every meal, and never more than five servings of meat in one week.	
It is not appropriate for girls to wear a two-piece swimming suit.	
It is better for the men to mow the lawn than the ladies.	
Worship music should not be played really loud in churches.	

“Be careful, however, that the exercise of your freedom does not become a stumbling block to the weak.” 1 Corinthians 8:9

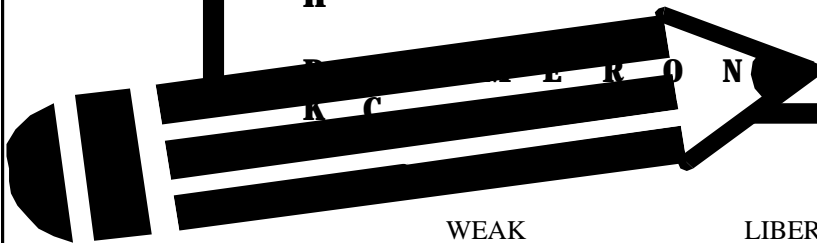


Corinthian Correction



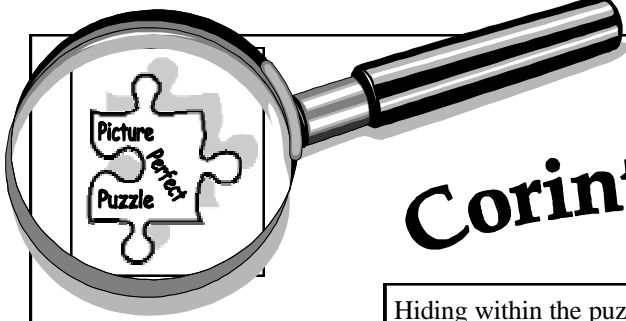
Hiding within the puzzle below are key words from today's lesson. Find all of the key words and then look for hidden names. Maybe your name is there.

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



- WEAK
- STUMBLING BLOCK
- SACRIFICED MEAT
- PAGAN GENTILES
- LIBERTY
- LOVE
- CONSCIENCE
- CHRISTIAN

How many names can you find hiding in today's word search?

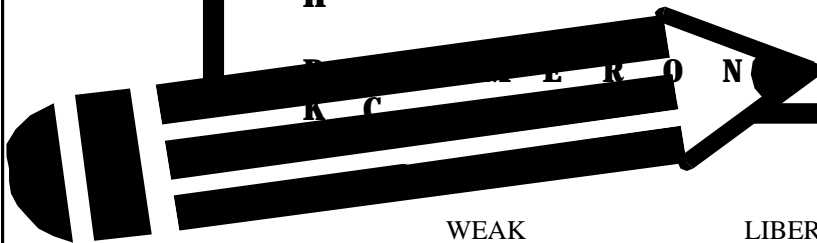


Corinthian Correction



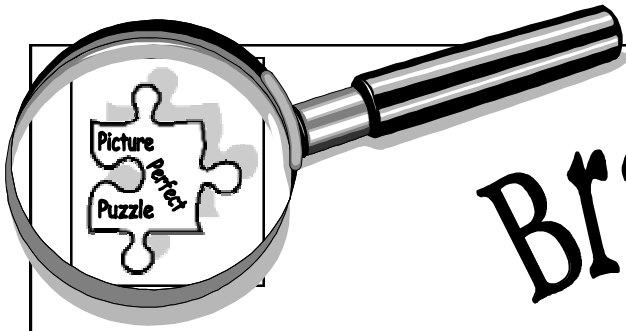
Hiding within the puzzle below are key words from today's lesson. Find all of the key words and then look for hidden names. Maybe your name is there.

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



- WEAK
- STUMBLING BLOCK
- SACRIFICED MEAT
- PAGAN GENTILES
- LIBERTY
- LOVE
- CONSCIENCE
- CHRISTIAN

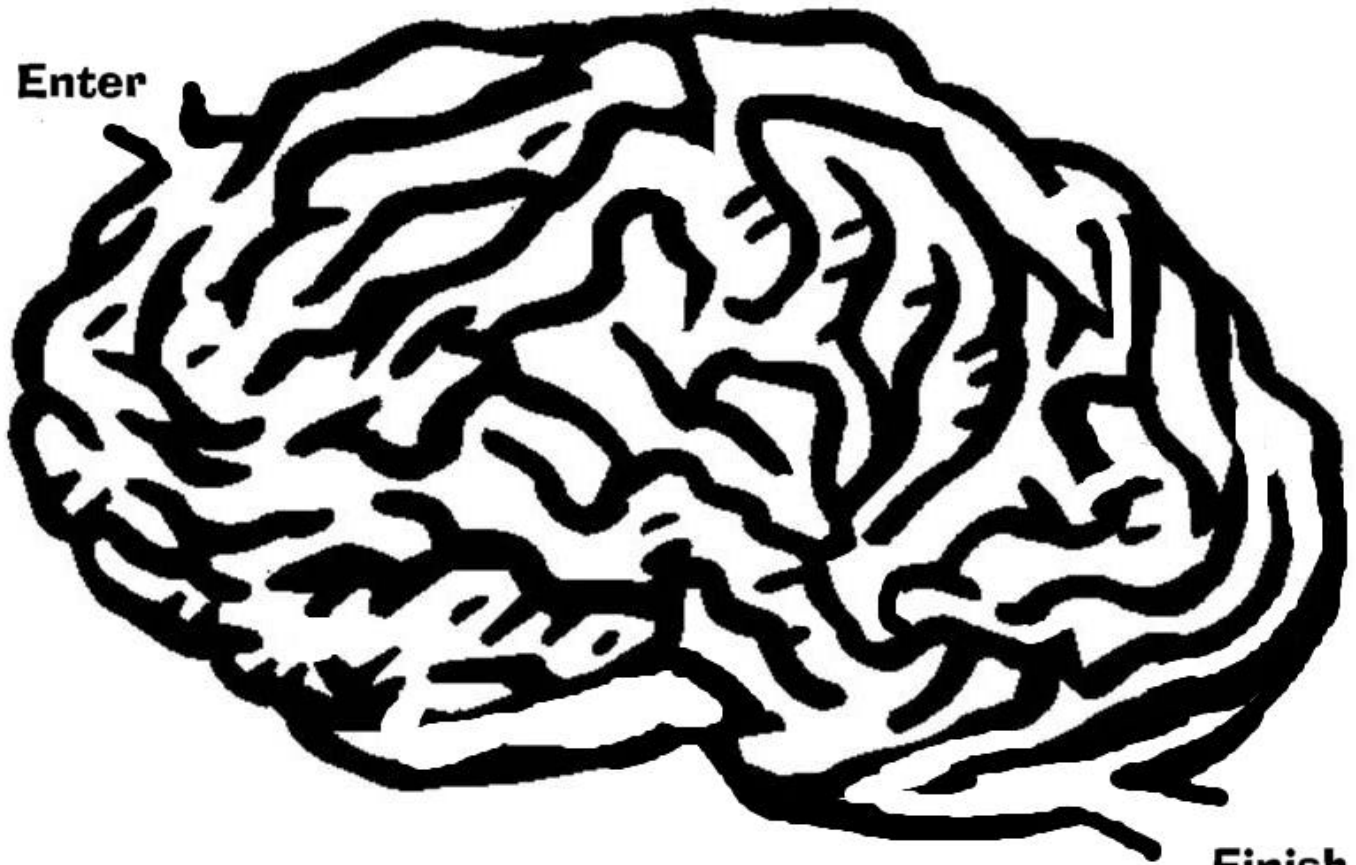
How many names
can you find hiding
in today's word
search?



Brain Maze

Find a path through the maze below.

Enter



Finish

Aim Questions

Answer the following questions about today's Bible Adventure.

1. What was the question that the Corinthians had about food?
2. Why was idol food served so often among pagan Gentiles?
3. What is the difference between a strong conscience and a weak conscience?
4. Why did the strong believers in Corinth think that Paul should tell the weak believers that it was okay to eat idol food?
5. What was Paul's response to their question?
6. How did Paul, himself, pursue love and not liberty?

Christians should consider each other when they are making choices in preference issues. We should always desire to edify and love one another in our actions. Putting another believer before ourselves is true love.



"Be careful, however, that the exercise of your freedom does not become a stumbling block to the weak."

1 Corinthians 8:9

Passage Review Questions
1 Corinthians 8-9

What is the difference between love and knowledge? (8:1)

What was Paul's thoughts concerning the existence of other gods besides the one true God? (8:4-6)

How does Paul describe the one true God? (8:6)

What weakness was causing Gentile believers to stumble into sin? (8:7)

Does food bring us close to God? (8:8)

Of what must Christians be careful? (8:9)

Who do you ultimately sin against when you cause another Christian to sin because of your choices in preference issues? (8:10-12)

What was Paul's commitment in preference issues? (8:13)

What rights does Paul say that he has not exercised? (9:11-15)

Why does Paul say that he makes himself a slave? (9:19)

How does Paul become a slave to people? (9:20-22)

How should we live our lives in view of the Gospel? (9:24-27)

Did Paul live his life without direction? (9:26)

Why did Paul live such a disciplined life? (9:27)

Stumbling Block

