



TEACHER BOOK

YEAR 1 • BOOK 2

Copyright © 2015. Generations of Grace. All Rights Reserved.
Illustrations: Copyright © 2015. Chad Frye. All Rights Reserved. (www.chadfrye.com)

Generations of Grace
13248 Roscoe Blvd.
Sun Valley, CA 91352

www.generationsofgrace.com

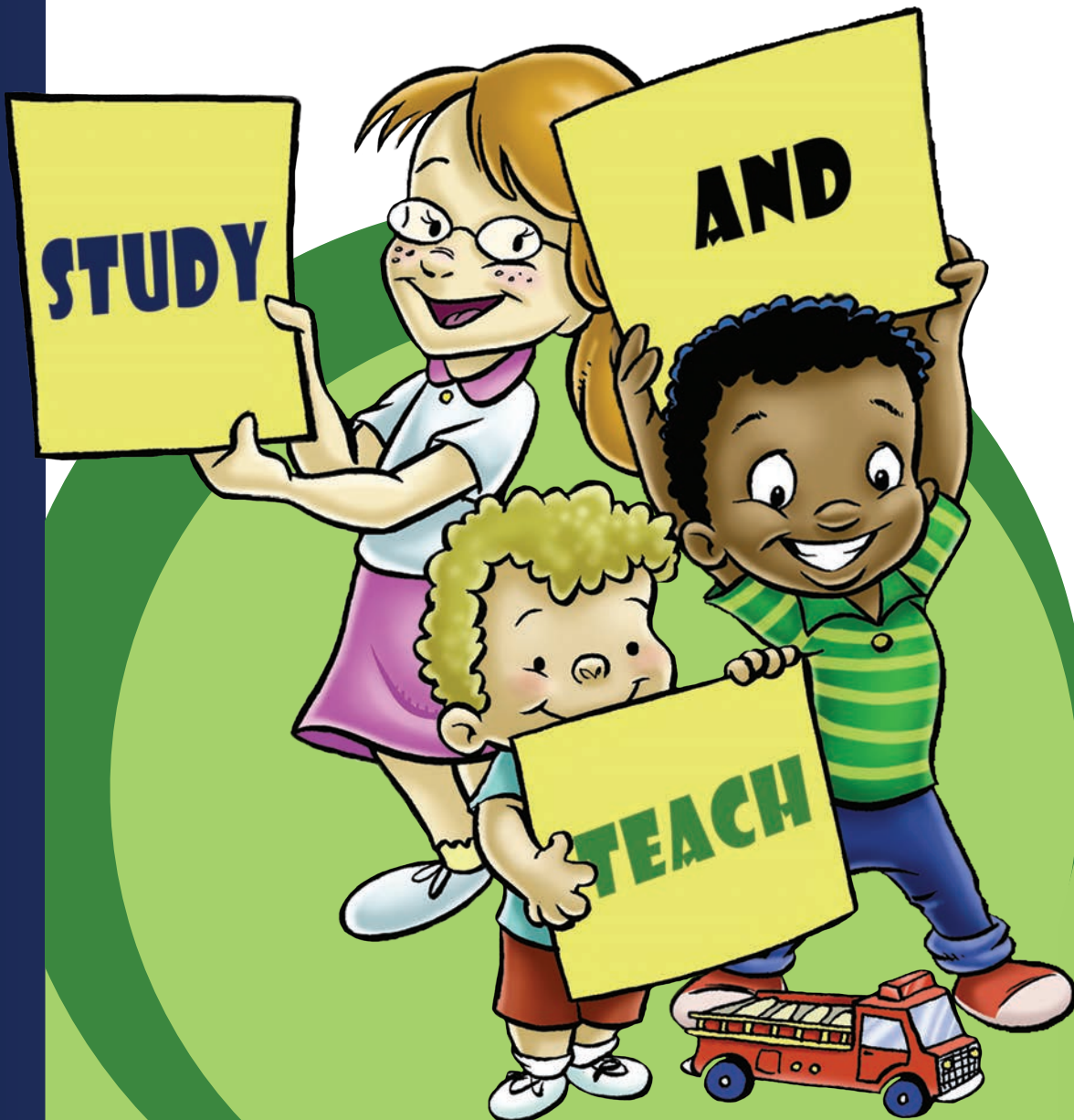
Scripture quotations are from The ESV® Bible
(The Holy Bible, English Standard Version®)

Copyright © 2001 by Crossway.

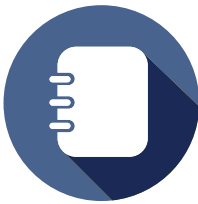
Used by permission. All rights reserved.

ISBN 978-1-4951-6200-8

WELCOME TO
Generations of Grace



This curriculum has been designed to deepen your own study of God's word so that you might be able to properly understand and accurately teach each lesson. It's our prayer that this curriculum would be a blessing to your ministry and home as God uses it to edify your teachers, evangelize your children, and encourage your families.



Study the Lesson

This section is designed to edify and equip teachers and to guide you through the preparation of an age appropriate Bible lesson.

- **Central Truth** – Identifies the theme and focal point of lesson.
- **Supporting Truths** – Provides appropriate objectives for mastering the central truth.
- **Spotlight on the Gospel** – Explains how each lesson connects to the gospel.
- **Lesson Commentary** – Communicates the truth of each lesson to the teacher's heart and mind.



Teach the Lesson

Use the child involvement resources to engage children from the moment they walk into the classroom until pick-up time.

- **Outlines** – Guide both teachers and children through the lesson.
- **Lesson Questions** – Foster greater interaction between teacher and child.
- **Activities** – Creative opening ideas, visual aids, and crafts to introduce, illustrate, and apply lesson.

Additional Resources

Use these additional resources to help support your lessons and to knit together the church and the home, ensuring that what is taught on Sunday matches what is learned throughout the week.

- **Coloring Book**
- **Craft Book**
- **Activity Book**
- **Student Journal**
- **Family Devotional**

CONTENTS

LEVITICUS

123 **LESSON 28:** *God ordains the sacrificial system*
Leviticus 1:1-7:38

133 **LESSON 29:** *God establishes the priesthood*
Leviticus 8:1-10:7

143 **LESSON 30:** *God Ordains the Day of Atonement*
Leviticus 16:1-34

153 **LESSON 31:** *God requires holy living*
Leviticus 19:1-37



LESSON 28

God ordains the sacrificial system

LEVITICUS 1:1-7:38



God's holiness requires a sacrifice for sinful man.



"He shall lay his hand on the head of the burnt offering, and it shall be accepted for him to make atonement for him" (Lev 1:4).

Supporting Truths

1. Innocent blood atones (pays) for sins.
2. Sin must be forgiven in order to be right with God.
3. We need a perfect sacrifice in order to belong completely to God.
4. We need a perfect sacrifice in order to enjoy peace with God.
5. Jesus fulfills all the sacrifices.

Objectives

1. Describe how a person put his hand on a perfect animal as he killed it.
2. Describe the sin offering.
3. Explain the burnt offering.
4. Explain the fellowship offering.
5. Compare Jesus in His death to a few of the sacrifices.



Lesson Summary

After the completion of the tabernacle, God gave Moses instructions about the sacrifices. These sacrifices—the burnt offering, grain offering, fellowship offering, sin offering, and guilt offering—were the way God graciously allowed for Israel to be forgiven, to enjoy fellowship with Him, and to worship Him. The sin and guilt offerings first removed the offense of sin, then the burnt offering dedicated the person to God. Only then could the fellowship offering be enjoyed.

Spotlight on the Gospel

All the sacrifices point to Christ and have value only on the basis of what Christ's sacrifice accomplished. He is the guilt offering who paid our debt, the sin offering who died to forgive our sins, the burnt offering who purchased us with His blood, the fellowship offering who reconciled us to God, and the grain offering whose body gives us eternal life. But Jesus' sacrificial death only saves those who come to Him in repentance and faith.

LAST WEEK



God's presence fills the tabernacle

Exodus 33:1–34:35;
40:1–38

THIS WEEK



God ordains the sacrificial system

Leviticus 1:1–7:38

NEXT WEEK



God establishes the priesthood

Leviticus 8:1–10:7

Lesson Commentary

God's holiness requires a sacrifice for sinful man.

Sacrifices were not new to God's people. Abel, Noah, and Abraham all offered sacrifices, and Israel offered the Passover Lamb and the covenant sacrifice (Exod. 24:5–8). But now, after the construction of the tabernacle, God gave the Israelites specific sacrifices so that they could enjoy the presence of their holy God. Leviticus tells us firstly what the offerer should do (1:1–6:7). Secondly, it describes what the priests should do (6:8–7:7). After that, there are details about what to do with each part of the offering (7:8–34). For a Sunday school lesson, though, it's simpler to look at each of the five sacrifices in order.

The burnt offering showed that a person belonged completely to God (1:1–17; 6:8–13; 7:8)

The burnt offering was offered to show that a person was completely set apart for God. It was an animal sacrifice because connection with God requires **atonement** (1:4): a person's life must be ransomed by the death of a substitute. A bull, sheep, goat, dove, or pigeon could be offered, but only perfect animals, without any flaws (1:3, 10, 14).

The person offering the sacrifice did most of the work. First, he put his hand on the animal's head as he cut its throat (1:4). This allowed him to feel the animal die, vividly reminding him of the reality and deadliness of sin. It also symbolized the animal being killed in the person's place. They skinned it, cut it up, and washed the insides. They did not just show up and watch the priest do everything. So each believer today is to actively engage in worshiping, serving, and fellowshiping with God (1 Pet 2:9; 4:10).

The priest's job was to sprinkle the blood on the altar and burn the entire animal except the skin (Lev 1:5, 7–8; 7:8). The sprinkled blood looked forward to the blood of Christ that would sprinkle many nations (Isa 52:15). Burning the whole animal reminds us that a person belongs entirely to God.

Jesus fulfills the burnt offering. He was a fragrant offering to God (Eph 5:2), the sinless substitute who died to replace sinfulness with righteousness. Because He is the burnt offering, believers are freed from sin in order to belong to God (Rom 6). By His death He purchased believers for God (Acts 20:28).

The grain offering showed dependence on God's goodness (2:1–15; 6:14–23; 7:9–10)

The grain offering was not for atonement; instead, it was a gift to honor God. It showed dependence on God's goodness by giving back to Him some of the food He had provided. A special grain offering was the offering of first fruits (Lev 2:14–15), when the people brought the first of their crops at harvest time. The grain offering was usually offered along with an animal sacrifice (1:2; 14:20).

The grain offering was fine flour with oil, frankincense, and salt (2:1, 11–15), with frankincense representing prayer (Rev 5:8), and salt reminding of God's permanent covenant (2 Chr 13:5). The grain could be cooked in various ways, but it could not have any yeast or honey (Lev 2:4–7, 14). Yeast and honey could lead to fermentation and decay, and yeast often represents sin (1 Cor 5:8). This shows that a person cannot worship God while also clinging to sin (Ps 66:18). One handful of the offering would be burned on the altar, but the rest was food for the priests (Lev 2:2–3).

Jesus is greater than the grain offering. He is the bread of life (John 6:32–35), and His body is like bread broken as an offering to God (Matt 26:26). His death glorifies God as the one who provides eternal life.

The fellowship offering showed peace between God and man (3:1–17; 7:11–34)

The **fellowship** offering celebrated a peaceful and joyful relationship with God (Lev 3:1, 5). It also became a time to enjoy fellowship with family and friends. The fellowship offering was an animal killed like the burnt offering.

THINK ABOUT IT
God never delights in any sacrifice unless it comes from an obedient, repentant, and humble heart (1 Sam 15:22).



STUDY THE BIBLE LESSON

God ordains the sacrificial system • Leviticus 1:1–7:38



But instead of completely burning up the animal, only the fat, the best part, was burned for God. The priest then ate part of the meat and the person offering the animal enjoyed the rest in a feast with his friends and family.



THINK ABOUT IT

Believers are called to offer sacrifices of praise to God (Heb 13:15).

fulfill a vow, or as a freewill offering to celebrate God's general blessing (Lev 7:12–15). Depending on the type of fellowship offering, it had to be eaten on the first or second day after its presentation to God (7:15–17).

Jesus fulfills the fellowship offering. He made peace between God and man (Col 1:20). He died to bring sinners back to God (1 Pet 3:18). So whoever feeds on Him has eternal life (John 6:54), which is to know God (John 17:3). But this fellowship may be enjoyed only by those who repent of their sin and uncleanness (Acts 3:19).



THINK ABOUT IT

"Unintentional" does not mean completely unknown; it means a person strayed into sin but then confessed it (Num 5:6).

opposite of unrepentant rebellion against God (Num 15:30).

The sin offering was like the burnt offering, but it was required in order to atone for sin. The type of sacrifice required depended on who sinned (Lev 4:1–5:13; Jas 3:7). After the priest offered the animal on the altar of burnt offering, the rest of the animal was taken outside the camp to be burned, symbolizing the removal of sin from the people (4:8–12).

The fellowship offering was usually offered after the burnt offering, because peace with God only comes after a person has had their sins atoned for (Rom 5:1). It was offered to give thanks for a specific blessing, to

The sin offering shows forgiveness and purification from sin (4:1–5:13; 6:24–30)

The sin offering was to make atonement so that confessed sins could be forgiven (Lev 4:20, 26, 31, 35). It is the

Jesus is greater than the sin offering. His blood was shed to forgive sins (Matt 26:28). He was the perfect substitute who became sin for us (2 Cor 5:21). He was crucified outside the city (Heb 13:12), so that through Him sins are paid for and washed away (1 John 1:7).

The guilt offering was for sins that needed to be made right (5:13–6:7; 7:1–10)

The guilt offering, like the sin offering, was not voluntary. It was for sins that could be made right through **restitution**, through paying a person back for the harm done to them. These sins could be sins against God's holy things or against another individual. For example, if a person stole a sheep, he would have to return or replace the sheep, plus pay the person 20% extra (Lev 6:5). In addition to making restitution, the person then sacrificed a spotless ram to make atonement and have his sin forgiven (6:6–7). The guilt offering shows that a person cannot find forgiveness from God unless he seeks to make things right with those he has harmed (Matt 5:23–24).

Jesus is greater than the guilt offering (Isa 53:10). He paid man's debt to God, a debt we could never pay (Matt 16:26). Because Jesus frees believers from their debt of sin, believers are called to forgive others as well (Matt 18:23–35).

The sacrifices were offered in a particular order: 1) sin offering, 2) then burnt offering, 3) then fellowship offering. First our sins must be paid for and forgiven, then we must be set apart as belonging entirely to God, and only then do we enjoy peaceful fellowship with God. Animal sacrifices did not have power to save in themselves, but they looked forward to Jesus Christ, whose sacrifice atoned for the sins even of Old Testament believers (Rom 3:25). Jesus is greater than every sacrifice for those who repent and trust in Him (Matt 5:17).

THINK ABOUT IT

The fire on the altar burned continually demonstrating God's perpetual readiness to receive confession and offer forgiveness.



Lesson Outline

God's holiness requires a sacrifice for sinful man.



AGES 3–5 LESSON OUTLINE

1. **Main Point:** The burnt offering showed a person belonged to God (1:1–17).
2. It paid for sins so that a person could be friends with God (1:3–4).
3. It was a perfect bull, sheep, goat, or bird (1:3, 10, 14).
4. The person put his hand on the animal's head as he killed it (1:4).
5. The priest sprinkled the blood on the altar then burned the whole animal (1:5, 7–8).



AGES 6–11 LESSON OUTLINE

1. **The burnt offering showed a person belonged completely to God (1:1–17; 6:8–13; 7:8).**
 - It was freely offered for atonement and to please God (1:3–4, 9, 13, 17).
 - The offering was a perfect bull, male sheep or goat, or a dove or pigeon (1:3, 10, 14).
 - The offerer laid his hand on the animal's head, then killed, skinned, cut up, and washed the animal (1:4, 6, 9).
 - The priest sprinkled the blood on the altar then burned everything except the skin (1:5, 7–8; 7:8).
2. **The grain offering showed dependence on God's goodness (2:1–15; 6:14–23; 7:9–10).**
 - It was freely offered to remember God's goodness and to please Him (2:2).
 - The offering was fine flour with oil, frankincense, and salt (2:1, 11–15).
 - The offerer could cook the flour into bread or bring raw grain (2:4–7, 14).
 - The priest burnt a handful on the altar, then the priests ate the rest (2:2–3).
3. **The fellowship offering showed peace between God and man (3:1–17; 7:11–34).**
 - It was freely offered to celebrate fellowship with God and to please Him (3:1, 5).
 - It was like the burnt offering, except the priest got some of the meat while the offerer ate the rest with his family and friends (3:1–4, 6, 12; 7:15–18; 32).
4. **The sin offering shows forgiveness and purification from sin (4:1–5:13; 6:24–30).**
 - It was required to make atonement and have sins forgiven (4:20, 26, 31, 35).
 - It was like the burnt offering, but the kind of sacrifice depended on who sinned (4:1–5:13).
5. **The guilt offering was for sins that needed to be made right (5:13–6:7; 7:1–10).**
 - It was required to make atonement, have sins forgiven, and make restitution (6:5, 7).
 - It was like the sin offering, except it included a payment to make things right.
 - The offering was a perfect ram, plus a payment to the one sinned against (5:14–16).



Lesson Questions

Use these questions to teach or to review this week's lesson.



Ages 3–5 Lesson Questions

- 1. What is the first offering called?**
The burnt offering.
- 2. What kind of animal could be offered?**
A perfect animal. A bull, goat, sheep, or bird.
- 3. Where did the person sacrificing the animal put his hand?**
He put his hand on its head to show that his sin was going onto the animal.
- 4. How is Jesus the great sacrifice?**
Jesus died to pay for sins once for all. If we repent and believe, our sins are forgiven and we belong to God.



Ages 6–11 Lesson Questions

- 1. Why was the first offering called a burnt offering?**
It was a burnt offering because it was completely burned up on the altar, showing that a person belonged completely to God.
- 2. What did the person offering the animal do?**
He put his hand on its head to picture his sin going onto the animal, then he cut its throat, skinned it, and washed its insides.
- 3. What did the priest do?**
The priest sprinkled the blood on the altar, showing that blood is necessary to forgive sins and be purchased by God.
- 4. Why was there a grain offering?**
To honor God as the One who gives food and life.
- 5. What was the fellowship offering for?**
The fellowship offering was the way to enjoy peace and friendship with God. It was also the way to enjoy fellowship with other people of God.
- 6. What was the sin offering for?**
It was for forgiveness of sins.
- 7. What was the guilt offering for?**
It was for forgiveness of sins after making restitution (after making a payment to fix the harm caused by the sin).
- 8. How does Jesus fulfill _____ (choose one of the five) offering?**
See the part of the commentary that talks about this offering.

Lesson Activities

Choose from the following ideas to introduce, illustrate, and apply this week's lesson.

AGES 3-5



INTRODUCE

PRIESTLY JOB

Dress up as a priest and tell the children (from your perspective as a priest) about the special job God gave priests to do. Explain that your job was to serve God in the tabernacle by offering sacrifices and praying on behalf of the people. Your attire as a priest may include a 1) robe (Exod 28:31-35), 2) breast piece (28:15-30), and 3) turban (28:36-38). Additional items are described in Exodus 28:1-43.

WHAT IS A SACRIFICE?

Help ready the children for the lesson by defining "sacrifice" and by explaining God's purpose for sacrifices. Explain that a sacrifice is a gift given to God. In the Old Testament, God commanded the people to sacrifice the blood of cattle, lambs, goats, doves, or pigeons in order to pay for their sins against God. These sacrifices showed that one day Jesus would come as the perfect, final sacrifice for sin (Ex 12:17; 1Sa 15:22; Ro 12:1; Heb 9:28; 1Jn 2:2). Consider using pictures or props to help the children better understand sacrifices: an altar, ashes for burnt offerings, stuffed animals for animal sacrifices, flour for grain offerings, and plates and picnic utensils for the peace offering.



ILLUSTRATE

BREAKING THE CHAIN

Sin breaks the relationship link between man and holy God. The Lord has declared a sacrifice necessary for forgiveness and repairing of the relationship. Illustrate this for the children by breaking or removing a link from a paper chain. Repair the chain by inserting a red paper link. Explain that by offering the sacrifices God desired, Israel, though sinful, could maintain their relationship with God.

COVERING SINS

Materials: large pictures of lips or a tongue, hands, and a light bulb; three red cloths (handkerchiefs or hand towels). Define the word atonement, used in Leviticus 1:4, as meaning "to be covered or cleansed." To demonstrate the meaning of the word, show the class the three pictures. Explain that the lips or tongue represents the sin of lying, the hands represent the sin of stealing, and the light bulb represents the sin of evil thoughts. One at a time, cover the pictures with the red cloth while explaining how Christ's blood covers our sins. Close the discussion by reading Psalm 32:1 to the class.



APPLY

SIN COVERED

See Year 1 Craft Book, Book 2.

Materials: Craft sheet, pipe cleaner, hole punch, crayons, scissors, and silver glitter glue.

Directions: Pre-cut outlines of boy from craft sheet including the verse references. Print the verses on blue cardstock and cut out. Punch a hole in the top right corner of each cutout. Have children glue the verses to the back of each corresponding cutout. Color the Rom 3:23 cutout black to represent the sinner and the Heb 9:22 cutout red to represent Christ's sacrificial death. Fill in the 2 Cor 5:21 cutout with silver glitter glue to represent the righteousness of Christ applied to the believer.

*Sin Covered
See Year 1 Craft Book, Book 2.*



TEACH THE BIBLE LESSON

God ordains the sacrificial system • Leviticus 1:1–7:38



AGES 6–8



INTRODUCE

SIN'S DEBT

Bring to class play money or large jar of pennies. Ask the children if they know what the word debt means. Illustrate a debt by pretending to loan someone play money. Explain that we all owe a huge debt to God because of our sin. We can never pay this debt, not even a penny, but God sent His Son to pay our sin's debt for us. Explain that in today's lesson, they will learn how God instructed Israel to pay for their sin debt before Jesus died on the cross.

MORNING AND NIGHT

Bring a toothbrush and toothpaste to class. Brushing our teeth is one of the few things that we typically do every morning and every night. We do this because our teeth need continual cleaning. Ask the children if they can think of anything else we do twice daily. Explain that God commanded the Israelites to offer two burnt offerings every day: one in the morning and one at night (Exod 29:38–39). These offerings were a daily reminder of the people's need for cleansing from sin. Use this as an opportunity to talk about how Jesus is the once-for-all-sacrifice for sin (Heb 7:26–27).



ILLUSTRATE

SUBSTITUTE SACRIFICE

Bring a bull, goat, or lamb stuffed animal to class. Lay your hands on the head of the animal and tell the children that God commanded the Israelites to lay their hands on the head of the animal while it was killed before God as a sacrifice (Lev 4:4). Explain that this action pictured the transfer of the sacrificer's sin to the animal. Tell the children that Jesus' blood was shed to forgive sins (Matt 26:28). He was the perfect substitute who became sin for us (2 Cor 5:21).

UNBLEMISHED SACRIFICE

Tell the children that the burnt offering had to be a male "without defect" (Lev 1:3). Explain that this was because no animal with any deformity or defect was acceptable to God. A male without defect was required because it was the choicest offering. Illustrate this by bringing in two kinds of fruit, some ripe and unblemished and others bruised, rotten, or discolored. Ask the children which piece of fruit they'd like to eat, the unblemished or blemished?



APPLY

SIN OFFERING

See *Year 1 Craft Book, Book 2*.

Materials: Craft sheets, tan cardstock, red tissue paper, tape, crayons, scissors, and glue.

Directions: Have children cut out the altar template and fold and tape it together. Glue red tissue paper on the top of the altar to represent flames and tape the altar to a sheet of tan cardstock. Color and cut out pictures from craft sheet and glue them around the altar as shown below.



Sin Offering
See *Year 1 Craft Book, Book 2*.

AGES 9–11



INTRODUCE

SACRIFICES REVIEW

The first example of sacrifice found in the Bible is in Genesis 3:21. Because of Adam and Eve's sin God killed an animal to cover their nakedness. In Genesis 4, Cain and Abel brought their offerings of sacrifice to the Lord. Noah, after coming off the ark, worshiped God by making an altar and sacrificing some of the clean animals to the Lord (Gen 8:20). Abraham's faith was confirmed through his willingness to sacrifice his son. God graciously provided a ram caught in the thicket to take the place of Isaac as the sacrifice. God designed sacrifices to teach and prepare people for the coming, ultimate sacrifice: Jesus Christ.

CHECKBOOK

Bring in a checkbook or checks to class. Tell the children that the sacrifices are like a check. In and of themselves checks are not worth anything. A check is just a piece of paper. However, because of the money in the bank that backs the check, it is valuable and an acceptable form of payment. The Old Testament sacrifices didn't completely and finally take away sin. However, the sacrifices were acceptable to God because they looked forward to and were backed by the ultimate sacrifice of Jesus.



ILLUSTRATE

DEATH: THE CONSEQUENCE OF SIN

Bring to class a picture of a cemetery, tombstone, or bulletin from a recent funeral or memorial service. Tell the children that the sacrificial system was a vivid picture of one inescapable reality: sin requires death. Death was everywhere in the sacrifices. Explain that death was also part of Jesus' sacrifice for sinners (Isa 53:5). It is through His sinless life and substitutionary death that sin is forgiven.

CHARTING THE SACRIFICES

See Year 1 Craft Book, Book 2.

Make one copy of the chart for each child to take notes on during the lesson. Use the chart to summarize the major points of the five types of sacrifices God ordained in Leviticus 1–7.



APPLY

SIGNIFICANT REPETITIONS

Read the following select passages from Leviticus (1:9, 13, 17; 2:2, 9; 3:5, 16; 4:31), and lead the group to discover the repeated phrase "Offering made by fire, a sweet aroma to the Lord." Help the children understand that the smell of burning meat was pleasing to the Lord because of the individual's obedience and the penitent heart behind the act, making it acceptable.



LESSON 29

God establishes the priesthood

LEVITICUS 8:1-10:7



God must be treated as holy.



“Among those who are near me I will be sanctified, and before all the people I will be glorified” (Lev 10:3).

Supporting Truths

1. God must be treated as holy.
2. Because God is holy, He must be worshiped through a holy mediator.
3. Because God is holy, those who serve Him must be holy.
4. God’s holiness is good but dangerous.
5. Jesus fulfills the priesthood.

Objectives

1. Describe what happened to Nadab and Abihu.
2. Describe how Aaron sacrificed for the people and blessed them.
3. Describe how Moses washed, clothed, anointed, and made sacrifices for Aaron.
4. Compare what happened to Aaron’s sacrifice with what happened to Nadab and Abihu.
5. Compare the roles of the high priest to what Jesus does for believers.



Lesson Summary

With the tabernacle finished and the sacrificial system in place, God established the priesthood. As spiritual leaders of God's people, the priests had to be holy, so they had sacrifices offered for them, and they were washed and given special clothes. Then Aaron offered sacrifices just as God had commanded, and God was pleased and showed His glory to the people. But Nadab and Abihu did not serve as God commanded, so God destroyed them. He showed that those who worship must treat Him as holy.

Spotlight on the Gospel

Jesus is the great High Priest. Like Aaron, he intercedes for His people and provides the way for His people to come into God's presence. But unlike Aaron, he did not need to be cleansed by animal sacrifices. He was already perfect, and the sacrifice He offered was Himself. We can now come to God through faith in Jesus, so that we can serve as priests for God. But we must do so in fear and holiness, because God is holy and a consuming fire.

LAST WEEK



God ordains the sacrificial system

Leviticus 1:1–7:38

THIS WEEK



God establishes the priesthood

Leviticus 8:1–10:7

NEXT WEEK



God Ordains the Day of Atonement

Leviticus 16:1–34

Lesson Commentary

God must be treated as holy.

Israel had the place of worship (the tabernacle) and the means of worship (sacrifices), so now God established the people who would perform the worship—the priests. Like the tabernacle and the sacrifices, the priests were established so that a sinful people could worship their holy God. The priests were to serve as **mediators**, as the ones who go between God and the people. They were to represent the people before God, and speak to man on God's behalf. Because of this, the priests needed to be especially careful to follow God's commands and treat Him as **holy**, since God is perfect, pure, and worthy of reverence.

God set apart Aaron and his sons to serve as priests (8:1–36)

God chose Aaron and his sons to be **priests** for Him, people set apart to serve Him by sacrifices, to live holy lives in His presence, and to speak His words to the people. But Aaron and his sons were sinful just like everyone else. So they had to be forgiven and cleansed of their sin. First Moses washed them with water, illustrating purity from sin (8:6) and showing that purity is essential in order to be useful to God (1 Tim 3:2–6; 2 Tim 2:21).

Then he put special clothes on them, a uniform that visibly marked them as holy to the Lord (Lev 8:7–9). Their clothes were clean and white and beautiful (Exod 28:40), and Aaron's high priestly clothes were especially majestic. He wore a blue robe with a decorated hem, as well as a turban with a gold plate engraved with "Holy to the Lord" (Exod 28:36). He had an ephod of gold, woven with blue, purple, and scarlet threads and decorated with twelve dazzling gems (Exod 28:6–27). These twelve gems represented the twelve tribes, so that when the high priest came into the presence of God, it was as if all Israel entered God's presence with him.

Next, Moses anointed Aaron with oil, a sign of the Holy Spirit empowering someone to special service for God (Lev 8:12; 1 Sam 10:1–6; 16:13). Jesus and the disciples were also anointed by the Holy Spirit before beginning their ministries (Matt 3:16; Acts 1:4–5).

Now all believers have the Holy Spirit (Rom 8:9), but they must beware of trying to serve God by their own strength (Rom 7:18); instead, they must let the Holy Spirit rule and empower their lives (Eph 5:18).

Moses then offered the sin, burnt, grain, and fellowship offerings for them (Lev 8:14–32).

The sin offering is first in order for sins to be paid for, forgiven, and washed away. The burnt offering, along with the grain offering, is second in order to dedicate the priests entirely to God. Finally, a special form of the fellowship offering, called the offering of ordination, brought the priest into a new relationship with God as His priests. These same steps have been completed in Christ's sacrifice for the sake of all believers (Matt 26:28; Rom 6:11; 1 Pet 3:18).

During these sacrifices, Moses sprinkled them with blood (Lev 8:30) and put blood on their right ears, right thumbs, and right big toes (8:23–24). This symbolized the cleansing of the entire body, but it also illustrates the priests' holy function: they were to use their ears to listen to God's holy words, their hands to do His holy work, and their feet to walk in His holy way. This whole process shows that there must be mediators between God and man, and these mediators must be holy. Now we have a perfectly holy mediator who never needed to be cleansed, Jesus Christ (1 Tim 2:5).

Aaron did his job as the new high priest (9:1–24)

Now that Aaron had been made high priest, God told him to offer sacrifices (Lev 9:1–7).

First, he had to offer sacrifices for himself, since even as high priest he was still sinful (9:8–14). This is a reminder that God uses imperfect people, who can only serve Him on the basis of Christ's ultimate sacrifice (Rom 12:1). It is also a reminder that leaders of God's people must be diligent

THINK ABOUT IT
Aaron had to first experience God's forgiveness before he could ever seek God's forgiveness for others.

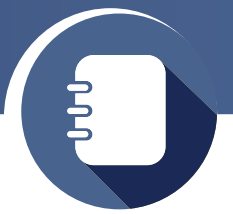


THINK ABOUT IT
Jesus is a perfect High Priest and the perfect mediator to a greater covenant.



STUDY THE BIBLE LESSON

God establishes the priesthood • Leviticus 8:1–10:7



to deal with their own sin if they are to lead God's people in holiness (Heb 13:7). Finally, Aaron's sacrifices for his own sin show how much greater Jesus Christ is as the great High Priest, who entered God's presence not by the blood of animals but by His own spotless blood (Heb 9:12).

Next, Aaron obeyed by offering sacrifices for all the people, in the same order as Moses had: sin offering, burnt and grain offerings together, then the fellowship offering (Lev 9:15–22). The goal of these sacrifices was the appearance of the glory of God (9:6), and God's glory did appear, with fire from God burning up the offerings (9:23–24). When the people saw, they shouted for joy (9:24). This illustrates the purpose of worship, which is to see and delight in the glory of God. It also shows that blessing comes after sacrifice. All this is fulfilled in Jesus Christ, who most powerfully displays God's glory and who sacrificed Himself to give believers every spiritual blessing (2 Cor 4:6; Eph 1:3).

Aaron's sons Nadab and Abihu did not treat God as holy (10:1–7)

Even though they had just seen God's glory consume the offerings, Aaron's two oldest sons Nadab and Abihu did not respect God. They burned incense to the Lord

in a way He had not commanded (Lev 10:1). The incense they offered is called "unauthorized fire," so perhaps they got their coals from somewhere besides the bronze altar. Or perhaps they burned the wrong kind of incense (Exod 30:34–38). They may have come at the wrong time, or tried to enter the Holy of Holies (Lev 16:2). They may have committed several of these violations, and it seems that drunkenness was a part of the problem (10:9). Whatever the exact violation, Nadab and Abihu dishonored God by not offering incense exactly as God had commanded.

So the same fire that burned up Aaron's offerings now killed Nadab and Abihu (10:2). Fire from the LORD is mentioned twelve times in the Old Testament, six times as a blessing and six times as punishment. For example, fire from God was a blessing when it burned up Elijah's offering (1 Kgs 18:38). But it was death for the soldiers who tried to capture Elijah (2 Kgs 1:10). God's holiness is a blessing to those who treat God as holy, but it destroys those who do not. God is a devouring fire (Heb 12:29).

Nadab and Abihu died because they did not treat God as holy (Lev 10:3). No one should worship God carelessly (Eccl 5:1–2). God desires to be honored before all the people, so all who worship must fear Him in holiness (2 Cor 7:1). But "those who are near me"—those who are called to lead God's people—are held to a stricter standard (Jas 3:1; 1 Tim 4:12–16). In fact, Aaron was not even allowed to be involved in the funeral because he still had a holy job to do (Lev 10:4–7). God's holiness takes priority over everything.

Just as Jesus fulfills the tabernacle (John 1:14) and the sacrificial system (1 Pet 3:16), so now He fulfills the priesthood as the great High Priest forever (Heb 6:20; 7:26–28). When the high priest went into the Holy of Holies, it was as if he brought all twelve tribes in with him. So now as Jesus stands in the very presence of God, he brings every believer into God's presence (Heb 4:14–16). As the high priest made sacrifices to intercede for the people, so Jesus sacrificed Himself and now intercedes for His people (Rom 8:34). But unlike Aaron, Jesus did not need to be cleansed, for He is already perfect (1 Pet 2:22).

With Jesus as our High Priest, believers now serve as priests to God (1 Pet 2:9). As Aaron was washed, so believers must first be cleansed by the Holy Spirit and by the Word in order to serve God (John 13:8; Eph 5:26; Titus 3:5). If we serve obediently, God's holiness will be a blessing to us. But if we do not respect God's holiness when we worship, then His holiness will destroy us as it destroyed Nadab and Abihu.



THINK ABOUT IT

The worship of God must always be done according to God's requirements and in light of God's holiness.

Lesson Outline

God must be treated as holy.



AGES 3–5 LESSON OUTLINE

1. God called Aaron and his sons to be holy priests (8:1–9:24).
2. Aaron's sons Nadab and Abihu burned incense to the Lord in the wrong way (10:1).
3. God sent fire to destroy Nadab and Abihu (10:2).
4. God must be treated as holy (10:3).



AGES 6–11 LESSON OUTLINE

1. God set apart Aaron and his sons to serve as priests (8:1–36).
 - Aaron and his four sons were washed, clothed, and anointed with oil (8:1–13).
 - Moses offered sin, burnt, fellowship and grain offerings for them (8:14–32).
 - Aaron and his sons were made holy by means of blood (8:23–24, 30).
 - Aaron and his sons stayed in the tabernacle for seven days (8:33–36).
2. Aaron did his job as the new high priest (9:1–24).
 - God gave Aaron instructions to offer sacrifices for himself and all the people (9:1–7).
 - Aaron obeyed and offered sin and burnt offerings for himself (9:8–14).
 - Aaron obeyed and offered sin, burnt, grain, and fellowship offerings for the people (9:15–22).
 - God's glory appeared to all, and fire from God burned up the offerings (9:23–24).
3. Aaron's sons Nadab and Abihu did not treat God as holy (10:1–7).
 - Nadab and Abihu burned incense to the Lord in a way He had not commanded (10:1).
 - Fire from God burned them up (10:2).
 - The LORD said He must be treated as holy, especially by those who serve Him (10:3).
 - Aaron was not allowed to grieve because he still had a holy job to do (10:4–7).





Lesson Questions

Use these questions to teach or to review this week's lesson.



Ages 3–5 Lesson Questions

- 1. What job did God give to Aaron and his sons?**
God called them to be priests.
- 2. When Aaron obeyed God, what happened to Aaron's offerings?**
Fire from God burned them up.
- 3. When Nadab and Abihu did not obey God, what happened to them?**
Fire from God burned them up.
- 4. Why do we have to be careful when we worship God?**
God is holy.



Ages 6–11 Lesson Questions

- 1. What did the twelve stones in the high priest's ephod represent?**
They represented the 12 tribes of Israel. When the high priest went into the Holy of Holies, it was as if all of Israel entered God's presence.
- 2. What part of the priests' bodies did Moses put blood on, and why?**
He put blood on their right ears, right thumbs, and right big toes. This showed that the priests were made holy by the blood of sacrifices. They were to serve God by listening to His holy word, doing His holy work, and walking in His holy way.
- 3. Who did Aaron offer sacrifices for, and why?**
He offered sacrifices for himself because he could not lead the people in worship until his own sins were forgiven. Then he offered sacrifices for the people because he was their mediator with God.
- 4. What happened to Aaron's offerings?**
Fire from God burned them up, showing that God was pleased with his offering.
- 5. What did Nadab and Abihu do?**
They burned incense to God in the wrong way. They did not respect God's holiness.
- 6. What happened to Nadab and Abihu?**
Fire from God burned them up, showing that God's holiness is very serious.
- 7. How is Jesus the great High Priest?**
He offered Himself as a sacrifice. He entered God's holy presence as our holy mediator. He represents us before God and God to us.
- 8. How are we to be priests for God?**
We are to worship God carefully because He is holy.

Lesson Activities

Choose from the following ideas to introduce, illustrate, and apply this week's lesson.

AGES 3–5



BRIDGING THE GAP

Tell the children that we need something to bridge the gap between us and God. This is because God is holy and we are sinful. Put two tape lines on the floor far enough apart that the children cannot jump across. Pull out a board to bridge the gap between the two tape lines. Allow the children to walk across the gap on the board. Explain that God made a group of men to bridge the distance between the sinful people and holy God. These men were called priests. A big word we use for this is *mediator*. A mediator is someone who helps us come to God. In today's lesson, we will learn how God started a priesthood to help the Israelites come to Him. Jesus is now every Christian's high priest. He stands between God and man.

HOT LAVA

Lay out pieces of colored paper on the ground. Choose one color to make a path across the room. The stepping stones are like the specific instructions that God gave Israel about how to approach Him. Have the children walk the path. If they step on the wrong color, or off the paper, they are out.



HIGH-PRIEST CLOTHES

Before class, make a child-sized vest out of a brown paper bag. Cut a neck hole in the bottom and armholes in the sides. Cut the bag in the middle of one of the wide sides, from the top of the bag to the neck hole. This will make the shape of a vest. See Exodus 28 for decorating the vest. Explain that this vest is like what the high priest would wear into the tabernacle. Allow a child to put on the vest during the lesson to show the children what it looks like. Tell that children that before going into the tabernacle, Aaron first had to take a bath. Then he had oil put on his head. After that, he had a drop of blood put on his right earlobe, his right thumb, and his right big toe.

PRIESTLY JOB

Help children understand the job of a priest with the following actions. Priests were set apart to serve God by 1) offering sacrifices (hands out and palms facing up), 2) living a holy life (two fingers walking straight line across palm), and 3) speaking God's words to His people (touch fingers to lips and move fingers away).



JESUS THE HIGH PRIEST

See *Year 1 Craft Book, Book 2*.

Materials: Craft sheet, construction paper, crayons, scissors, and glue.

Directions: Pre-cut the pictures, rectangle, and verse from the craft sheet. Make and arrow from construction paper. Have the children color a picture of themselves in the white rectangle and glue it to the left side of the page. Glue the arrow and the cross in the middle of the page and glue the "God is Holy" circle on the right side. Decorate the "God is Holy" circle with shiny types of glitter glue to represent the splendor of God's holiness. Glue on the verse to the bottom of the page.

Jesus the High Priest
See *Year 1 Craft Book, Book 2*.



TEACH THE BIBLE LESSON

God establishes the priesthood • Leviticus 8:1–10:7



AGES 6–8



INTRODUCE

ORDER IN THE COURT

Materials: black robe, gavels

Directions: Dress up as a judge. Explain that when someone commits a crime, he has to go to court and be punished. Explain that when we sin, we are committing a crime against God. So we must go to God's court to be judged. The good news is that if we are believers, Jesus is our defender and mediator. Explain that Jesus takes our punishment, and we take His innocence. In today's lesson, we will learn about the priests, who were the mediators between God and men before Jesus died on the cross.

FOLLOWING INSTRUCTIONS

Create a set of verbal instructions. For example: (1) Remain perfectly quiet; (2) Stand up; (3) Lift up your left hand, palm facing upwards; (4) Say the first five books of the Old Testament; (5) Sit down. Read them and tell the children to listen carefully, trying to remember them in exact detail. After reading the instructions, allow the children to try to act out the instructions. Explain that the priests needed to be especially careful to follow God's commands and treat Him as holy, since God is perfect, pure, and worthy of reverence.



ILLUSTRATE

LINKING GOD AND MAN

Create two rings out of construction paper: one white and one dark. Hold up the dark ring and tell the children this represents us, sinful man. Hold up the white ring and tell the children this represents holy God. Explain that these two rings are separated because holy God cannot be near sinful man. Using a strip of red construction paper, connect the two rings and fasten the red paper so that it becomes a third ring between the white and dark rings. Explain that this red ring represents Jesus, our mediator, who shed His blood to allow sinful man to come near holy God.

HOLINESS OF GOD

We are sinful and can never reach the heights of God's holiness. Before class, pin something to the ceiling or high on one of the walls. Ask the children if they are able to reach the item. Tell them that we need a mediator, something to stand between us and the item to help us reach it. Pull out a step ladder so that you are able to reach it. Explain that the priests stood between God and the people, representing them before God.



APPLY

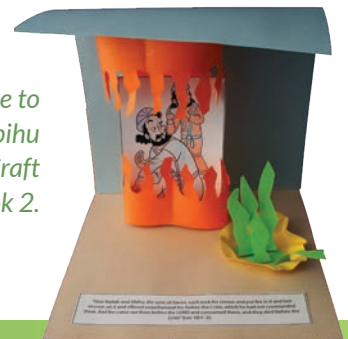
GOD'S RESPONSE TO NADAB AND ABIHU

See Year 1 Craft Book, Book 2.

Materials: Craft sheet, tan and blue cardstock, orange and green and yellow paper, crayons, scissors, and glue.

Directions: Instruct children to fold both the tan and blue cardstock into a third lengthwise. With the tan cardstock as the base, glue the larger portion of blue cardstock to the small portion of the tan cardstock as pictured below. Form a cylinder with orange paper and cut flames into the center portion. Color and cut out the picture of Nadab and Abihu from the craft sheet and place them inside the fire cylinder. Glue the cylinder to the tan cardstock. Create a small censor from yellow paper with green flames inside to represent the "strange fire." Glue the censor and verse to the tan cardstock.

God's Response to Nadab and Abihu
See Year 1 Craft Book, Book 2.



AGES 9–11



INTRODUCE

APPOINTMENT WITH THE PRESIDENT

In preparation to teach about the need for a mediator (the priests and eventually Jesus), discuss what it would take to enter the White House and talk to the president. You could not just go up to the gate and say, “I would like to talk to the president.” They do not know who you are or why you want to talk with him. It would require a mediator. You would have to talk with someone who would schedule an appointment and clear you through security. In the same way, the priests were mediators between God and man.

SPLITTING THE VEIL

Bring a large piece of butcher paper to class. Have two children hold it up. Explain that in the tabernacle only the High Priest (and only once a year) could go beyond the veil separating the holy place from the most holy place. He did this to represent the people before God. But Jesus permanently removes the separation between God and man (cut the butcher paper in two) through His once-for-all sacrifice for sin.



ILLUSTRATE

MOCK TRIAL

Materials: gavel, large piece of red cloth, guilty verdict (paper that says “guilty”)

Directions: Select volunteers to be the judge (God), the lawyer (Jesus), and the guilty defendant (man). The judge holds the gavel and the guilty verdict, the defendant sits in a chair, and the lawyer holds the red cloth. The judge should ask if the defendant has committed any crimes. The defendant should give an honest answer (yes). Then the judge gives a guilty verdict with a penalty of death, but the lawyer steps up to the defendant’s rescue. He says that he will take the punishment for the guilty man. The lawyer then gives the red cloth to the defendant (Jesus’ blood and righteousness). The judge should then change the verdict of the man to innocent and give the guilty verdict to the lawyer.

TREATED AS HOLY

Ask the children how people usually behave at an important event like a wedding or funeral (respectful, somber, etc.). Then ask them why (they understand the significance of the event). Explain that God gave the priests very specific instructions concerning their behavior because they were near to His presence. Nadab and Abihu didn’t treat God’s presence as holy.



APPLY

CLASS DISCUSSION:

REMEMBER TO BE HOLY!

Write the acronym “HOLY” vertically on the board. During the application portion of the lesson, fill in the following reminders for children to live holy lives. Encourage the children to take notes during the discussion. Give specific examples of how they can honor, obey, listen, and show that they desire to be holy.

Honor God

Obey God

Listen to God’s commands

Yearn to be holy



LESSON 30

God Ordains the Day of Atonement

LEVITICUS 16:1-34



Forgiveness and cleansing from sin come through the death of a substitute.



“For on this day shall atonement be made for you to cleanse you. You shall be clean before the Lord, from all your sins” (Lev 16:30).

Supporting Truths

1. All people need forgiveness and cleansing.
2. To be forgiven and cleansed, there must be a blood sacrifice.
3. Through a substitute sacrifice, sins are removed.
4. True repentance is required in order for the sacrifice to apply to a person.
5. Jesus fulfills the Day of Atonement.

Objectives

1. State that the sacrifices were offered for all Israel, including the high priest.
2. Describe the two sin offerings and what Aaron did with the blood.
3. Describe what the high priest did to the goat sent into the wilderness.
4. Explain how the high priest confessed sin and all the people fasted.
5. Compare Jesus to the sin offerings and to the high priest.



Lesson Summary

God gave the Day of Atonement to provide forgiveness and cleansing from sin. It was a day of sadness, humility, confession of sin, and repentance. It was the only day when the high priest entered the Holy of Holies, and even then he could only enter as he carried in the blood of the sin offerings. He offered a sin offering for himself and one for the people, and he also sent away one of the goats into the wilderness as a sign of Israel's sins being carried away.

Spotlight on the Gospel

Jesus fulfills the Day of Atonement. In Him believers find atonement. He is the final sin offering whose death pays for sin.

LAST WEEK



God establishes the
priesthood
Leviticus 8:1-10:7

THIS WEEK



God Ordains the Day of
Atonement
Leviticus 16:1-34

NEXT WEEK



God requires holy living
Leviticus 19:1-37

Lesson Commentary

Forgiveness and cleansing from sin come through the death of a substitute.

Israel had received instructions for the sacrifices (Lev 1–7), and then the priesthood was set up (Lev 8–10). The sacrifices and the priests, along with the tabernacle, were the way God graciously allowed a sinful people to belong to a holy God. One of the priests' jobs was to instruct the people about the clean and the unclean (10:10–11). So the next section taught Israel how to live pure lives for the sake of their holy God (Lev 11–15). But the laws of cleanness also showed that it is impossible for a human always to be clean, and human uncleanness even defiles the tabernacle itself (15:31). So the next chapter (16) describes the Day of Atonement, a special day once per year when the tabernacle and all the people would be purified from their sins.

The high priest prepared carefully (16:1–5)

The instructions for this special day came right after Aaron's sons, Nadab and Abihu, died for offering incense in the wrong way (Lev 16:1). This was a reminder to Aaron that coming into God's presence on the Day of Atonement was very serious, because God Himself was said to dwell over the lid of atonement in a special way (16:2). So Aaron first had to wash himself, illustrating that only the pure in heart can see God (Matt 5:8). Then he dressed in plain linen clothes instead of in his fancy high priestly clothes, demonstrating this was not a normal day.

The high priest offered sin offerings for atonement (16:6–19)

The high priest then presented several sin offerings, a bull for himself and his family (Lev 16:6), and two goats for all the people (16:7). First the high priest slaughtered the bull (16:11), and by repeating "for himself" three times, the verse emphasizes how important it was for the high priest to have **atonement**: he needed his sins paid for and washed away by the blood of a substitute sacrifice. Then he brought its blood into the

Holy of Holies. He came into the Holy of Holies burning incense, so that the cloud of incense would cover the lid of atonement on the ark. It seems that this prevented him from seeing God and dying (16:13). Then he sprinkled the blood on the lid of atonement (16:14). The Ten Commandments were under the lid of atonement, God's holy presence appeared above the lid of atonement, and the blood was in between. This shows that only blood can redeem sinners from the condemnation they deserve for breaking the law (1 Pet 1:18–19).

Sprinkling the blood seven times illustrated complete purification of the high priest and of the Holy of Holies. After this, the high priest went out and did the same thing again, but this time with one of the goats as a sin offering for the people (Lev 16:15). On his way out of the tabernacle, he also atoned for the Holy Place (the altar of incense, the lampstand, and the table of bread) and the bronze altar (16:16–19).

As the high priest performed these offerings for atonement, he pictured the great High Priest, Jesus Christ. The high priest served as a **mediator**, one who represented all the people before God, and no one else was allowed in the tabernacle during this ceremony. So Jesus Christ is the one mediator between God and man, and no one else can be mediator with Him (1 Tim 2:5). Also, as the high priest atones for sin and purifies from uncleanness, so Jesus' death pays for sin (1 John 2:2) and cleanses from sin (Heb 10:10; 1 John 1:7).

But Jesus is much greater than any human high priest. He is perfect (1 Pet 2:22) and needed no sin offering for Himself. Instead, He offered Himself as the sin offering for others (Heb 9:12). When He did, the veil separating the Holy of Holies was torn (Matt 27:51), so that all who come through Jesus can enter the presence of God (Heb 4:14–16; 10:19–22).

THINK ABOUT IT

The people did not pay for their sins personally but their sins were paid for by a substitutionary sacrifice.





The high priest sent a goat away (16:20–22)

After these offerings were finished, the priest then took the second goat. Instead of killing this goat, he sent it away “to Azazel” (Lev 16:10). “Azazel” most likely means “the goat that departs” (a scapegoat), or it may refer to the practice of sending this goat over a cliff. Either way, the point is that this goat was to be sent far away from the people.



THINK ABOUT IT
When God forgives sin He removes it as far as the east is from the west (Ps 103:12).

The high priest put both hands on the live goat (16:21). Normally only one hand is placed on an offering, a sign of confessing sin and putting that sin onto the animal. Putting two hands on this goat

shows that this was a greater confession and greater atonement than normal sin offerings. In fact, the verse uses three separate terms for sin (also in Ps 51:2–3), showing that all of Israel’s sins, known or known, defiant or unintentional—all their sins were being sent away on this goat (Lev 16:22). While the first goat was killed as payment for sins, the second goat was sent into the wilderness to show that after sins are paid for and confessed (Prov 28:13), they are taken far away.

The same words about bearing iniquity (16:22) are applied also to Jesus (Isa 53:4, 6, 12). He bore sins outside of the camp (Heb 13:12). Through Jesus, God takes away all the sins of those who confess and trust in Jesus (1 John 1:9; 3:5).

The high priest offered burnt offerings (16:23–24)

After the sin offerings, the high priest washed and then changed back into his high priest robes (16:23–24). Then he offered two burnt offerings, one ram for himself and another ram for all of Israel. These burnt

offerings represented renewed dedication to the LORD. They had to come after the sin offerings, because sin must be paid for before a person can present himself to God (Rom 12:1).

The Day of Atonement was a very special day (16:29–34)

After describing the offerings performed by the high priest, God then gave instructions for all the people. They were to observe this day once each year. They were to “afflict” themselves, which refers to fasting, or not eating all day. They were also not to do any work (Lev 16:29). The day was a Sabbath for Israel (16:29). Fasting is fitting for a national day of confession. It is a sign of repentance, showing that even the sin offerings of the Day of Atonement are meaningless for a person who refuses to repent (Isa 1:11–17).

When they humbled themselves, they would be cleansed on this day from all their sins (Lev 16:30, 34). Earlier, one of the words for sins included the word for rebellious sin. Normally, sin offerings could not be made for such sin. But on this day, even the rebellious sin would be paid for and removed far away through confession, repentance, and a substitute sacrifice.

So this day was a very important day, one that was to be celebrated once per year forever (16:34). Believers no longer offer these sacrifices, not out of disobedience, but because this sacrifice has been completely fulfilled in Jesus Christ. Now by repentance and faith we can know that Christ’s sacrifice completely dealt with our sin.

THINK ABOUT IT
It is impossible for the blood of bulls and goats to take away sins (Heb 10:4).



Lesson Outline

Forgiveness and cleansing from sin come through the death of a substitute.

AGES 3–5 LESSON OUTLINE



1. The high priest washed himself and dressed in plain clothes (16:1–5).
2. The high priest killed two animals for sin offerings (16:6–19).
3. The high priest sent a goat away carrying Israel's sins (16:20–22).
4. The people confessed sin, repented, and were forgiven (16:29–34).

AGES 6–11 LESSON OUTLINE



1. The high priest prepared carefully (16:1–5).
 - The high priest had to be careful because he came into God's presence (16:1–2).
 - The high priest washed himself and wore clean, humble clothing (16:4–5).
2. The high priest offered sin offerings for atonement (16:6–19).
 - He offered a bull for himself and a goat for all Israel (16:6, 11, 15).
 - He came to the place of atonement with incense (16:12–13).
 - He sprinkled blood on the place of atonement (16:14–15).
 - He made atonement for the Holy Place, the tent, and the bronze altar (16:16–19).
3. The high priest sent a goat away (16:20–22).
 - He put his hands on the live goat (16:21).
 - He confessed Israel's sin and placed them on the goat (16:21).
 - He sent the goat away into the wilderness carrying Israel's sins (16:22).
4. The high priest offered burnt offerings (16:23–24).
 - He washed and then changed back into his high priest robes (16:23–24).
 - He offered a ram for himself and a ram for all Israel (16:24).
5. The Day of Atonement was a very special day (16:29–34).
 - The day was a Sabbath for Israel (16:29).
 - It was a day of atonement and cleansing once each year (16:30, 34).



Lesson Questions

Use these questions to teach or to review this week's lesson.



Ages 3–5 Lesson Questions

- 1. Why did the high priest wash himself?**
He washed himself to show that only people who are pure and clean can see God.
- 2. Why were the bull and goats called sin offerings?**
Because the high priest offered them to pay for sins and to wash sins away.
- 3. What did the high priest do with the second goat?**
He sent it into the wilderness, showing that when our sins are paid for, God takes our sins away.
- 4. What did the people do?**
They did not eat food or do any work.



Ages 6–11 Lesson Questions

- 1. Why did the high priest have to be careful about coming into the Holy of Holies?**
This is the place where God appeared to the high priest. God is holy, and those who do not treat Him as holy die like Nadab and Abihu.
- 2. What did the high priest offer as sin offerings?**
He offered a bull for his own sin and a goat for all the people's sins.
- 3. What did he do with the blood of the sin offerings?**
He sprinkled the blood from each offering seven times on the lid of atonement in the Holy of Holies.
- 4. What is atonement?**
Atonement is paying the price for sin, and it is also washing sins away. The blood of the sacrifices paid for sins and cleansed the people and the tabernacle.
- 5. What did he do with the second goat?**
He put both hands on it, confessed all of Israel's sins, and sent it far away into the wilderness.
- 6. How often was the Day of Atonement to be celebrated?**
Once a year.
- 7. What did the people do on this day?**
They fasted and did not do any work.
- 8. How does Jesus fulfill the Day of Atonement?**
He is the sin offering who died for sin and the sin offering who bears sin away. He is also the high priest who brings His own blood to God and represents all who believe in Him. Through Him we have forgiveness and entrance into God's presence.

Lesson Activities

Choose from the following ideas to introduce, illustrate, and apply this week's lesson.

AGES 3–5



INTRODUCE

DIRTY CLOTHES

Illustrate the need for atonement for sins by using dirty clothes. Take a set of very dirty clothes to show the class. Ask the children, “Would your parents allow you to go to church wearing dirty clothes like these? This illustration demonstrates how preparation (atonement for sin) must be made before coming into the presence of God. It was necessary for the people of Israel to present a sacrifice in their place for their sins. In today’s lesson, we will learn about a special day on which Israel was cleansed from their sin. This helped them come to God clean from sin.

ONCE-FOR-ALL

Talk about things we do on a regular basis (brush our teeth, cut our fingernails, cut our hair, clean our room, etc.). Tell the class that Israel celebrated the Day of Atonement every year because the sacrifices they offered for sin couldn’t completely pay for it. However, when Jesus Christ died on the cross He paid for sins once-for-all. This is why there is no need to celebrate the Day of Atonement anymore.



ILLUSTRATE

CLEAN INSIDE AND OUT

Materials: cleaning bucket, assortment of sponges and scrubbers, spray bottle, washcloth, bar of soap, small Bible.

Directions: Ask the children how they get clean on the outside. Pull out the spray bottle, sponges, and scrubbers and ask if they use these things to clean themselves. (This should elicit a negative response.) Pull out the washcloth and soap and ask if they use these things to clean themselves on the outside. (This should get a positive response.) Then ask the children how they clean themselves on the inside—their minds and hearts. Show your Bible and explain that only God’s Word can make you clean inside.

SPONGE CROSSES

Before class, cut sponges into the shape of a cross. Make enough for each child to take home, and use one during the lesson to show children that only Jesus can make us clean from sin.



APPLY

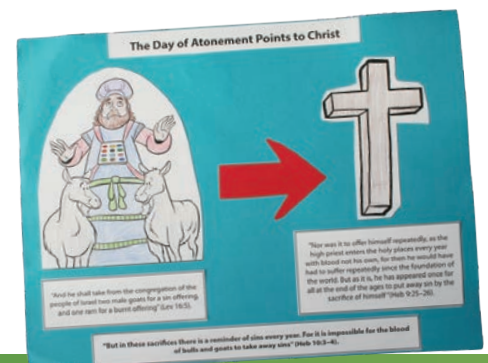
DAY OF ATONEMENT POINTS TO CHRIST

See Year 1 Craft Book, Book 2.

Materials: Craft sheet, cardstock, red paper, crayons, scissors, and glue.

Directions: Pre-cut pictures and verses from the craft sheet. Make an arrow out of red paper. Help the children to glue the pictures and verses to the cardstock as pictured below.

Day of Atonement Points to Christ
See Year 1 Craft Book, Book 2.



TEACH THE BIBLE LESSON

God Ordains the Day of Atonement • Leviticus 16:1-34



AGES 6-8



INTRODUCE

HAND SOAP

Bring in a small bottle of hand sanitizer. We use this special lotion to kill the germs on our hands and make them clean. Put a small amount of hand sanitizer on each child's hands to make them clean. We all have sin in our lives. Every day, we need to be cleansed from sin. The Israelites were the same. We are going to learn about the Day of Atonement today. Once a year, a special sacrifice was made to cleanse the people from their sin. The goats we will learn about did not really take the sin away, but belief in God's promise did.

PREPARE TO MEET GOD

Ask the children to describe how they would prepare if they had an appointment with God tomorrow. Have them describe how they would get ready, what they might wear, what gifts they might take, and what they might say once they arrived. The book of Leviticus illustrates the preparations the Israelites made to come before a holy God. Why do the children think they could fellowship directly with God?



ILLUSTRATE

IT'S THE HEART THAT MATTERS

Ask the children if they attended church last week. What about the week before? What about the week before that? Which child has the longest active streak of church attendance? Then ask the children if physical attendance in church has any ability to forgive sin. It does not. The sacrifices on the Day of Atonement, similar to church attendance, were worthless unless accompanied by genuine repentance and faith.

CLEAN AND WHITE

Bring two pairs of socks to class. Have one pair be a brand new pair of white socks and the other an old dirty pair. Show the brand new pair of socks to the class. Ask them what happens to socks over time as they are worn. Then show them the old, dirty socks. Explain that socks get dirty over time. The Israelites, like all people, got dirtier over time because of daily sin. The Day of Atonement was a special day to pay for sin and to remember that we are constantly sinning. Ask the children which sock they most resemble.



APPLY

THE DAY OF ATONEMENT

See Year 1 Craft Book, Book 2.

Materials: Craft sheet, tan cardstock, brown construction paper, crayons, scissors, and glue.

Directions: Instruct children to make a tabernacle and tabernacle walls from brown construction paper and glue them to a sheet of tan cardstock (see below). Color and cut out the pictures from the craft page and glue them onto the tan cardstock.

The Day of Atonement
See Year 1 Craft Book, Book 2.



AGES 9–11



INTRODUCE

MUDDY SPOONS

Did you use a muddy spoon to eat a bowl of cereal this morning? Of course not! You used a clean spoon. The Israelites were like muddy spoons. They needed to be cleaned so that God would live with them and so that He could use them. Once a year, God had a special sacrifice that showed the people their need for cleansing. This happened on the Day of Atonement. Today, we are going to learn about the Day of Atonement and see how the people were cleansed.

SCAPEGOAT

Pass out sticky notes and pencils. Ask the children to write down some sins they committed that week on the back of the papers to ensure that they will remain private. To illustrate the purpose of the second goat serving as a “scapegoat,” ask an adult volunteer to play the role of the goat. Have the children stick their papers to the scapegoat. After all the children have attached their sins to the scapegoat, ask the person to leave the room for the remainder of the class period to symbolize how the sins were removed from Israel each year on the Day of Atonement.



ILLUSTRATE

TOILET BOWL TOOTHBRUSH

Show a toothbrush to the class and ask if the children would use it to brush their teeth. Then explain that you used it to clean your toilet this morning before church. Any takers? Use this illustration to picture our sinfulness and need of cleansing from sin.

REMINDERS THAT GOD IS HOLY

Have the children describe some things we do to help us remember. Some suggestions include putting notes on the fridge, setting an alarm, and making a shopping list. Similarly, God instituted various rituals, feasts, clothing, sacrifices, and a way of life to daily remind His people, the Israelites, about His holiness.



APPLY

VENN DIAGRAM: SACRIFICES

Help the children create a Venn Diagram and tell them to list things that the two sacrifices had in common in the space where the two circles overlap and list differences in the distinct parts of the circle. Some examples are provided for you below.

Similarities

- Holiness is required by God
- Blood atoned for sins
- Forgiveness and communion with God resulted
- One sacrifice was made for all people

Day of Atonement

- Once a year
- Sacrifice offered by the high priest
- Goat bore the sins of Israel
- Past sins were atoned for
- Israel would continue to need to bring sin offerings to God the following year
- Veil remained separating the Holy of Holies

Jesus' Death on the Cross

- Once for all eternity
- Jesus offered Himself as the sacrifice
- Jesus became sin for us (2 Cor 5:21)
- Past and future sins atoned for
- New Testament believers need no more atoning sacrifice
- Veil separating the Holy of Holies was torn at Jesus' death (Matt 27:51)



LESSON 31

God requires holy living

LEVITICUS 19:1-37



God requires holy living.



“You shall be holy, for I the LORD your God am holy” (Lev 19:2).

Supporting Truths

1. God’s people are to be holy.
2. Holy means loving God in purity.
3. Holy means loving other people in purity.
4. Holy means being distinct from the rest of the world.
5. Holiness is a response to God’s grace, not a way to earn His grace.

Objectives

1. State the command to be holy because God is holy (Lev 19:2).
2. List two laws that illustrate the need to love God in purity.
3. List four laws that illustrate the need to love others in purity.
4. List three laws that illustrate how Israel was to be different from their neighbors.
5. Compare the reason for being holy in Lev 19 with the reason in 2 Cor 5:14 and Rom 6:22.



Lesson Summary

After graciously providing the way for Israel to live in His holy presence, God then showed them that they needed to respond to His grace by living holy lives. The reason for being holy is because God is holy. His people are to reflect His character. There are many particular laws in Leviticus, but they are summed up by loving God, loving others, and being distinct from the world.

Spotlight on the Gospel

God saved Israel so that they would serve Him in holiness. And God saves all who believe in Jesus Christ so that they will display His glory by living holy lives. Both for Old Testament believers and New Testament believers, God saves as a gift of His grace. But then those who are saved are to go on to do good works, loving God and loving others in purity. In this way they display the glory of Christ.

LAST WEEK



God Ordains the Day of
Atonement
Leviticus 16:1-34

THIS WEEK



God requires holy living
Leviticus 19:1-37

NEXT WEEK



Israel rejects God's
provisions
Numbers 11:1-12:16

Lesson Commentary

God requires holy living.

In the first half of Leviticus (chapters 1–16), God provided the means for His people to dwell in His presence, even though He was holy and they were sinful. At all times the means of coming into God’s presence is given as a gift of God’s grace. But now that the Israelites were able to dwell in God’s presence, God expected them to live a holy lifestyle in response to His grace. Leviticus 19 is a glimpse into what it meant for Israelites—and for us today—to live holy lives.



THINK ABOUT IT
Israel’s conduct was to be shaped by God’s character.

Be holy by treating the LORD as holy (19:1–8)

The reason for being holy is to reflect God’s own character (Lev 19:2). The way we ought to behave (our ethics) is based on who God is (our theology).

The world likes to create its own standards of right and wrong, or it denies that there is such a thing as right and wrong. But God’s character is the standard. Since God is holy, God’s people are to be holy. **Holy** means *pure and separate*, so God’s people are to be pure and separate from the world around them in order to reflect God’s own character.

The first command is to honor one’s father and mother (19:3). The word for “honor” also means “fear” or “respect,” and it is usually applied to God, not to humans. It comes first in this list because it is very important. It shows that holiness starts at home. What happens in the home will shape the entire culture. Where children of any age do not honor their parents, they are not likely to honor God or any other authority.

Next, the Sabbath command is an important spiritual duty (19:3). Although it has been fulfilled in Christ and is no longer binding (Rom 14:5), the principle of the Sabbath is rooted in the created order (Gen 2:1–3). In order to be holy, God’s people must look to Him for rest and provision (Isa 30:15), and they must remember what all their work is for (Col 3:23–24).

Holy worship must also be free from idolatry (Lev 19:4). The word for idolatry includes the sense of something worthless. False gods are worthless because

they promise much but produce nothing. So those who worship idols are also worthless.

Finally, to treat God as holy a person must be pure in presenting his offerings to God (19:5–8). Only the fellowship offering is listed here because it involves the greatest participation by the offerer. If he is unclean when he eats of it, or if he eats it after the second day, he defiles the offering. Therefore, in the home, at all times, and in all worship, God’s people must be holy because He is holy.

Be holy by loving your neighbor as yourself (19:9–18)

Holiness is not just about how a person relates to God; it is also very much about how people relate to each other. God cares for the poor (Ps 146:7), so to be holy like God, His people must also care for the poor (Lev 19:9–10). By leaving grain or other produce in the field, the Israelites provided food for the poor. This allowed the poor to survive by their own labor, without being tempted to be lazy and without having to be humiliated by begging.

Holiness means keeping all of God’s commands as an act of love towards others. Both the attitude and the specific commands continue to apply

today. It is wrong to steal, cheat, or lie (19:11–12; Col 3:9). It is wrong to harm others for one’s own benefit or take advantage of others’ weaknesses (Lev 19:13–14; Jas 5:4). Even though it is good to provide for the poor, it is wrong to distort justice for anyone, whether poor or rich, because God is just (Lev 19:15; Ps 85:10; Jas 2:1). It is wrong to speak badly about others, or do anything that would unjustly put another person’s life in danger (Lev 19:16; Col 3:8).

This kind of holiness comes from the heart, so God’s commands addressed the heart. The Israelites were not even to hate another person in their heart (Lev 19:17), but were instead to fulfill the second greatest command: love your neighbor as yourself (19:18). This command is repeated many times in the New Testament, because it sums up every law about how people are to act towards each other (Matt 19:19;

THINK ABOUT IT
True love for God will manifest itself in a love for others.





22:39; Mark 12:31; Luke 10:27; Rom 13:9; Gal 5:14; Jas 2:8). Some try to twist “love” to make it mean that we must show tolerance for everything our neighbor does. But between the command not to hate and the command to love comes the command to rebuke those who do wrong. Whoever fails to correct wrongdoing also fails to love his neighbor.

Be holy by being different from the world (19:19–31)

This next section tends to focus on laws specifically for Israel in its time. They were to keep God’s commands in order to be holy, distinct from the nations surround-

ing them (Lev 19:19). They were not to mix animals in breeding, seeds in sowing, or material in clothing, perhaps as a symbol of Israel’s separateness (19:19).

Unlike the nations around them, they were to be pure in marriage. Although immoral behavior with a slave did not require the death penalty, it was still adultery (19:20–22). The man, not the slave girl, was held guilty, because he was free and she was not.

Israel was also distinct in patiently honoring God, unlike its neighbors who frantically sought to satisfy their greed. After planting trees, an Israelite was to let it mature for three years, then after all that waiting, he was to give God the fruit of the fourth year, waiting one more year before enjoying its fruit himself (19:23–25).

Israel was distinct in the way they related to death and the spiritual world. Unlike their neighbors, they were not to eat flesh with blood in it (19:26). They were also to trust God to reveal the future if He saw fit, unlike their neighbors, who examined animal parts to try to figure out the future (19:26). As God’s people, they were to hope in Him for life after death, rather than mutilate their bodies in mourning for the dead (19:27–28). They were to keep their land holy by avoiding the immoral worship practices of their neighbors, practices like prostitution and trying to speak to the dead (19:29–31).

Be holy by respecting the weak and being fair to everyone (19:32–37)

The last set of commands again returns to being holy by loving one’s neighbor. This love is especially toward those who tend to be taken advantage of. The Israelites were to honor the elderly as a way to honor God (19:32). When the elderly are no longer honored, it is a sign that society is about to crumble (Isa 3:5). The Israelites were also to love the immigrant, the foreigner who came to live in the land (Lev 19:33–34). This reflects the character of God, who loved Israel when they were strangers in Egypt.

The final command is to be just and honest with measurements (19:35–36). It was tempting for a baker, for example, to make extra money by selling what appeared to be a pound of bread but was actually less than a pound. But God forbids such deception and requires integrity.

The final verse is a conclusion to the whole chapter, urging Israel to observe God’s commands and do them (19:37). Throughout the chapter, obedience is required based on the deliverance God had already accomplished. That is why the chapter repeats “I am the Lord your God” over and over again. Obedience was the fitting response to God’s redemption. Leviticus gives many particular laws, but Micah summed them up in just three: do justice, love mercy, and walk humbly with God (Mic 6:8). Jesus summed them up in two: love God and love one another (Matt 22:37–40).

Everyone who has been redeemed by Christ has become a servant of God (Rom 6:22) and is controlled by the love of Christ (2 Cor 5:14). They keep Christ’s commands (John 15:10) by depending on the Holy Spirit (Gal 5:16). They do so because they have been saved for a holy calling (2 Tim 1:9), to serve God without fear in holiness and righteousness forever (Luke 1:75–76). But for those who have not been redeemed, their righteous deeds are filthy rags (Isa 64:6).



THINK ABOUT IT

Holiness is to be a defining characteristic that differentiates the believer from the world.

THINK ABOUT IT
The holiness God requires can only be found in Christ.



Lesson Outline

God requires holy living.



AGES 3–5 LESSON OUTLINE

1. Be holy because God is holy (19:1–2).
2. Be holy by honoring your father and your mother (19:3).
3. Be holy by not stealing, lying, cheating, or hurting others (19:11–16).
4. Be holy by loving your neighbor as yourself (19:18).



AGES 6–11 LESSON OUTLINE

1. Be holy by treating the LORD as holy (19:1–8).
 - Be holy because God is holy (19:1–2)
 - Honor your father and mother (19:3).
 - Worship God the right way (19:3–8).
2. Be holy by loving your neighbor as yourself (19:9–18).
 - Help the poor and the stranger (19:9–10).
 - Do not steal, lie, cheat, or unjustly risk harm to others (19:11–16).
3. Be holy by being different from the world (19:19–31).
 - Do not hate others, but rebuke those who do evil (19:17).
 - Love your neighbor as yourself (19:18).
 - Keep God’s decrees and be different from the world (19:19).
 - Be pure in marriage (19:20–22).
 - Do not be hasty and greedy, but give to God first (19:23–25).
 - Do not copy the way the world worships (19:26–28).
 - Do not fill the land with wickedness (19:29–31).
4. Be holy by respecting the weak and being fair to everyone (19:32–37).
 - Honor old people (19:32).
 - Treat immigrants with love (19:33–34).
 - Be just and honest with money (19:35–36).
 - To sum up, keep all God’s commands (19:37).





Lesson Questions

Use these questions to teach or to review this week's lesson.



Ages 3–5 Lesson Questions

- 1. Why are we supposed to be holy?**
We are to be holy because God is holy.
- 2. How do you treat your parents in order to be holy?**
Holiness means obeying and honoring parents.
- 3. What are some bad things that you shouldn't do to other people?**
We should not steal, lie, cheat, or hurt other people.
- 4. How should you treat others to honor God?**
We should love other people as ourselves.



Ages 6–11 Lesson Questions

- 1. Are we told to be holy in order to earn God's favor?**
No. We are to be holy because God is holy. Our holiness is a response to the grace He has already shown.
- 2. If we have not yet been redeemed by God, what are our righteous deeds like?**
They are like filthy rags.
- 3. How can you be holy at home?**
We should honor our parents.
- 4. How can you be holy in worship?**
We should worship God in just the way He tells us to.
- 5. How can you be holy towards other people?**
We should not steal, lie, cheat, hurt, or hate other people.
- 6. How does the Bible sum up the way we treat others?**
We are to love them as ourselves.
- 7. Can you give some examples of how Israel was to be different than other nations?**
They were to dress differently, be pure in marriage, give God the first good fruit from their trees, not be obsessed with death, and worship God in purity.
- 8. Why does holiness involve treating strangers with love?**
God treated us with love when we were strangers, so we reflect His character by doing the same.

Lesson Activities

Choose from the following ideas to introduce, illustrate, and apply this week's lesson.

AGES 3–5



INTRODUCE

HOLINESS REVIEW

Review “holiness” with the children. Explain that holiness means being separate from sin. Help the children picture this by bringing in two small containers full of salt. In one container, mix in a little pepper. Fill the other with salt only. Only one of these containers is pure, separate from pepper (sin).

DIFFERENT HATS

God wanted the Israelites to be noticeably different from the world. When they did the things God told them to do, other people would notice and know they were God’s people. Here are some hats for people we know who are different. When the people wear them, we know what those people’s jobs are.

Fireman’s Hat: Besides his special hat, a fireman also wears a uniform, a badge, and boots, and he drives a fire truck with lights and loud sirens.

Captain’s Hat: The captain of a ship wears a special hat along with his uniform.

Baseball Team Cap: A baseball player wears a special cap with a logo on it. His hat identifies him as a member of a certain team. Otherwise, all the men running around on the field would get confused about who was on their team.



ILLUSTRATE

LOVE LETTER

Write a letter to God, telling Him how you love Him. Put it in an envelope, seal it, address it to God, and bring it to class. After reading your letter to the class, ask the children why they love God. Explain that your desire to live a holy life is because you love God.

PUPPET APPLICATION

Think of situations that children struggle with at home or with their friends and that are related to today’s lesson. Examples include disobeying parents, lying, being disrespectful, tattling, and not sharing. Have the puppet talk to the children about different struggles he has in these areas. Have the puppet ask children for advice on what he should do.



APPLY

“THE LORD IS HOLY”

BRACELET

See *Year 1 Craft Book, Book 2*.

Materials: Craft sheet, yellow cardstock, foam decorative pieces, glitter glue, scissors, tape, and glue.

Directions: Prior to class, fold a sheet of yellow cardstock in half lengthwise and cut along the crease. Cut out “The Lord is Holy” piece from the craft sheet. In class, have children glue “The Lord is Holy” piece to the yellow cardstock that has been cut in half. Decorate the yellow cardstock with foam decorations and color in the words with gold glitter glue. Help the children to form a bracelet and tape it together according to the size of their wrist.

“The Lord is Holy” Bracelet
See *Year 1 Craft Book, Book 2*.



TEACH THE BIBLE LESSON

God requires holy living • Leviticus 19:1-37



AGES 6-8



INTRODUCE

HOLY LIVING

Discuss with the children things that people do today that make God sad and things that Christians do that make God glad. In Leviticus 19, God instructs the children of Israel to be set apart as a holy nation. They were told to live apart from the world in nearly everything they did. Ask the children, “What are things people do today that are against God’s instructions to be holy?” “What are some ways in which Christians should live apart from the world?” Then ask the children whether God is concerned with more than just being good. Which is better, picking up toys because your mom tells you to, or picking up your toys because you love your mom? We should be obedient to God because we love God and want to please Him.”

DIFFERENT RULES

God gave His people special rules to show they were different. In your class today, make up one or two rules that will show that your class is different. For example, you might make a “thank you/you’re welcome” rule. Every time a child receives something from a teacher or another child, he should say a clear and kind “thank you.”



ILLUSTRATE

SET APART: RARE CHINA

In Leviticus 19, the children of Israel were called to be holy by being different. The Israelites were called to be set apart as God’s possession for His special purpose. They were to look different because they had a different purpose than the rest of the world. The people of Israel were like a china plate. China is not used every day as plastic is. Plastic is designed for common daily uses. But on special occasions, we use the beautiful china. It is reserved for a very special purpose, just like the nation of Israel.

WHICH CAME FIRST?

Show the class an apple seed and an apple and ask the children which came first. Of course the seed came first. Without the seed there is no fruit! This is just like the fruit of holiness in our lives. Holiness is the fruit of a genuine love for God.



APPLY

HONOR YOUR FATHER AND MOTHER

See Year 1 Craft Book, Book 2.

Materials: Craft sheet, cardstock, crayons, scissors, and glue.

Directions: Have children cut out the puzzle pieces from the craft sheet. Arrange the pieces in their proper place and glue them to the sheet of cardstock. Glue the verse to the bottom of the cardstock. Children may color the picture if there is time.

Honor Your Father and Mother
See Year 1 Craft Book, Book 2.



AGES 9-11



SERVING THE PRESIDENT

Imagine that the president is going to come to our class today. Imagine that he has chosen you for a very special job. Everyone will know that you work for him. What if you wear dirty and torn clothes? What if you don't speak nicely to others? What if you aren't prepared to do the job when you are needed? Would that show the proper respect for the president? More importantly, would you be serious about serving God. God is perfect and hates sin, and we should also hate sin. Believers should show their love for God by obeying Him and being holy.

WHAT THE WORLD DOES

Ask the children what sinful things the world does. Ask the children what Christians should do and why they should do it. They should not do these things because God is holy. He wants us to live differently than the world around us. Today, as we learn about Leviticus, we are seeing how God wanted the Israelites to live holy lives. Many of the things that the world did then, it also does now.



LOVE GOD AND LOVE YOUR NEIGHBOR

Write these two categories on the board. As you read through Leviticus 19, pause after each command, and ask the children whether the command falls into the category of "Love God" or "Love Your Neighbor." Paraphrase the command on the board under the correct category label.

HONORING PARENTS

Ask the children to think about television shows or movies they have seen that show children being disrespectful or disobedient. How does the world portray parents and older people? Often, the world portrays parents as uncool, unkind, or dumb. In many movies and shows, children display disrespectful attitudes toward adults. This is very different from how God thinks of children and parents. God wants children to respect parents. In today's lesson, we are learning what God asks from children.



DO YOU LOVE ME?

How do you show your love to others? Ask the children to share ways that they express love. Write their ideas for display. Some ways are serving others, spending time with others, and giving words of encouragement. Explain that the Bible tells us how to express love to God. Love for God equals obedience to God (John 14:15).