J.F. GUILD PUBLICATIONS

Complete Leader Guide

Week 10 teaching preview

J.E. Jones

Available in paperback and on Kindle.

Teaching routes, discussion support, care for the group, and keyed answer guidance for Made in the image of God.

The following eight source-revised proof pages are retained unchanged. Printed student-page references include material in the full student book beyond the short public excerpt. Preview pages may differ from final editions.

A Teenager's Guide to Systematic Theology
Volume 3: Human Dignity and Human Sin

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LESSON 01 / COURSE WEEK 10

Made in the image of God

Central task: Explain why every human being has dignity that does not depend on achievement, ability, or social approval.

Student pages: 5-12

Preparation: Optional student preview: Genesis 1:26-31. Leader: read Genesis, Psalm 139:13-18, and James 3:8-10; review student pages 7-8 and the access case. Do not use a student's disability, body, or health history as an object lesson.

The 35-minute route

2 MIN / Welcome and pray

Student pages 5

State the central task, allow listening or passing, and offer a brief prayer. No preparation report or private experience is required.

8 MIN / Read the main passage(s)

Student pages 6

Read Genesis 1:26-31, Psalm 139:13-18, and James 3:8-10. Invite one brief OBS response naming the gift and responsibility. Definitions are available on page 6; do not require prior Bible knowledge.

7 MIN / Explain the central teaching

Student pages 7, 8

Use the seven-minute outline. Students retain both full Understand pages for rereading; preserve the doctrinal connections.

10 MIN / Discuss the three core questions

Student pages 9

Q1: 3 minutes; Q2: 4; Q3: 3. Accept spoken answers with reasons, reading any additional short passage specified by a prompt. Record an unfinished question rather than rushing it.

5 MIN / Apply the fictional case

Student pages 10

CASE: 3 minutes; FOLLOW: 2. Use the shared fictional situation without eliciting personal disclosures. Name a truthful response and a proportionate action.

3 MIN / Recall and pray

Student pages 11

REM: about 2 minutes; prayer or listening: 1. NEXT may remain a private note afterward. Point to voluntary practice without adding another required task.

The 55-minute route

Keep the core route and insert these twenty minutes before recall and prayer. The optional page extends the lesson; it does not supply missing essential teaching.

8 MIN / Further exploration: read and compare

Revisit the relevant reading and select two claims from page 12. Name the measure being used to rank a person.

7 MIN / Further exploration: paired explanation

Pairs correct one claim with a biblical reason and a practical response. They may speak instead of filling every line.

5 MIN / Further exploration: share and clarify

Use EXT for a short supported explanation. Check that dignity remains a gift and accountability remains possible.

Seven-minute teaching outline

2 MIN / Dignity is given

Genesis gives male and female God's image before assessing achievement. The image is not a divine body shape, a piece of deity, or a capacity test. Knowing, loving, and responsibility belong to the calling without becoming entrance requirements for personhood.

2 MIN / Bodies and dependence matter

A baby, a person with profound disability, and a frail adult have full dignity. Psalm 139 honors bodily life. Food, rest, access, protection, and listening are practical care from life's beginning to its natural end.

2 MIN / Dignity and accountability belong together

James 3 forbids blessing God while degrading His likeness. Sin damages our living as image-bearers but does not erase human worth. We can name wrongdoing and protect someone harmed without humiliating the wrongdoer.

1 MIN / Grace renews the calling

Christ shows human life perfectly turned toward God and gives forgiveness and renewal. Care follows grace; neither independent achievement nor public recognition awards dignity.

Care for the group

Never make a participant's body, disability, health, or care needs into a public example.

Consult the person affected without making them carry every practical burden. Do not assume consent to photographs or publicity.

Protect life and dignity without diagnosing the cause of a particular person's suffering.

Personal sharing is optional; study the fictional case without identifying classmates.

Do not require a public confession, harm history, disability disclosure or proof of spiritual experience.

If real harm emerges, attend to protection and suitable private support under the ministry's established procedures; do not promise secrecy.

Truthful accountability and mercy do not require immediate restoration of trust or unsafe reconciliation.

Answer guidance

Lesson 1 / Brief spoken answers are enough on the shorter route.

W10-OBS / Student page 6

What does God give human beings, and what responsibility does He entrust to them?

Guidance: God gives human beings His image and blessing, male and female, and entrusts responsibility within creation. Dignity is received before performance is measured.

Scripture and reasoning: Genesis 1:26-31, especially verses 26-28.

Watch for: Someone must successfully perform the task before possessing dignity.

Follow up: Which part of the passage names a gift, and which entrusts a task?

W10-Q1 / Student page 9

1. Why does Genesis 1:26-27 challenge ranking people by popularity, productivity, or ability?

Guidance: The Creator gives dignity to human beings; popularity, ability, productivity, and independence do not award it. The calling to reflect God is not an ability threshold that excludes those needing care.

Scripture and reasoning: Genesis 1:26-27 names male and female as bearers of God's image without a performance test.

Watch for: Some people bear a greater share of human worth because they achieve more.

Follow up: Explain the difference between being entrusted with responsibility and earning the right to matter.

W10-Q2 / Student page 9

2. How does Psalm 139:13-18 connect bodily life with praise and practical care?

Guidance: The psalmist praises God for forming and knowing bodily life. Bodies therefore deserve attentive care: food, rest, access, protection, and respect. People unable to express praise also retain dignity.

Scripture and reasoning: Psalm 139:13-18 connects bodily formation, divine knowledge, and praise.

Watch for: The psalm guarantees perfect health or tells us why a particular person has a disability.

Follow up: Name a practical form of care without making assumptions about what another person needs.

W10-Q3 / Student page 9

3. Why does James 3:8-10 challenge degrading speech? How can dignity and accountability belong together?

Guidance: James connects degrading people made in God's likeness with contradiction in worship. Respectful accountability can name a wrong, protect those harmed, and require repair without declaring anyone worthless.

Scripture and reasoning: James 3:8-10 appeals to God's likeness in people even while confronting sin.

Watch for: Respect means approving every choice, or wrongdoing removes all dignity.

Follow up: How could the same reply be both truthful about harm and respectful toward the person?

W10-CASE / Student page 10

Explain what both responses miss, and give a reply grounded in Sam's God-given dignity.

Guidance: The first response makes Sam's participation expendable; the second uses Sam's appearance while leaving the barrier. Sam bears God's image and should be heard in planning real participation rather than used for publicity.

Scripture and reasoning: Genesis 1:26-27 grounds dignity; the lesson applies it to practical care for embodied life.

Watch for: Access is a favor that makes Sam worthy, or a welcoming photo substitutes for inclusion.

Follow up: Invite a reply that names the barrier and asks what participation would be helpful.

W10-FOLLOW / Student page 10

Suggest one practical change and whom to consult. How can Sam participate without being made a spectacle?

Guidance: Consult Sam respectfully; move the activity, choose an accessible venue, or adjust the format with realistic planning. Leaders should share the logistical responsibility and ask consent before any publicity.

Scripture and reasoning: This is a practical application of Genesis 1's dignity and Psalm 139's regard for embodied life, not a venue rule directly specified by those texts.

Watch for: Sam must solve every logistical problem or accept public attention in return for access.

Follow up: Can the change provide actual participation while respecting Sam's preferences?

W10-REM / Student page 11

Explain why dependence or disability does not reduce human dignity, and name one fitting act of care.

Guidance: Dignity is God's gift and does not depend on present ability or independence. A fitting act might remove a barrier, provide needed help, listen attentively, or allow rest while respecting the person's voice.

Scripture and reasoning: Genesis 1:26-27; Psalm 139:13-18.

Watch for: Needing help makes someone less human, or care should become a spectacle.

Follow up: Ask for a reason connecting the doctrine with the chosen action.

W10-NEXT / Student page 11

One question or next step I want to carry forward

Guidance: No prescribed commitment. A student may keep a question, choose an ordinary change in speech or attention, or receive needed rest and help. The reflection may remain private.

Scripture and reasoning: The practice responds to Genesis 1 and James 3 without making disclosure or performance a condition of belonging.

Watch for: Every private weakness must be shared, or an impressive project proves sincerity.

Follow up: Offer help identifying one manageable action without collecting personal histories.

W10-EXT / Student page 12

Correct one claim, give its biblical reason, and name a fitting action.

Guidance: Correct a claim with the relevant passage: worth is given rather than earned; dependence does not reduce it; James forbids humiliating God's image-bearers; respect can coexist with truthful accountability. Add a fitting action such as listening or changing an access barrier.

Scripture and reasoning: Genesis 1:26-27; Psalm 139:13-18; James 3:8-10.

Watch for: A reassuring slogan alone explains the doctrine, or all conduct must be approved to honor dignity.

Follow up: Which verse supports the correction, and what would change in practice?

Background for the leader

ACNA catechism: 43-45; 114; 118 / Oden: I.6; III.9-10

Articles and confession: Shared confession of creation, redemption and embodied hope; Apostles' Creed reference on page 37.

These references support leader preparation. They are not additional student assignments.