

**Teaching Resource Items**  
**for**  
***Ezra, Haggai, Zechariah, Nehemiah, Malachi:***  
***Restoring the Future***

These items are selected from “Teaching Plans” in  
*Ezra, Haggai, Zechariah, Nehemiah, Malachi: Restoring the Future—*  
*Adult Bible Teaching Guide.*

They are provided to make lesson preparation easier and faster for handouts and similar items. (Every lesson’s “Teaching Plans” does not include items that lend themselves to handouts, and so an item may not be provided for every lesson.) See *Ezra, Haggai, Zechariah, Nehemiah, Malachi: Restoring the Future—Adult Bible Teaching Guide* for ideas for using these items.

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## *Teaching Resource Items*

1. For Lesson Two, Teaching Plan—Varied Learning Activities, Step 11, Case Studies
2. For Lesson Three, Teaching Plan—Varied Learning Activities, Step 6, Questions
3. For Lesson Three, Teaching Plan—Varied Learning Activities, Step 10, Debate Instructions
4. For Lesson Three, Teaching Plan—Lecture and Questions, Step 4, Scripture References
5. For Lesson Four, Teaching Plan—Varied Learning Activities, Step 2, Monologue
6. For Lesson Four, Teaching Plan—Varied Learning Activities, Step 7, Litany of Confession
7. For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 3, Group Assignments
8. For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 1, Ranking Exercise
9. For Lesson Eleven, Teaching Plan—Varied Learning Activities, Step 3, Group Assignments
10. For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 2, Skit
11. For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 1, Number a List
12. For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 5, Team Assignments
13. For Easter Lesson, Teaching Plan—Varied Learning Activities, Step 2, Team Assignments

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## Case Studies

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- a. John and Kara were married two years ago. Three months ago they had their first son, Jake. John and Kara grew up in families that were fairly regular in Sunday School, worship, and church activities. However, they have not attended church since they married and moved to a new community. After Jake was born, John and Kara talked about finding a church. How could your Sunday School class connect with this young family and encourage their church participation?
- 
- b. In the past, Joe and Saundra and their four children were active in church. However, within the last two years they have not attended very often. Their family has experienced an extended illness. Also all four children are active on sport teams or band activities, which involve out-of-town activities. Now, even if they are home, they seem to sleep in on Sunday. How could your Sunday School class encourage this family to reestablish their relationship with their church?
- 
- c. Barry and Joan have just recently retired and moved to a retirement center in the same city where their son lives. They were active for many years in their church. Since their son is active in your church, Barry and Joan have attended your Sunday School class and worship. How could your Sunday School class encourage this couple to become a part of your church?
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**Item One, For Lesson Two, Teaching Plan—Varied Learning Activities, Step 11,  
Case Studies**

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### Questions

1. What would you say is the tone of the Lord's message in Haggai 1:2-4?
  2. What was the Lord's message?
  3. How do you think it felt to be *called on the carpet* by God for placing personal creature comforts before the directive of God?
  4. Why was rebuilding the temple so important?
  5. Is God concerned only with housing values and curb appeal or is something more important at stake here?
- 

### Questions

1. What would you say is the tone of the Lord's message in Haggai 1:2-4?
  2. What was the Lord's message?
  3. How do you think it felt to be *called on the carpet* by God for placing personal creature comforts before the directive of God?
  4. Why was rebuilding the temple so important?
  5. Is God concerned only with housing values and curb appeal or is something more important at stake here?
- 

### **Item Two, For Lesson Three, Teaching Plan—Varied Learning Activities, Step 6, Questions**

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## Debate Instructions

Using the text from Haggai, other Scriptures, and your own experience, prepare to debate this resolution: “Neglecting to support God’s work indicates neglect in commitment to God.”

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Using the text from Haggai, other Scriptures, and your own experience, prepare to debate this resolution: “Neglecting to support God’s work indicates neglect in commitment to God.”

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***Item Three, For Lesson Three, Teaching Plan—Varied Learning Activities, Step 10,  
Debate Instructions***

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Haggai 1:1-4

Haggai 1:5-11

Haggai 2:1-5

Haggai 2:6-9

**Item Four, For Lesson Three, Teaching Plan—Lecture and Questions, Step 4,  
Scripture References**

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## Monologue

I was born and raised in Babylonia, near the banks of the Tigris River. From my earliest memories, my family and community reminded me that I was a Jew and that this place was not our home. I'd heard stories about "Zion" all my life, and the elders frequently made comparisons between conditions now and when they were children in Jerusalem. I used to ask my parents and other elders why we lived here in Babylonia and not back in the old country. They would usually duck their heads, swallow hard, stare off into the distance, and mutter something like *we didn't listen and learn very well*. I quit asking about it.

One day a courier rode into town with word that the Persian army had conquered Babylon, and the new ruler, Cyrus, had decreed that all the Jews could return home. At first I wasn't crazy about that idea, for Babylonia was my home, but the old folks were so excited and energized that I decided to join the caravan to this homeland I had never known.

When we arrived at Jerusalem, my first thought was, *Are you kidding? Is this all there is?* The city was still in ruins, overgrown with weeds. The senior adults sat around one area weeping. *This is where the temple used to stand*, they cried. I shrugged, said *Oh, really*, and walked on to find a place to build my own house.

People worked hard to restore the city. Within a few months, homes, businesses, and a sense of civic pride emerged.

About that time a couple of loud voices began to sound off in the city. One was an older fellow named Haggai, who railed and ranted that everyone was preoccupied building their homes and prosperity and neglecting the temple. He had a point, I guess. Then this other guy, somebody my age, stepped out of the crowd and spoke with authority as one voicing the words of Yahweh. Like me, he was raised in Babylonia, but you could tell he was very intense about not only rebuilding the temple but also restoring the way our people revered the One True God. He had a unique style, too. Let me tell you, this guy had some crazy, vivid dreams, but he certainly captured my attention. His name? Zechariah.

### **Item Five, For Lesson Four, Teaching Plan—Varied Learning Activities, Step 2, Monologue**

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## Litany of Confession

Leader: Eternal God, from the beginning of time you have called your children into communion with you. Yet we confess that like all the rest, we have followed our own paths and rejected your love and light.

**People: God, grant us new life in you.**

Leader: When we deny your presence in our busy days—

**People: God, grant us new life in you.**

Leader: When we feel justified in our self-centered anger toward others—

**People: God, grant us new life in you.**

Leader: When we judge others before looking at ourselves—

**People: God, grant us new life in you.**

Leader: When we reject your way because we are afraid or untrusting—

**People: God, grant us new life in you.**

Leader: When we seek the security of false gods and turn our faces from your Light—

**People: God, grant us new life in you.**

Leader: When we feel there is no way back to you—

**People: God, grant us new life in you.**

Leader: When we recognize our sins and turn to you in confession and repentance—

**People: God, grant us new life in you. Amen.**

***Item Six, For Lesson Four, Teaching Plan—Varied Learning Activities, Step 7,  
Litany of Confession***

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**Group 1: Nehemiah 2:1-4**

- (1) Read your assigned passage.
  - (2) Give a headline or title to your passage relating to the main theme.
  - (3) Discuss the role of prayer (or how you see God at work) in the verses assigned.
  - (4) Determine what planning is evident in your verses.
  - (5) Describe what actions took place as a result of the prayer and planning.
  - (6) Select one key verse to read to the large group and be prepared to tell why you chose it.
  - (7) Identify people from your group to share your findings with the large group.
- 

**Group 2: Nehemiah 2:5-10**

- (1) Read your assigned passage.
- (2) Give a headline or title to your passage relating to the main theme.
- (3) Discuss the role of prayer (or how you see God at work) in the verses assigned.
- (4) Determine what planning is evident in your verses.
- (5) Describe what actions took place as a result of the prayer and planning.
- (6) Select one key verse to read to the large group and be prepared to tell why you chose it.
- (7) Identify people from your group to share your findings with the large group.

**Item Seven, For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 3,  
Group Assignments, page 1 of 2**

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**Group 3: Nehemiah 2:10-16**

- (1) Read your assigned passage.
  - (2) Give a headline or title to your passage relating to the main theme.
  - (3) Discuss the role of prayer (or how you see God at work) in the verses assigned.
  - (4) Determine what planning is evident in your verses.
  - (5) Describe what actions took place as a result of the prayer and planning.
  - (6) Select one key verse to read to the large group and be prepared to tell why you chose it.
  - (7) Identify people from your group to share your findings with the large group.
- 

**Group 4: Nehemiah 2:17-20**

- (1) Read your assigned passage.
- (2) Give a headline or title to your passage relating to the main theme.
- (3) Discuss the role of prayer (or how you see God at work) in the verses assigned.
- (4) Determine what planning is evident in your verses.
- (5) Describe what actions took place as a result of the prayer and planning.
- (6) Select one key verse to read to the large group and be prepared to tell why you chose it.
- (7) Identify people from your group to share your findings with the large group.

**Item Seven, For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 3,  
Group Assignments, page 2 of 2**

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Rank the items in the list according to which one requires the most to the least in terms of service and sacrifice, with *1* being the most sacrifice

- Civic club \_\_\_\_\_
  - A sports or athletic team \_\_\_\_\_
  - Your job \_\_\_\_\_
  - Our country \_\_\_\_\_
  - Our schools \_\_\_\_\_
  - Our community \_\_\_\_\_
  - Our church \_\_\_\_\_
  - Christianity \_\_\_\_\_
- 

Rank the items in the list according to which one requires the most to the least in terms of service and sacrifice, with *1* being the most sacrifice

- Civic club \_\_\_\_\_
  - A sports or athletic team \_\_\_\_\_
  - Your job \_\_\_\_\_
  - Our country \_\_\_\_\_
  - Our schools \_\_\_\_\_
  - Our community \_\_\_\_\_
  - Our church \_\_\_\_\_
  - Christianity \_\_\_\_\_
- 

**Item Eight, For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 1,  
Ranking Exercise**

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Group 1: Nehemiah 12:27-43. Discover what was being celebrated and how it was celebrated. Prepare to summarize what took place in the passage and to tell what you think is the key theme in the passage.

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Group 2: Luke 2:7-20. Discover what was being celebrated and how it was celebrated. Prepare to summarize what took place in the passage and to tell what you think is the key theme in the passage.

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Group 3: Luke 15:1-10. Discover what was being celebrated and how it was celebrated. Prepare to summarize what took place in the passage and to tell what you think is the key theme in the passage.

**Item Nine, For Lesson Eleven, Teaching Plan—Varied Learning Activities, Step 3,  
Group Assignments**

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Anchor: Welcome to KJER News. It's a bright day in Jerusalem. Worshipers have been coming and going all day from the completed temple. The governor has sent a dispatch to the king of Persia with our nation's thanks for his encouragement and support in the rebuilding of our temple, and our wall of defense. Burnt offerings and sacrifices have been. . . . (Stops abruptly as a messenger enters and hands him a dispatch.)

Messenger: (Enters, hands off dispatch tersely, and proceeds to tack up the "worship place CLOSED" sign. As the anchor continues, Messenger begins to collect hymnals and Bibles in a box and cart them off.)

Anchor: Here is some breaking news, citizens. The temple has just been closed! The priests have been sent home. We don't understand this. The temple gates are barred, and worshipers have been turned away. What's wrong with our worship that this would happen here in the capital city? We don't have information as to who is responsible for this, but we have a reporter on the way, and will keep you informed as we find out more. (Anchor and Messenger exit.)

**Item Ten, For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 2,  
Skit**

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## What Does Injustice Look Like Today?

Number the list below as follows:

- (1) What frightens you most?
- (2) What most affects your daily life?
- (3) What are you personally working to correct?

- Racial inequality
  - Poverty and hunger
  - Inferior education
  - Inadequate health care
  - Unjust imprisonment
  - Sex trafficking
  - Political corruption
  - Terrorism
  - Child abuse
- 

## What Does Injustice Look Like Today?

Number the list below as follows:

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- Racial inequality
- Poverty and hunger
- Inferior education
- Inadequate health care
- Unjust imprisonment
- Sex trafficking
- Political corruption
- Terrorism
- Child abuse

**Item Eleven, For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 1,  
Number a List**

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Team One: How does God judge *nations* today? Are natural disasters, plagues, or economic failures a sign of God's judgment?

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Team Two: How does God judge *individuals* today? Are illness, disease, accidents, job loss, or the death of a loved one signs of God's judgment?

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**Item Twelve, For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 5,  
Team Assignments**

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Team One: John 20:1-5, “Standing Outside”

- (1) Determine four scenes to depict from your Scripture verses.
- (2) Design stick-figure sketches with conversation balloons for each scene.

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Team Two: John 20:6-10, “Entering In”

- (1) Determine four scenes to depict from your Scripture verses.
- (2) Design stick-figure sketches with conversation balloons for each scene.

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Team Three: John 20:11-18, “Questions and Answers”

- (1) Determine four scenes to depict from your Scripture verses.
- (2) Design stick-figure sketches with conversation balloons for each scene.

**Item Thirteen, For Easter Lesson, Teaching Plan—Varied Learning Activities, Step 2,  
Team Assignments**

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