

Teaching Resource Items
for

**Profiles in Character:
From the Exodus Through the Return from Exile**

These items are selected from “Teaching Plans” in
*Profiles in Character: From the Exodus Through the Return from Exile—
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 is not provided for every lesson.)

See
*Profiles in Character: From the Exodus Through the Return from Exile—
Adult Bible Teaching Guide*
for guidance in using these items.

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Teaching Resource Items

1. For Lesson Three, Teaching Plan—Varied Learning Activities, Steps 4-5, *Majority/Minority Reports*
2. For Lesson Four, Teaching Plan—Varied Learning Activities, Step 1, *What Would It Take?*
3. For Lesson Four, Teaching Plan—Varied Learning Activities, Step 4, *Team Assignments*
4. For Lesson Six, Teaching Plan—Varied Learning Activities, Step 1, *Who Does This Best?*
5. For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 4, *Matching Game*
6. For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 1, *Role Plays*
7. For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 6, *Dealing with Temptation*
8. For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 7, *Reflecting*
9. For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 6, “*Case Study*” in the Study Guide
10. For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 7, *Questions*
11. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 1, *Statements*
12. For Lesson Twelve, Teaching Plan— Varied Learning Activities, Step 9, *Questions*
13. For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 5, *Assignments*
14. For Lesson Fourteen, Teaching Plan—Varied Learning Activities, Step 3, *Questions*
15. For Lesson Fourteen, Teaching Plan—Lecture and Questions, Step 1, *Statements*
16. For Lesson Fifteen, Teaching Plan—Varied Learning Activities, Step 7, *Questions*
17. For Lesson Fifteen, Teaching Plan—Lecture and Questions, Step 10, *Reflecting*

Majority Report

Numbers 13:26—14:9

Read Numbers 13:26—14:9, and then identify and summarize your assigned viewpoint as found in Scripture, including reasons for your majority report. Plan to share reports and recommendations as if you were the spies reporting to the Israelites.

Summary of the Majority Viewpoint

Reasons for the Majority Viewpoint

Minority Report

Numbers 13:26—14:9

Read Numbers 13:26—14:9, and then identify and summarize your assigned viewpoint as found in Scripture, including reasons for your minority report. Plan to share reports and recommendations as if you were the spies reporting to the Israelites.

Summary of the Minority Viewpoint

Reasons for the Minority Viewpoint

***Item One, For Lesson Three, Teaching Plan—Varied Learning Activities,
Steps 4-5, Majority/Minority Reports***

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What would it take to get you to act?

Circle the first response in the list at which you would act.

- a. At the grocery store, the cashier gives you the wrong change. How far off would it need to be for you to respond: 5 cents? 50 cents? 1 dollar? 5? 10? 20?
 - b. For an election, what would it take for you to vote? Local school board election? Changing a city ordinance? Statewide election? National election?
 - c. What would it take to get you to act? Seeing someone with a “homeless, please help” sign? A man with a flat tire? A woman with a flat tire? At church, an advertised need for a children’s Sunday School worker? A child being bullied by another child?
 - d. What would it take to get you to give? Salvation Army ringing a bell at Christmas? Phone call from the local Fraternal Order of Police? Special missions offering at church? A family who has lost everything due to a house fire? A major catastrophe, like the earthquake in Haiti?
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Item Two, For Lesson Four, Teaching Plan—Varied Learning Activities, Step 1, What Would It Take?

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Team 1

Review Numbers 27:1-11 and the lesson in the *Study Guide* as needed.

1. Discuss and list what Numbers 27:1-11 reveals to us about God.
2. Discuss questions 1 and 2 in the *Study Guide*.
3. Think of unfair laws or situations in our world today where someone needs to take action.

Team 2

Review Numbers 27:1-11 and the lesson in the *Study Guide* as needed.

1. Discuss and list what Numbers 27:1-11 says about acting appropriately when there is an injustice.
2. Discuss questions 3 and 4 in the *Study Guide*.
3. Summarize and respond to “What does this mean for today” in the *Study Guide*.
4. Think of unfair laws or situations in our world today where someone needs to take action.

**Item Three, For Lesson Four, Teaching Plan—Varied Learning Activities, Step 4,
Team Assignments**

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Who Does This Best?

First reactions, please!

Put an *M* by the skills or occupations best performed by men.

Put a *W* by the skills or occupations best performed by women.

Put an *E* by the skills or occupations performed well by either women or men.

- Sales Cooking Mechanic Teaching
- Accounting Farming Child care Running a marathon
- Preaching Weightlifting Soldier
- Pilot Visual arts (painting, etc.) Music composition
- Housework Yard work
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**Item Four, For Lesson Six, Teaching Plan—Varied Learning Activities, Step 1,
Who Does This Best?**

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Matching Game

Review 1 Samuel 12 and match the passages with the summary.

Verses in 1 Samuel 12:

- ___ (a) Verses 1-5
- ___ (b) Verses 6-12
- ___ (c) Verses 13-15
- ___ (d) Verse 16-19
- ___ (e) Verses 20-21
- ___ (f) Verses 22-25

Passage Summary

- (1) God's Warning and Affirmation
 - (2) Final Assurances
 - (3) Warning Against Idolatry
 - (4) Samuel's Self-Evaluation
 - (5) Charge to Honor and Obey God
 - (6) Review of History
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**Item Five, For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 4,
Matching Game**

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Role Play

Role-play this scenario: a parent catching a five-year-old sneaking cookies.

Role Play

Role-play this scenario: a high school teacher catching a student loitering in the hall without a pass.

Role Play

Role-play this scenario: an employer confronting a worker who is late for work the third time in the same month.

***Item Six, For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 1,
Role Plays***

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Dealing with Temptation

- a. Read the small article, “From Temptation to Sin,” in the *Study Guide*, including looking up the cited verses (1 Corinthians 10:13; James 1:13-15) plus 1 John 1:9.
 - b. Write a step-by-step procedure for dealing with temptation or sin.
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***Item Seven, For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 6,
Dealing with Temptation***

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Reflecting

Think of a time when you were responsible for a sin or a mistake for which you either accepted the responsibility or denied it. What was the outcome of your acceptance or denial? How did you feel about it at the time? How do you feel about it now? What did you learn from the situation? Would you do the same thing now? Why?

Reflecting

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***Item Eight, For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 7,
Reflecting***

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“Case Study” in the Study Guide

What do you think about this story?

Does anything bother you about it?

How much should we be willing to go against the grain of our culture?

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**Item Nine, For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 6,
“Case Study” in the Study Guide**

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Questions

1. What are some messages you feel God wants his people to know, both prominent leaders and regular people?
 2. What are some opportunities, means, or forums for delivering these messages to God's people and leaders?
 3. What if these messages are different from the majority opinion in our culture?
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***Item Ten, For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 7,
Questions***

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1. “You have won an award for your teaching.”

2. “You have been selected as the chairperson for the church’s finance committee.”

3. “You have bad breath.”

4. “The pastor has decided to remove you from your position as a teacher.”

***Item Eleven, For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 1,
Statements***

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Questions

- Have you ever experienced a moment of despair or depression as Jeremiah had experienced?
 - What one or two principles could you take from these passages to help you be better prepared the next time a challenging moment arrives in your life?
 - How has this lesson shaped your view of Jeremiah? How has it affected your understanding of God's promised presence in the lives of his followers?
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Item Twelve, For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 9, Questions

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Assignment

- a. Read Daniel 3:8-15.
- b. Read or scan the small article, “Word Study,” in the *Study Guide*.
- c. Then discuss the following questions:
 - How would you describe the intent of the accusations against the young men?
 - How can a Christian today respond when someone speaks in a like fashion to them?
 - What can we do today to remain faithful to God when our faith is challenged?

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- c. Then discuss the following questions:
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 - What can we do today to remain faithful to God when our faith is challenged?

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

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Who raised Esther after her parents died?

Who was the Persian king named in Esther's story?

When Queen Vashti fell out of favor with the king and was permanently banished, how did he finally decide to replace her?

How many opportunities was each girl given to win the king's favor?

Who was Haman?

How did Mordecai anger Haman?

How did Haman decide to get revenge against Mordecai?

How did Haman manage to get the king's permission to kill all the Jews?

***Item Fourteen, For Lesson Fourteen, Teaching Plan—Varied Learning Activities,
Step 3, Questions***

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You are orphaned at an early age and raised by a foster parent.

You are a female in a male-dominated society.

As a teenager, you are forcibly removed from your adoptive family and taken to live in a group home, which you are not allowed to leave.

Although still a minor, you are forced into a sexual relationship with a stranger.

You are given no choice when compelled to marry a foreigner whose religion and culture clash with yours.

Your life is threatened by people who hate you because of your ethnic background.

Other people ask you to do something that may or may not help them but might likely cause your death.

***Item Fifteen, For Lesson Fourteen, Teaching Plan—Lecture and Questions,
Step 1, Statements***

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Nehemiah 2:11-20

What is the main problem in the passage?

How did Nehemiah address it?

Nehemiah 4:1-6

What is the main problem in the passage?

How did Nehemiah address it?

Nehemiah 4:7-23

What is the main problem in the passage?

How did Nehemiah address it?

Nehemiah 5:1-13

What is the main problem in the passage?

How did Nehemiah address it?

***Item Sixteen, For Lesson Fifteen, Teaching Plan—Varied Learning Activities,
Step 7, Questions***

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Reflecting

- What kind of example does my life set?
 - Do my attitudes and actions influence people to relate to others with kindness and compassion?
 - In what ways is God challenging me to meet people's needs as Nehemiah met people's needs?
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Reflecting

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**Item Seventeen, For Lesson Fifteen, Teaching Plan—Lecture and Questions,
Step 10, Reflecting**

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