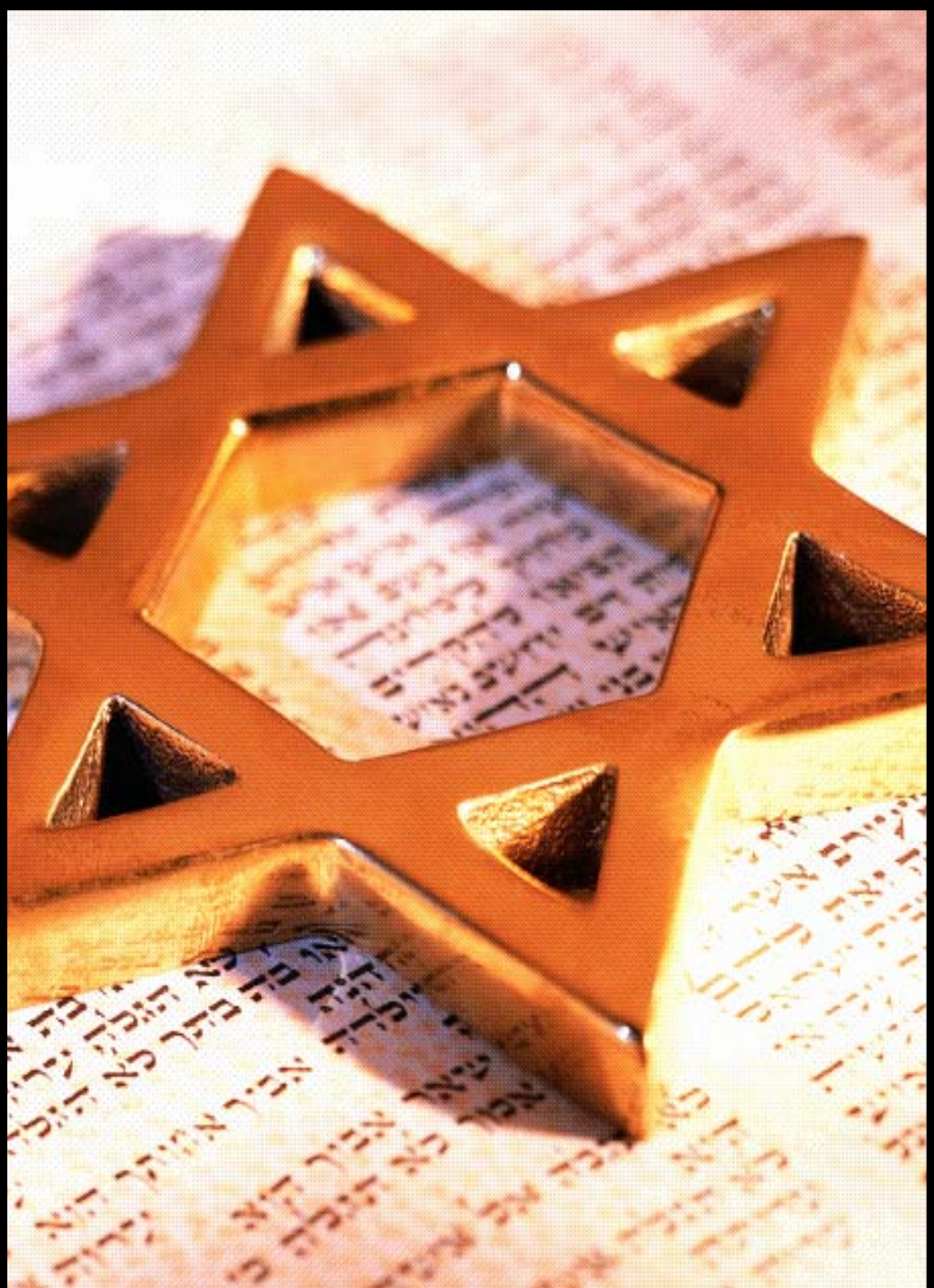


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**Adult
Bible Study
in
Simplified
English**

**Teaching
Guide**



1st and 2nd Samuel
FOLLOWING GOD IN CHANGING TIMES
INCLUDES BONUS EASTER LESSON

Margaret Gayle

ADULT BIBLE STUDY IN SIMPLIFIED ENGLISH **Teaching Guide**

1st and 2nd Samuel: **Following God in Changing Times**

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Introduction for Teachers

The purpose of this teaching guide is to provide teachers with a plan for teaching a quality Bible lesson while helping participants improve their English language skills. Use of this material is suggested for International Sunday School classes or any Bible study group taught at a Basic English level.

The Teaching Guide begins with listings of the Lesson Focus, Focal/Background Text, and Memory Verse, all of which provide the premise for the lesson. This information is followed by a teaching plan under headings of Connect with Life, Guide the Study, and Encourage Application. At the end of each lesson, Supplemental Teaching Ideas are provided under those same headings. As the teacher, you may pick and choose from these helps to use along with the student's Study Guide to fit the lesson to your class members' abilities and needs.

The Bible text printed in the lesson material is from the NEW LIFE Version of the Bible (NLV), an inexpensive translation (not a paraphrase) which uses only an 850-word vocabulary. The NLV is available from Christian Literature International, P. O. Box 777, Canby, Oregon 97013; e-mail christian@canby.com; telephone (orders only) 1-800-324-9734.

The NLV Bible often uses simplified phrases to express terms generally familiar to anyone raised in a Christian environment. In the Teaching Guide, these terms will usually be expressed using the NLV terminology, followed by the more common term in parentheses; for example, "proud religious law-keeper (Pharisee)" or "early preacher (prophet)." The teacher has the option of using the NLV term for new Christians or beginning students, or the common term where it will be better understood and less cumbersome in teaching. Once a word or phrase has been introduced in the Word List or teaching procedures, however, the familiar expression may be used to help students add it to their vocabulary.

Prayer is sometimes specifically suggested in the teaching procedures. It should be an integral part of your lesson plan. Use your own judgment as to where it best fits into the teaching session.

The writers and editors wish you success and give you prayerful support in your teaching of this Adult Bible Study in Simplified English.

Adult Bible Study in Simplified English is published by the Baptist General Convention of Texas and follows the same curriculum plan as the Bible Study for Texas materials, but has no Texas emphasis. Teachers may wish to purchase Bible Study for Texas lesson comments and teaching guides as additional resources. These may be ordered through your church or directly from the Sunday School/Discipleship Division, Baptist General Convention of Texas, 333 North Washington, Dallas, TX 75246-1798, e-mail baptistway@bgct.org; FAX 214-828-5187; or toll-free telephone 1-800-355-5285.

About the writer

As a former missionary with the International Mission Board, Margaret Gayle has used Basic English to teach the Bible in many different settings. She has also taught professionally at Texas Woman's University and Tarrant County Community College. Currently, she teaches as a volunteer at University of Texas at Dallas. She and her husband, Jim, belong to the First Chinese Baptist Church of Dallas.

Suggestions for Teaching

General Suggestions

1. Provide language edition Bibles so students can read the focal passage in their native languages.
2. Beginning students may require three sessions to complete one lesson.
3. Review the Word Study before beginning the study. Provide page (see resources) for class to keep vocabulary studies in their notebooks.
4. Prepare 9-12 core sentences which tell the most important part of the Bible focal text. Illustrate each sentence with stick figures and symbols in *picture sequence* form (see details below).
5. Prepare lesson outlines or written materials before class—make your own cling sheets by cutting apart white plastic garbage bags and writing on them with markers. The plastic bags will cling to the wall.

Bible Comments/Focal Text

1. Help students hear English and practice their pronunciation by modeling phrases and sentence. Allow the entire class to repeat. Be consistent with stress and intonation. Speak naturally.
2. Allow individual students to read a sentence or paragraph at a time. For further practice, ask students to tell sections from Bible comments in their own words.
3. When time allows, pairs may read the lesson again to each other.
4. Class may close books and listen as a native speaker reads the section again.
5. Discuss lesson using “Things to Think About.”

Memory Verse

1. Challenge class members to say the Memory Verse several times each day.
2. Provide Study Sheets for students to write Memory Verses.
3. Write phrases or individual words on separate pieces of paper. Give to students to place in order.
4. Write entire verse on board. Read in unison. Erase key words a few at a time. Recite verse until entire verse is erased and class can repeat by memory.
5. Make a symbol for each word or phrase of the

verse. 6. Use the symbols as a reminder for saying the verse.

Picture Sequencing (Lipson Method)

This method is especially suited for teaching beginners. It consists of a series of pictures with accompanying sentences that tell a story. It may be used solely for oral production (using pictures alone) or for integrated skills (engaging students in reading and writing the story).

You may use real pictures, videotape, pictures that are professionally drawn, or stick figures

Other benefits include the following:

1. Relaxed, low-anxiety atmosphere as students focus on the pictures and create their own sentences to tell the story
 - Focus on fluency, not just accuracy
 - Focus on a message or task rather than form or grammar
 - Minimal error-correction as students tell the story
2. Pictures (even stick figures) convey meaning in every language.
3. The same set of pictures can be used with more than one level of students by making the sentences easier or more difficult.
4. The use of pictures helps students learn the language in “chunks” rather than words in isolation.
5. The only item needed is a piece of chalk—or a marker, if using a cling sheet or overhead transparency.

Preparation

1. Put a story into sentences that are suitable for the level of your students. Try to tell the story with a maximum of ten sentences. For low beginners, choose the simplest and fewest words possible. Keep sentences in their most basic form, so students can combine sentences later.
2. Draw simple pictures or stick figures to illustrate key points in the story. These serve as prompts for the telling of the story. Other drawing tips:
 - An “x” in a small square beside a picture enables you to cue for a negative as you tell the story.
 - Direct quotations may be indicated with a cartoon-type bubble.

Suggestions for Teaching

Procedure

1. Introduce the story by following your prepared script of sentences (for consistency) and pointing to the pictures as you speak. This will give students the main idea and help them think in chunks of language (as in real-life language use).
2. Introduce the new words as you again reference the pictures. Use props and/or dramatization as needed to establish understanding. Work on individual sounds and word stress as students repeat new words.
3. Lead students in repetition of the story, one sentence at a time, working on sentence stress and intonation.
4. Lead the class in one more repetition of the story (going straight through and continuing to refer to the pictures throughout the story).
5. Ask the class to tell you the story as you cue the story sequence by pointing to the pictures. (You become “stage prompter” at this point.)
6. Then ask for a single volunteer to tell the story. (This may open the door for several more proficient students to use what they know.)
7. Divide the class into small groups of 3-5 students to give each person practice in telling the story. (Inevitably, the most eager student will go first, followed by another “semi”-eager student. By the time it is the least proficient student’s turn, he/she will have learned a lot by listening, will have observed a good model at least a couple of times, and will have bolstered courage for risk-taking.)
8. Follow with questions to review story (begin by naming the setting, the characters, etc.—easy questions).
9. Conclude with life application questions that require some thought and give students opportunity to express opinion, emotion, and their own ideas.

Lesson Expansion

If the setting and circumstances permit, use these ideas:

- Sequencing pictures (a set for each pair of students) while listening to you or to a taped voice tell the story
- Picture sequencing without hearing the story told
- Matching pictures and sentences
- Scrambled sentences to arrange in order (writing numbers or letters in front of sentences to show sequence; cutting up sentences and moving around to position correct order)

- Strip story (cutting up sentences, issuing one strip per student, asking students to arrange themselves in order, having them retell the story by contributing the portion on their paper strip)
- Cloze (supplying a written copy with every nth word blank; students work in pairs to fill in the missing words)
- Dictation (teacher or student telling the story while students write what they hear)
- Provide a copy of the sentences for each student. Ask that they read the story to a partner.
- Ask students to write the story in their own words.

Bible passage as content for reading

Procedure:

1. Tell the parable or story using pictures. Use animation and simple sentences.
2. Ask questions about the main idea of the story.
3. Read story aloud while students follow along and underline unknown words. Go over the meaning of these words with the whole class.
4. Intermediate or advanced students: Have students read silently a second time to look for answers to two or three questions about details that you have written on the board. Ask students to discuss their answers with a partner. Then go over answers with the whole class.
5. Beginning or low-intermediate students: Read story again and ask students to repeat it with you line by line.
6. Invite the class to read the story with you in unison.
7. Ask pairs to read the story to each other.
8. Ask for volunteers to tell the story in their own words.
9. Make drawings large enough for the back row to see.
10. Select a list of new words in the story—unfamiliar words that the students would not likely be able to figure out from context (generally 8-10 new words per lesson).
11. List the new words in categories: verbs, nouns, adjectives, adverbs. When listing verbs, you may write both simple present and past tense forms (e.g., eat/ate, walk/walked). Basic beginners would do well to tell the story in present tense, but high beginners could work in present tense, then retell the story in past tense.

Suggestions for Teaching

Checklist for Successful Classrooms

Right Kind of Input

1. New language in every lesson
2. Input that is slightly above the students' current level of proficiency
3. Content relevant to the students' real-life needs and interests
4. Language learned in meaningful chunks, not words in isolation
5. Comprehensibility achieved by use of the following:
 - Realia or authentic materials
 - Simplified language (rephrasing, repeating, clear enunciation)
 - Demonstration and multiple examples rather than explanation
 - Lots of gestures and nonverbal language

Low Anxiety Environment

Students should not be afraid to make mistakes or take risks in language learning. The following factors contribute to a relaxed and comfortable atmosphere and build a sense of community:

- Personally greeting and bidding farewell to students
- Sincere and frequent affirmation
- Minimal error correction from the teacher
- Frequent reference to the culture(s) of the students
- Smiles and laughter that are commonplace
- Connecting with students through eye contact and positioning yourself on students' eye level
- Calling students by name

Checklist for Real-Life Interaction

1. Pace activities with a balance of noisy/quiet and still/active
2. Attention to different learning styles (visual, auditory, tactile, kinesthetic)
3. Variety in grouping (predominately pairs and small groups of three or five; using whole class in initial presentation and again for feedback and wrap-up at the end)
4. A focus on a task or message rather than form (grammar)
5. Provision for all four skills (listening, speaking, reading, writing)
6. Avoidance of questions for which answers are known

7. Use of information gap activity in which partners have different pieces of information and must ask each other questions in order to fill in their gaps of understanding
8. Other useful activities: surveys, interviews, role-play, problem-solving, and interactive games
9. Review previous material.

Some suggestions based on material developed for the EFL Training Manual—Beyond our Borders.

Resources for *1st and 2nd Samuel*

From BaptistWayPress

www.baptistwaypress.org

Posted a week in advance of the first Sunday of use.

Teaching Resource Items: Go online to www.baptistwaypress.org and click on “Teaching Resource Items.” Permission is granted to download these teaching resource items, print them out, copy as needed, and use in your class.

Additional Teaching Plan: Enrichment teaching help is provided in the Internet edition of the Baptist Standard. Access the free Internet information by checking the Baptist Standard website at www.baptiststandard.com. Call 214-630-4571 to begin your subscription to the printed edition of the Baptist Standard.

From EasyEnglish

www.easyenglish.info

EasyEnglish is a form of simple English developed by Wycliffe Associates (UK). This site contains Bible commentaries, Bible translations, Bible studies, and other materials written in simple English. The materials are free to download and use.

Materials are available only for the book of 1st Samuel. These include:

Israel’s First King (1 Samuel): A Bible text and commentary on the book of 1 Samuel. Written in EasyEnglish Level B (2,800 word vocabulary)

Saul and David (1 Samuel): Questions on the book of 1 Samuel. Written in EasyEnglish Level B)

Hannah’s Prayer (1 Samuel 2:1-10): A prayer from the Bible in AEE Easy English for people with learning difficulties

Teaching Guide

Lesson 1: Hope from Despair

Lesson Focus

God brings hope and joy in circumstances that seem hopeless and joyless.

Focal Text

1 Samuel 1:1 to 2:1a

Background Text

1 Samuel 1:1 to 2:10

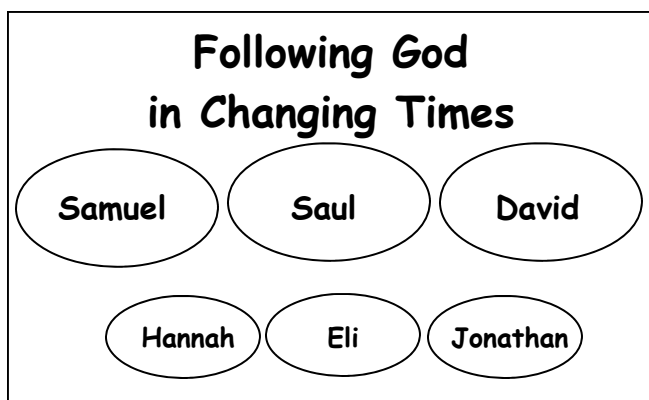
Memory Verse

“He watches over the steps of His good people. But the sinful ones will be made quiet in darkness. For a man will not win by strength.” (1 Samuel 2:9)

Connect with Life

1. On a prominent wall, display a visual which includes the quarter's study theme (“Following God in Changing Times”) printed in large letters. Below, in large ovals, write the names of the three lead characters in 1 Samuel: Samuel, Saul, and David. On smaller ovals, write the names of Hannah, Eli, and Jonathan.

On a smaller paper, print Unit 1's title and the three lessons' titles, and place it beside the visual.



Unit 1: Samuel: Delivering God's Message

Lesson 1	Hope from Despair
Lesson 2	Listen and Tell
Lesson 3	Ebenezer Living

2. To highlight this quarter's theme, state that 1 and 2 Samuel are important books because they describe a time of great change in Israel.

Lead the class to name the three greatest changes in our world since the beginning of this century. (Suggestions may include the war on terrorism, the fear of global pandemic, the influence of technology in communications.)

3. Ask: *What do you think are the greatest changes you will face in the coming ten years?* Allow a moment for reflection, then comment that the study of 1 and 2 Samuel will help us deal with these changes with hope.

Guide the Study

4. Begin the Bible study by calling attention to today's lesson title, “Hope from Despair.” State that in this lesson we meet a woman who is in despair. She wanted to have children but did not have any. State also that all the people in Israel were in despair. They did not have a king. Today we will see how God helped Hannah and the people of Israel.

5. Invite the class to read 1 Samuel 1:1-8 and listen for facts about the husband, Elkanah, and details about Hannah. Allow class members to characterize these two people.

For deeper thought, ask: *What causes us to think Elkanah was a good man? Was he aware of the conflict between his wives?*

6. Continue the story in 1 Samuel 1:9-18. Again, ask the class members to listen for the priest Eli's reaction to Hannah's prayer and the content of Hannah's vow. Hear responses from class members.

Then ask: *Does Eli's response to Hannah seem insensitive and judgmental in view of her sadness and despair?* Make a connection of this experience in Hannah's life to our lives when our heart has been misjudged by another.

Ask: *In Hannah's response to Eli, what is a good example for us to follow?* (She spoke respectfully and gave a full explanation of her inner feelings.)

Ask: *As a result, how was she blessed?* (She received the blessing of peace which helped her be able to eat and no longer feel sad.)

7. Ask a volunteer to read aloud verses 19-28 and request another person to summarize the main points. Then request the class to read aloud verses 26-28 on Hannah's keeping of her vow. Consider Hannah's vow:

Was it rash and irresponsible?

Or brave and full of faith?

What does it show about her heart?

Point out that she could not have known the great things Samuel would do for Israel, yet she kept her promise made in a time of despair.

8. Comment that 1 Samuel 2:1-10 is Hannah's song of praise to the Lord. Give the class a few minutes to skim and find verses that reveal Hannah's understanding of the nature of God. (God is holy, a rock, a God Who knows and meets our needs, etc.)

Comment that understanding God's nature is the starting place for dealing with despair.

Encourage Application

9. Invite class members to consider emotions that Hannah and Elkanah must have had as they traveled toward Shiloh to give their son into God's service. Suggest that Elkanah's willingness to honor Hannah's vow is more evidence that he was a good man.

10. Ask: *Have you ever made a promise to God in a time of despair? What are some important issues to consider when making and keeping promises to God?* (God's nature, His purposes for your life, principles in God's Word, your own spiritual maturity)

11. Close in prayer that the study will encourage us and give us hope in times of despair.

Supplemental Teaching Ideas

Connect with Life

•Comment that today we are going to study about a mother who made a vow to dedicate her son to the Lord from birth. She gave him back to God for special service, and she told God that no razor would touch his head. This is an unusual vow for a mother to make. Ask if anyone can think of another mother in Scripture who made this same vow for her son (Samson's mother). Samson failed to fulfill his vow. Our lessons in 1 Samuel will help us see if Hannah's son will be able to keep the vow.

Encourage Application

•Close by thanking God for remembering Hannah and Israel with the gift of Samuel. Pray for God's intervention through godly leaders in our own nation's future.

•Read the Memory Verse together.

Teaching Guide

Lesson 2: Listen and Tell

Lesson Focus

Bringing hope to despairing circumstances calls for listening for and speaking God's authentic word.

Focal Text

1 Samuel 3:1 to 4:1a

Background Text

1 Samuel 2:11 to 4:1a

Memory Verse

“Then the Lord came and stood and called as He did the other times, ‘Samuel!’ Samuel!’ And Samuel said, ‘Speak, for your servant is listening.’ ” (1 Samuel 3:10)

Connect with Life

1. Write today's lesson title, “Listen and Tell,” on a focal board. Ask the class for other words for *listen* (pay attention, give ear to, hear carefully). Then ask for other words for *tell* (inform, state, report). State that in this lesson, we will follow the boy Samuel's struggle to hear carefully God's message and to report it accurately to his mentor and friend.

2. Write these two questions on the board (or prepare them as mini-posters to display now):
—*Why is it often difficult to hear God speak?*
—*Why is it often difficult to speak God's truth to others?*

Ask class members to consider these questions, but to save their responses until the end of the lesson. Comment that God calls each of us to listen for His voice and to speak His truth to others.

Guide the Study

3. To lay the groundwork for the study of God's calling the boy Samuel, present this brief summary of 1 Samuel 2:11-36: *Eli was a faithful priest and religious leader for the people, but his sons were rebels against all their father stood for. The sons' attitudes and actions made them unfit for religious and moral leadership. A “man of God” brought Eli news that his sons were doomed (God would put them to death) and that God would raise up*

another family to serve Him.

During this time, the child Samuel was growing up under the direction of Eli. He was different than Eli's two sons. He obeyed and pleased God. His mother did not forget him. She visited him annually and brought him new clothes.

4. Lead the class to read the focal text, 1 Samuel 3:1-18, conversationally. Enlist a volunteer to voice the quoted words of Samuel; another to voice Eli's words; and a third to read God's words. You as leader will read the narration. Use the Scripture printed in the Study Guide so everyone will be reading from the same translation.

5. Ask class members to recall other people in the Bible whom God called for a specified task. (Abraham, Moses, Esther, Paul, etc.)

Clarify with these questions:

—*How does a person recognize the call to be from God?*

—*When is it difficult to speak the words of God to others?*

—*In what ways is every Christian called to speak God's words to our worlds? (Possible answers may include speak the truth in love, live by Christian principles, take a stand against wrong.)*

6. Invite someone to complete this story by reading aloud 1 Samuel 3:19 to 4:1a. Ask: *How did the boy Samuel's experience with Eli prepare him for his coming life as a prophet and judge in Israel? (He overcame fear of hurting Eli; he lived close to God; he spoke the whole truth.)*

Encourage Application

7. Circle back to Connect with Life and invite class members to give responses to the two questions under number 2.

8. Ask: *What aspects of Samuel's life gave him his strength? (His mother's prayers and devotion, the dedication of his life to God, living in the temple)*

State that though we cannot live in a temple, God has called us to live in the world. Our commission is to point the world to God. Therefore, it is important that each day we acknowledge God as Lord and Master. Only through closeness to God can we have the strength

and ability to make a difference in our world today as Samuel did in his day.

Supplemental Teaching Ideas

Connect with Life

- Find and read the story of God's calling the boy Samuel in a child's Bible story book. To visualize God speaking to a child, if possible, invite one or two children to come and read the story. Ask the children these questions:
—*How do you think Samuel felt about living and serving in God's house?*
—*How would you feel if God talked to you in the night?*

(Arrange for the children to be returned safely to their class.)

- State that childhood experiences often shape our adult characteristics, goal, and values. Remind the class that the boy Samuel was given a very difficult message that night to deliver to his friend, Eli. Suggest that Samuel showed his faithfulness to God as child by performing this task. This initial step of faithfulness began the process of shaping Samuel's usefulness to God as an adult.

Encourage Application

- Invite class members to share thoughts with a partner about these questions:
—*In your early life, did someone help you learn to recognize and listen for the voice of God? If so, who and how?*
—*Did your childhood experiences prepare you to speak out for God when you hear His word to you?*
—*As an adult, what barriers do you need to overcome to be able to speak out more confidently for God?*
- Close the class with a prayer for each other, that God will give confidence and boldness to speak God's Word to our worlds.
- Read the Memory Verse together.

Teaching Guide

Lesson 3: Ebenezer Living

Lesson Focus

We are to rely on God rather than human organizations and approaches.

Focal Text

1 Samuel 7:2-17

Background Text

1 Samuel 7:2-17

Memory Verse

“Then Samuel said to all the family of Israel, ‘Return to the Lord with all your heart. Put away the strange gods and the false goddess Ashtaroth from among you. Turn your hearts to the Lord and worship Him alone. Then He will save you from the Philistines.’ ” (1 Samuel 7:3)

Connect with Life

1. In today's lesson, Samuel erected a marker to symbolize God's help in defeating the Philistines. Symbols are used to remind us of things: Mascots, logos, flags—all are examples of symbols that remind us of something else.

Ask the class to think of other symbols that are common in everyday life. Prompt with these ideas: Tombstone, engagement ring, monuments, war memorials, cornerstone. Bring pictures of these items from newspapers, magazines, or what you can find online. (Refer to the next page for pictures you can enlarge on a copy machine.)

2. Comment that the marker Samuel erected was to point people to God, Who helped them defeat the Philistines. Circle back to the symbols mentioned above and ask for the purpose of each one. (Example: *What is the purpose of the tombstone? To remind us of the life of another person.*)

State that the main idea of today's lesson is that we should place our faith in God, not in the symbols of human organizations or approaches.

Guide the Study

3. Prepare a short report from 1 Samuel 4:1 to 7:1 to bridge between last week's lesson with today's lesson.

An alternative is to ask a class member to read from the Study Guide the paragraph titled “Symbol and Suffering.”

Ask: *What should the Philistines have learned from their experience with the ark of God that could have caused them to choose to make Him their God? (They assigned power to the ark itself and not to God Whom it represented.)*

4. Call attention to the visual of Samuel's name (in the oval from Lesson 1) which is displayed on the focal board. Note that Samuel had now been Israel's leader for more than 20 years. Enlist a class member to read 1 Samuel 7:2-9. Ask:

In verse three, what actions did Samuel tell Israel to take to show their sincerity in seeking God? (return, put away, turn your hearts)

In verses 6 and 8, what actions show Israel's sincerity in seeking God's help? (They assembled, offered water as a sacrifice, confessed their sins, and pleaded for prayer.)

In verse 7, what motivated the people to seek God? (fear of the Philistines)

In verse 9, what two intercessory actions did Samuel perform? (He prayed for them and offered sacrifices for them.)

5. Complete the story by reading aloud 1 Samuel 7:10-17 while members listen for the supernatural intervention of God on Israel's behalf. (The loud thunder made the Philistines afraid.)

Encourage Application

6. Ask members to recall things their church has accomplished through the power and grace of God. (Suggestions: Completion of a building, reaching new believers, reaching a mission offering goal, completion of mission trips.) Ask: *When would erecting a memorial be a good thing? What kind of memorial would be appropriate in our day and age?*

Close with prayer for what God has chosen to accomplish through your church.

Supplemental Teaching Ideas

Connect with Life

•Bring to class a few symbols such as a school yearbook, class ring, American flag, etc. Ask: *When does a symbol become an idol? What good purpose does a symbol serve?* Ask if anyone has ever lost a symbol that pointed to something precious, for example, a wedding ring. *How did the loss of the symbol affect the meaning of the object to which it pointed?*

•Discuss the meaning of these symbols of the Christian faith:

The cross
(symbolizes salvation through Christ's death)

The pulpit
(symbolizes the importance
of preaching the word of God)

The baptismal pool
(symbolizes new life in Christ)

The Lord's Supper table
(brings to remembrance our fellowship
as members of Christ's body)

Encourage Application

•Tell this case study: One Thanksgiving, a family, whose three-and-a-half-year-old daughter had received a liver transplant to replace her cancerous liver, was so filled with gratitude that they wanted to do something to symbolize what God had done for them. Each family member found a small stone, glued the stones together, and built an altar to the Lord. Every Thanksgiving afterwards, the family would take the small altar out and, with fresh gratitude, recall what God had done for them.

•Suggest that as we go through life and win some victories by faith, it would be good to set up some markers to the Lord. Something as simple as itemizing blessings on a page in a notebook can be a symbol to point us to God. The page could be labeled, "Ebenezer: By God's Help I've Come." Remind the class that no human crisis is beyond the concern and power of God to help. Humanly speaking, the odds were heavily stacked against the Israelites in this lesson. But when the power of God was added, in response to human faith, all was different.

•Close with prayers of thanks for what God has done in

our lives and for faith to rely on Him in every circumstance.

•Read the Memory Verse together.

Connect with Life #1: Examples of symbols, markers, logos



Examples of tombstones and cemetery monuments

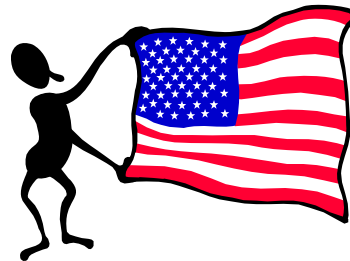
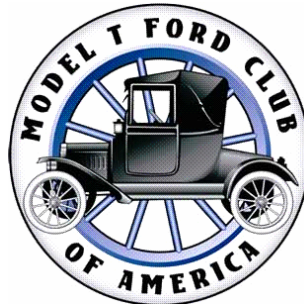


Illustration of the Marine Corps War Memorial of the battle for Iwo Jima island (for pictures or history, go to www.imojima.com)

Teaching Guide

Lesson 4: God's Surprising Choice

Lesson Focus

God's choices of people to serve Him in specific ways may be surprising when we measure the people by human standards.

Focal Text

1 Samuel 9:1-4, 15-21, 10:1, 9-24

Background Text

1 Samuel 8-10

Memory Verse

"Then the Spirit of the Lord will come upon you with power. You will speak God's Word with them and be changed into another man." (1 Samuel 10:6)

Connect with Life

1. Revise the visual on the focal wall by removing the sheet with the first unit's title and lessons and replacing it with another sheet listing the second unit's title and lessons.

Unit 2: Saul: What Might Have Been

Lesson 4	God's Surprising Choice
Lesson 5	The Highest Allegiance
Lesson 6	When Life Goes Very Wrong

Attach a gold crown to Saul's oval. (Cut one from gold-colored paper or use the one on page 14. In an upcoming lesson, you will move the crown to David's oval.)

2. Note that today's lesson marks a big change in Israel's history—the nation ruled by a king. Present this background material:

The people of Israel had been almost leaderless since the death of Joshua. Temporary leaders, called judges, were raised up by God to deal with a crisis created by a foreign ruler. In Samuel's old age, the people called on him to give them a king. They probably looked around at other nations and peoples ruled by a

king and saw more prosperity than they were experiencing. They wanted what these people had. They didn't understand the difficulties of life under a king.

Guide the Study

3. To cover the story of Saul being chosen king, assign seven people to read the Scripture portions below and summarize the main events. If fewer than seven people are present, bridge the gaps with a summary of the assignments that are omitted.

- (1) 1 Samuel 8:1-9: Israel asks for a king
- (2) 1 Samuel 8:10-21: Samuel warns Israel
- (3) 1 Samuel 9:1-14: Saul looks for the donkeys
- (4) 1 Samuel 9:15-17: God reveals His choice to Samuel
- (5) 1 Samuel 9:18-24: Samuel meets Saul
- (6) 1 Samuel 9:25-10:8: Samuel anoints Saul
- (7) 1 Samuel 10:17-27: Israel chooses their first king

Allow time for study; then call for reports.

4. Lead the class to review by asking these questions:
—*What made Saul look like a good candidate to be king?* (Possible answers: His physical appearance, his humility about his family, his obedience to his father's wishes, his respect for God's prophet, God chose him)

—*What signs do you see that he was a weak choice?*
(Lack of preparation and experience in leadership, shyness)

—*Would you have been among those who received him or among those who questioned him?*

Encourage Application

5. Invite the class to consider the question: *What makes effective leaders in God's work?*

If not mentioned, suggest that all leaders need followers who will support them in their role.

6. Consider having a class project to pray for and regularly encourage ministers and ministry volunteers in your church.

Supplemental Teaching Ideas

Connect with Life

•Begin with these comments: *Today's lesson tells of the surprising choice of the one who was to be the first king of Israel. From our human perspective, it may appear that God chooses the most unlikely people for leadership.*

Challenge the class to think of one or more reason each of these people chosen by God could have been overlooked by a church committee:

Moses

(He could not speak well. He was a murderer.)

Esther

(She was not royalty.)

Mary Magdalene

(She had a questionable background.)

Peter

(He was impulsive. He made bad decisions when under pressure, such as cutting off the soldier's ear in the Garden of Gethsemane. He denied Jesus three times.)

State that we should remember that God works through humans—the mighty and the weak—to accomplish His purposes. We should not be surprised when God calls us to do some deed, whether small or great.

•Instruct students to work in pairs to learn the Memory Verse.

•Close with prayer that God would give us confidence when He calls us to a task for Him.



Crown to place on Saul's oval (refer to #1)

Teaching Guide

Lesson 5: The Highest Allegiance

Lesson Focus

Faithfulness to God is more important than all other allegiances.

Focal Text

1 Samuel 12:1-25

Background Text

1 Samuel 12

Memory Verse

“The Lord will not leave His people alone, because of His great name. The Lord has been pleased to make you His people.” (1 Samuel 12:22)

Connect with Life

1. Briefly relate the story of the life of Eric Liddell from the movie *Chariots of Fire*. Show the portrait on page 16 as you explain more about Eric’s life and allegiance to God. Read the information on the websites listed on page 16 or use this summary:

Eric Liddell was a runner for Great Britain in the 1924 Paris Olympics. He was known as a quiet, kind-hearted man and a committed Christian. Because of his belief that he should honor God first, he refused to race in the Olympics on Sunday. He was not obsessed with the goal of winning, so he chose to hold fast to his beliefs.

Comment that Eric’s actions demonstrated his faithfulness to God was more important than all other allegiances.

2. Call attention to the lesson title and ask: *In practice, where do you place the highest allegiance of your life?*

State that today’s lesson teaches that faithfulness to God is to supersede all other allegiances.

Guide the Study

3. State that in 1 Samuel 12 the Israelites, with the rise of Saul, were moving from a prophet-led nation to one ruled by a king. An assembly, called by Samuel, met at

Gilgal, where Saul was reaffirmed as king over all the tribes. The aging Samuel gave his farewell address.

4. Invite a class member to read aloud Samuel’s farewell address in verses 12:1-5. Ask for responses to these questions:

—*Why was it important to Samuel to hear affirmation of his own integrity?* (His leadership had been marked by careful honesty. If anyone charged him with dishonesty, he would repay.)

—*How did Samuel deal with change to his leadership role with Israel?* (He accepted change, yet he warned that faithfulness to God must guide all that the people did. He wanted the people to affirm their faithfulness to God rather than merely to a king.)

5. Invite the class to search 1 Samuel 12:6-15 for instances in which God delivered Israel from enemy nations. Then ask:

—*What actions of Israel brought about these invasions?* (verse 10)

—*What was God’s method of rescue in these situations?* (verse 11, God sent strong leaders.)

—*In the situation with Nahash, what did the Israelites do that was different?* (They asked for a king.)

6. Print *Highest Allegiance* on a focal board. State that Samuel’s challenge to the people is given in 12:16-24. Comment that Samuel wanted the people to remember that even under a king, they must carefully serve God with all their hearts.

Ask a class member to read these verses aloud while listeners identify and list ways the people, ruled by a king, should give God their highest allegiance.

—Do not turn away from the Lord or serve other gods.

—Worship the Lord with all your heart.

—Fear God and serve Him.

—Remember what great things God has done for you.

7. Ask: *What final significant warning is added in verse 25?* (Continuing, unrepentant rebellion must be and would be met by divine punishment.)

Encourage Application

8. Comment: *There were many claims on and challenges to the loyalty of the people in the days of Samuel. There were the pagan gods and the temptation to search after the lifestyles of others. Human nature hasn't changed much since then. We have different names for some things that compete for our loyalty, but the problem is the same. Either we enthrone God as Master of our lives or we choose other masters.*

9. Ask the class to suggest things that belong on "America's Top Ten Idols" list. (Suggestions: Being rich and famous, pleasure, a great body, job success, intellectual superiority.)

Lead the class to read again verses 20-21.

Challenge the class to consider this statement: *It is not what we say we are loyal to, but what our actions show we are loyal to, that counts with God.*

Close with prayer that we will keep God first in our actions.

Supplemental Teaching Ideas

Connect with Life

•On a focal board or poster, write the word *Allegiance*.

Ask: *To what or to whom do we pledge our allegiance?* (Responses may include: Our country's flag; our state's flag; the Christian flag; marriage; military service; police force; public service.)

State that in today's lesson we learn that faithfulness to God is to supersede all other allegiances.

Encourage Application

•Explore with the class some ways they can express their supreme commitment to God. Ideas could include:

- maintain personal integrity
- subject your personal will to God's purposes
- serve God with a whole heart
- remember God's faithfulness
- give a witness to the world concerning God's faithfulness

•Close with prayer that as our culture changes around us, we will be faithful to give our greatest allegiance to God so we can show God's relevance to the world around us.

•Review the Memory Verse and the Word List, plus any other words in the text which students had questions about.



Eric Liddell

Additional websites about Eric Liddell:

www.intouch.org/myintouch/mighty/portraits/eric_liddell_213688.html

www.eric-liddell.org

Teaching Guide

Lesson 6: When Life Goes Very Wrong

Lesson Focus

Disobedience is wrong and brings punishment in spite of attempts to explain and rationalize behavior.

Focal Text

1 Samuel 15:10-31

Background Text

1 Samuel 13-15

Memory Verse

“Samuel said, ‘Is the Lord pleased as much with burnt gifts as He is when He is obeyed? See, it is better to obey than to give gifts. It is better to listen than to give the fat of rams.’ ” (1 Samuel 15:22)

Connect with Life

1. Write the words *Kings and Queens* on a focal board and ask the class to think of words which describe or characterize a king or queen. (Royalty, palace, crowns, pageantry, power)

Comment that Saul, though anointed by Samuel, was never a king in the typical sense. He didn't have a throne or even a capital city. He had a title and at times gave able leadership on the battlefield. But he was never able to defeat his enemy, the Philistines.

2. Explain: *Today's lesson centers on the downfall of Saul. Though Saul probably suffered from what we call severe depression, his major problem was disobedience to the commands and leadership of God. Life cannot go happily when lived in deliberate disobedience to God.*

Guide the Study

3. Write this question on a focal board or poster: *What went wrong in King Saul's life?* Encourage the class to be thinking about this question as the Bible study gets underway. Discussion and listing reasons on the board will follow later in the session.

To cover background events in 1 Samuel 13-14, present this summary:

Before a battle with the Philistines, Saul waited seven days for Samuel to come and offer sacrifice and prayers for divine leadership. He became impatient and, acting as a priest himself, offered sacrifices seeking God's blessing. When Samuel arrived, he told Saul he had acted foolishly and would not continue as king.

On another occasion, Saul's son, Jonathan, and his armor-bearer slipped out of camp and killed 20 Philistines. Saul led the Israelites to attack and God gave a great victory. Then Saul issued a rash order: The men were not to eat anything that day. Jonathan had not heard the order, and when he came upon a bees' nest with honey, he ate some. Saul wanted the guilty person punished with death, but the soldiers objected and saved Jonathan's life.

4. Assign these verses from 1 Samuel 15 to three groups to summarize and report on Saul's actions after the defeat of the Amalekites.

Verses 1-6

The command Saul received and his failure to obey it

Verses 7-9

The defeat of the Amalekites and the keeping of the

Verses 10-33

Samuel's confrontation with Saul

5. Invite the groups to look for justifications (reasons, explanations) Saul gives for his actions:

1 Samuel 13:11

Samuel didn't come and the people were leaving.

1 Samuel 15:13-15

He blamed the people and said the cattle were for the Lord.

Emphasize that Saul did what *he* decided was best in every situation. Saul was sent on a mission with specific orders he was to obey, not change to his own desires. The commands of God are never mere suggestions of things we might like to do. Rather, they are commands that give direction to our lives.

Encourage Application

6. Return to the question on the board: *What went wrong in King Saul's life?*

Ask for feedback from the class now. List answers on the board. Possible responses should include:

- He assumed an improper role.
- He made bad decisions.
- He lied to justify his actions.
- He did not obey the commands of God.
- He did not accept personal responsibility.
- He blamed his people.

7. Point members back to 1 Samuel 15:22-23 and read these verses aloud. Follow with this question: *What did God want from Saul?* (a heart of obedience)

Comment that because Saul did not obey, his life went wrong. If we want our lives to go right, we must obey God's commands. We have a Savior Who offers forgiveness and the gift of the Holy Spirit to guide us, but we have the obligation to follow as the Spirit leads.

8. Close in prayer that we would never justify disobedience to God, but rather, quickly and willingly follow His leadership.

Supplemental Teaching Ideas Connect with Life

•Begin the lesson by asking the class members if they personally know someone who had great potential but whose life became a tragedy. What went wrong?

Possible examples:

- From history: Ira Hayes (see brief bio at right)
- From fiction: Star Wars character Darth Vader, whose life turned from good to evil.

Bridge discussion to the Bible study by stating: *Today we discover that King Saul's life goes very wrong. He lost his opportunity to be a great leader through arrogant disobedience.*

Invite the class to consider the question: *Is it right for disobedience to bring punishment when we have good reasons for what we do?*

Encourage Application

•Use the final minutes to consider these thoughts:
—*When is it too late to repent?* (Never.)
—*How can we avoid God's punishment?* (Have a heart attitude of humility, confess our sins, understand and obey what God tells us to do)

•Review the Memory Verse and the Word List.



Supplemental Teaching Ideas/
Connect with Life:

Brief biography of Ira Hayes

Ira Hayes, a Pima Indian who became a Marine, was admired by his fellow Marines in his battles in the Pacific. He helped raise the flag on Iwo Jima, then survived the gruesome battle. Three of the flag raisers died on the island. He and the other survivors were sent on a US tour to raise money for war bonds. They were proclaimed heroes everywhere. But in Ira's words: "How could I feel like a hero when only five men in my platoon of 45 survived, when only 27 men in my company of 250 managed to escape death or injury?"

Ira went back to the Indian reservation and tried to lead a quiet life. But he couldn't bear the pain of his being alive while so many of his friends died. He became an alcoholic. "I was sick. I guess I was about to crack up thinking about all my good buddies. They were better men than me and they're not coming back."

In 1954, Ira reluctantly attended the dedication of the Iwo Jima monument in Washington. After a ceremony where he was lauded by President Eisenhower as a hero once again, a reporter rushed up to Ira and asked him, "How do you like the pomp and circumstances?" Ira just hung his head and said, "I don't."

Ira died three months later after a night of drinking. As Ira drank his last bottle of whiskey, he was crying and mumbling about his "good buddies." Ira was only 32.

(<http://www.iwojima.com/raising/raisingc.htm>)

Teaching Guide

Lesson 7: The Image and the Heart

Lesson Focus

God calls us to look on the heart and not on outward appearance.

Focal Text

1 Samuel 16:1-13, 21-23

Background Text

1 Samuel 16

Memory Verse

“For the Lord does not look at the things man looks at. A man looks at the outside of a person, but the Lord looks at the heart.” (1 Samuel 16:7b)

Connect with Life

1. Revise the visual on the focal wall by removing the sheet with the second unit’s title and lessons and replacing it with another sheet listing the Unit 3 title and lessons.

Unit 3: David: From Shepherd to King

Lesson 7	The Image and the Heart
Lesson 8	Dealing with Envy
Lesson 9	Loyal Under Fire
Lesson 10	Controlling Our Actions in a Violent World
Lesson 11	A Secure Future for God’s People

Remove the crown from the oval with Saul’s name and place it in the oval with David’s name.

2. State that in today’s lesson we will be studying the emergence of a strong leader—David.

Write the following question and place on a focal board: *Does history shape a leader or do leaders shape history?* Receive responses.

Follow with: *What are some characteristics of the best national leaders you have known?*

3. Review from the previous lesson the characteristics of Saul which caused him to be rejected by God. (He had a spirit of rebellion, ran ahead of God, disobeyed a clear command from God, did not repent, blamed others.)

4. Comment that it was God, not Samuel, who selected David for the throne. Saul had been an impressive young man when Samuel anointed him as king, but this time God tells Samuel that what is important is a person’s heart—what is on the inside—that makes him/her fit for leadership.

Guide the Study

5. Invite a volunteer to read verses 1-5 aloud and ask for responses to the following questions:

—*Why was Samuel afraid?*

(To anoint David as king was an act of courage on Samuel’s part, but it would have been seen as an act of treason if the news reached Saul.)

—*What was God’s answer?*

(He said, “I will show you what to do.”)

—*When there is something to do, what is God’s role?*

(God is the One Who initiates the plans.)

—*What is our role?*

(In our lives, we need to carry out what God says as He leads us. Sometimes this requires a step of faith on our part.)

6. Invite responses to this question: *When God gives us a job to do, does He sometimes have to say, “Get on with it”? If so, why?*

7. Continue reading verses 6-7, then ask: *What lesson did Samuel have to learn?* Receive responses.

8. Share this information about the meaning of *heart*.

The Hebrew word translated heart was used for the feelings, the will, and even the intellect. It was also used to mean the center of something.

People looked on the outside, the external image, to determine someone’s value. People do the same thing in our day. What is your reputation? What is your gender? What is your skin color? What is your age? But God makes His choices by looking on the heart. God wants to know about character, not just reputation. He is interested in who people are at the core of their being.

9. Ask the class to read verses 8-13 silently. Allow a few minutes.

Comment that David was not the oldest, the strongest, or the most impressive of Jesse's sons. In fact, he was such an unlikely prospect to be chosen as king that his father did not even invite him to the meeting. There was something God saw when he looked on David's heart that caused Him to choose David to be king. Scripture even calls David "a man after God's own heart." Point out that David was good-looking, but that was not the criteria God used in making His choice. He looked on the heart.

10. Invite the class to read verses 21-23 to find the answer to this question: *What was David's position in King Saul's court?*

Note that Saul did not know David had been anointed king. God gifted David and put him in the right place to do the work He had for him. Point out that God will do the same for us.

Encourage Application

11. Consider this scenario and your response:

You are on a search committee assigned the task of finding a minister for your church's staff (or in the secular world, an employee for a business). How much weight do you give to outer appearance? Does outer appearance have any importance? How would you assess a person's heart? (core values)

12. Allow time for discussion, then close with prayer that you personally and your church will look with God's eyes on the heart of people, not merely on outward appearances.

Supplemental Teaching Ideas

Connect with Life

• Invite the class to imagine this situation:

You are sitting in the worship service when a person walks in with tattoos and excessive body piercings. What judgments are you tempted to make about the person's character or the person's worth to God? Comment that in today's lesson, we will learn how would God want you to see the person.

• Call attention that today's lesson begins a new unit in which we will study five key characteristics of a godly leader. We will begin with integrity—rightness of heart—and the appointment of David as king.

Encourage Application

• Review the Word List. Then, take a few moments for the class to work on the Memory Verse together. Write the verse on a chalkboard or dry erase board and have the group read the verse aloud. Erase a few words, replacing each with a blank line to indicate where each word would be, then have the group read it aloud again. Continue erasing words until the class is reciting the entire verse from memory.

• Lead the class to decide ways they will follow the example of God in looking on the heart and not on outward appearance. Close with prayer, asking God to give us eyes to see the heart as He does.

Teaching Guide

Lesson 8: Dealing with Envy

Lesson Focus

Envy can destroy even the closest of relationships.

Focal Text

1 Samuel 18:1-16

Background Text

1 Samuel 18-19

Memory Verse

“David did well in all that he did, because the Lord was with him.” (1 Samuel 18:14)

Connect with Life

1. Research (perhaps using the Internet) the word *envy*, one of the seven deadly sins, and give a short report. (Or assign this to a class member the week before.)

After the report is presented, ask: *What does envy do to us?* Discuss how envy can affect all aspects of our character.

On a focal board, display this statement:

**Once envy is allowed into the spirit,
it begins to devour (destroy)
all other expressions of godly character.**

2. State that today’s lesson is a classic example of the destructive power of jealousy. Give this short definition of the difference between envy and jealousy: *Envy can be seen as a wish to get what one does not have, and jealousy can be seen as the wish to keep what one has.*

Comment that our lesson is the story of David’s rise above Saul and Saul’s inability to rejoice at David’s success.

Guide the Study

3. Form three groups and make the following assignments. (Cut apart the Group Assignment Blocks on page 22 to give to class members.)

Group 1: Read 1 Samuel 18:1-5 and answer the following questions:

—Who was Jonathan?

—What kind of relationship did Jonathan have with David?

—What does “became one with” mean (18:1)?

Group 2: Read 1 Samuel 18:6-9 and answer the following questions:

—Why did the relationship between Saul and David change?

—What did the women’s song mean to Saul?

—What future did Saul see for David?

—What was the problem—the women’s song or Saul’s own spirit?

Group 3: Read 1 Samuel 18:10-16 and answer the following questions:

—What was the “bad spirit sent from God” which came upon Saul?

—What qualities of David did Saul envy?

—What did envy do to Saul?

—Why was Saul afraid of David (18:12, 15)?

—Why was David so successful?

Circulate between the groups to add insights from the Study Guide. Receive reports.

Encourage Application

4. Ask for personal testimonies of friendships disrupted by envy and jealousy. Ask for personal testimonies of friendships based on trust. (Be prepared to share a testimony from your own life.)

Lead the class to identify ways to overcome envy and jealousy. (Be sure to include the study of Scripture and the knowledge that God loves all people and has a purpose for each life.)

5. Close in prayer for healing of friendships and relationships, and thank God for relationships built on trust.

Supplemental Teaching Ideas

Connect with Life

•Prior to class, write these instructions on a focal board: *Think of a good friend. Why is that person such a good friend?*

When the class begins, call for responses, stating

that it is not necessary to name the “good friend.” As members respond, write the characteristics or traits named on the board. (The trait *trust* should be among the traits mentioned.)

Ask: *Why is trust important in a relationship?*

State that in our Bible study today, we will explore a relationship between Jonathan and David that was based on trust. We will also see what jealousy and envy can do to a relationship in which there is no trust.

Encourage Application

• Invite the class to consider how this lesson on envy often hits home in our personal lives. Consider three areas:

- Sibling rivalry, where brothers and sisters have varying degrees of abilities and talents
- Distrust of a spouse in his/her relationship with others of the opposite sex
- Envy of a work associate who receives a promotion above ourselves

• Suggest that each class member ponder this question: *How well do I rejoice at others' successes?*

Allow a minute for thought and then ask: *What are some ways you can avoid envy?*

(Responses should include: Valuing others, understanding that God has a purpose for each person's life, developing a heart of gratitude, memorizing Scripture.)

• Read the following statement and ask if all would agree: “The way to defeat envy is to look into its green eye and choose to invest your energy in friendship for the sake of the kingdom of God.”

• Close in prayer that we would always be trustworthy friends and never allow envy to destroy relationships.

• Review the Word List and the Memory Verse.

Group Assignment Blocks: Refer to #2 for details.

Group 1

Read 1 Samuel 18:1-5 and answer the following questions:

- Who was Jonathan?
- What kind of relationship did Jonathan have with David?
- What does “became one with” mean (18:1)?

Group 2

Read 1 Samuel 18:6-9 and answer the following questions:

- Why did the relationship between Saul and David change?
- What did the women's song mean to Saul?
- What future did Saul see for David?
- What was the problem—the women's song or Saul's own spirit?

Group 3

Read 1 Samuel 18:10-16 and answer the following questions:

- What was the “bad spirit sent from God” that came upon Saul?
- What qualities of David did Saul envy?
- What did envy do to Saul?
- Why was Saul afraid of David (18:12, 15)?
- Why was David so successful?

Teaching Guide

Lesson 9: Loyalty Under Fire

Lesson Focus

Following the right course in life may challenge loyalties to family and friends.

Focal Text

1 Samuel 20:1-18, 35-42

Background Text

1 Samuel 20

Memory Verse

“So be kind to your servant. For you have brought me into an agreement of the Lord with you.” (1 Samuel 20:8a)

Connect with Life

1. Display the words *Double Bind* on a focal board and ask class members to name ideas this phrase suggests. Receive responses and then explain that this is a term used by doctors to describe a phenomenon present in schizophrenics. A double bind is a situation in which no matter what a person does, the person can't win.
2. Suggest that children of divorce often find themselves in a double bind. In order to be loyal or obedient to one parent, they feel they must be disloyal or disobedient to the other. State that in today's lesson, Jonathan finds himself in a double bind between his family loyalties to his father (King Saul) and his friendship loyalties to David. He must make a choice; in either case, he is going to be disloyal to one set of his loyalties.
3. Present this question for the class to explore (write on a focal board): *What indication is there that Jonathan's loyalty to David meant he was also loyal to God?*

Guide the Study

4. Before class, photocopy the handout on page 24 for each class member.
Distribute a handout to each person. Read aloud the Scripture, division by division, while designated class members listen for answers to specific questions.

Receive responses. (Some teacher notes are included in the following version of the handout questions.)

1 Samuel 20:1-4

- What was David's dilemma? (Having to tell Jonathan that his father, Saul, wanted to kill him [David].)
- Why do you think Jonathan defended his father?
- From our past study, what did David know about Saul that his family did not know? (That Saul's heir would not become the next king; God had chosen David.)
- What statement proved where Jonathan's loyalty was?

1 Samuel 20:5-18

- What was David's plan?
- How was David testing Saul?
- What was Jonathan's reaction to David's plan?

1 Samuel 20:19-34

- What was Jonathan's plan to communicate with David?
- What was Saul's reaction to David's absence from the feast?
- What do you think were Saul's feelings about all that was going on around him?
- How did Jonathan come to see the true side of his father?
- What decision did Jonathan make after the confrontation with his father?

1 Samuel 20:35-42

- When Jonathan and David cried together, what thoughts were probably in their minds to produce such grief?
- What was the agreement between Jonathan and David as they parted? (verse 42) (Point out that it would have been easy for Jonathan to betray David in order to secure his place as king of Israel or for David to later destroy all of Jonathan's descendants. But both men were loyal to their covenant of friendship. State that 2 Samuel 9:1-13 tells the story of David providing care for Mephibosheth, Jonathan's crippled son.)

5. Remind the class of the focal question and invite responses: *What indication is there that Jonathan's loyalty to David meant he was also loyal to God?*
Point out the many times Jonathan refers to God in his speech (vv. 12, 13, 16, 21, 42). State that Jonathan

knew Saul was not obeying God. He knew God did not want Saul to kill David. Jonathan made a hard choice. He chose to be loyal to God.

Encourage Application

6. Bring a sweater with buttons down the front. Intentionally put the first button in the wrong buttonhole. Continue buttoning until the last button doesn't have a buttonhole to be matched with.

Ask: *Where is the problem—the first button or the last?* (The problem began with the first button, but every button afterwards was inserted in the wrong buttonhole.) Explain that if we put our first loyalty in the wrong place, then every other loyalty is misplaced, too.

Unbutton and rebutton the sweater in the correct order. As you do, comment that when Jonathan found his “Loyalty Under Fire,” he chose what was right. He knew God’s hand was on David to be the next king of Israel. Jonathan’s choice shows us that when loyalty to God is number one, choosing between secondary loyalties becomes easier.

7. Close with a prayer thanking God for friends and family, and asking God to help us be sensitive to God’s leadership in where our loyalties should be placed.

Supplemental Teaching Ideas

Connect with Life

•Lead the class to think of some of the people or things which have our loyalty. Write the list on the board.

Ask: *What part does loyalty play in a friendship? Is there ever conflict between loyalty and friendship?* Give an opportunity for class members to share examples from their lives.

Transition to the Bible study by explaining that in today’s lesson we will be looking at Jonathan’s loyalty to his friend David and the basis for that loyalty.

Encourage Application

•Suggest that each class member think about the choices Jonathan had to make. Then ask: *Have you ever found yourself in a similar circumstance? Has there been a time when making the right choice caused you to change your loyalty?* (Receive responses from class members who volunteer. If possible, give an illustration from your own life.)

•Lead in prayer that we will look to God for guidance in placing our loyalties and making right choices.
•Review the Word List and the Memory Verse.

Handout for Discussion: Refer to #4 for details.

1 Samuel 20:1-4

- What was David’s dilemma?
- Why do you think Jonathan defended his father?
- From our past study, what did David know about Saul that his family did not know?
- What statement proved where Jonathan’s loyalty was?

1 Samuel 20:5-18

- What was David’s plan?
- How was David testing Saul?
- What was Jonathan’s reaction to David’s plan?

1 Samuel 20:19-34

- What was Jonathan’s plan to communicate with David?
- What was Saul’s reaction to David’s absence from the feast?
- What do you think were Saul’s feelings about all that was going on around him?
- How did Jonathan come to see the true side of his father?
- What decision did Jonathan make after the confrontation with his father?

1 Samuel 20:35-42

- When Jonathan and David cried together, what thoughts were probably in their minds to produce such grief?
- What was the agreement between Jonathan and David as they parted? (verse 42)

Teaching Guide

Lesson 10: Controlling Our Actions in a Violent World

Lesson Focus

Exercising restraint in responding to hostile words and deeds of people, even fellow Christians, who oppose us is a trait to be cultivated.

Focal Text

1 Samuel 24:1-15, 26:6-12

Background Text

1 Samuel 24-26

Memory Verse

“May the Lord keep me from putting out my hand against the Lord’s chosen one.” (1 Samuel 26:11a)

Connect with Life

1. Refer to the popular TV series *The Fugitive* and comment that for several years David lived as a fugitive, but as a fugitive from injustice, not justice. During these years, he hid in towns and regions around Jerusalem. He remained a fugitive until Saul was killed in battle with the Philistines.

2. On a focal board, write: *Mercy is a choice.*

Comment that when someone hurts us, it’s hard for us to refuse to hurt them. State that in today’s Bible lesson, we read of two occasions where David controlled his actions even though he had opportunity to kill Saul. To refuse to get revenge is to act nobly. David is our example. Invite the class to read in unison the Memory Verse.

Guide the Study

3. Begin with these statements: *David showed not only mercy in sparing Saul, but political insight as well. At the beginning of the monarchy of Israel, to change the ruler by way of murder would not have been good. David knew if Saul was to be deposed as king of Israel, God would have to provide the means for doing so. David would not lift his hand against the Lord’s anointed.*

4. Prior to class, prepare these group assignments, one per group. (Cut apart the blocks on page 26.)

Divide the class into four groups. Distribute the assignment sheets. Ask the groups to discuss the questions and present the information.

Group One: Read 1 Samuel 24:1-4.

Why was Saul trying so hard to pursue David?

How did David’s men react to the situation in the cave?

What did David do to Saul?

Group Two: Read 1 Samuel 24:5-7.

Why did David feel guilty in his heart?

Why did David have respect for Saul?

What are some examples today of people who deserve respect?

Group Three: Read 1 Samuel 24:8-15.

How would you describe David’s heart?

What might have happened if David had followed the suggestions from his men?

What made David a good leader?

Group Four: Read 1 Samuel 26:6-12.

Why do you think David took someone (Abishai) with him to see Saul?

Where was Saul when David arrived?

What was the suggestion of Abishai?

Why did David not follow the suggestion of Abishai?

What did David actually do to Saul?

Encourage Application

5. Call attention to this statement: *Your conscience is what helps you be aware that your conduct is right or wrong.*

Ask: *Why do you think David could rely on his conscience?* (Responses may include: He knew the Lord was with him. He knew the Lord had a purpose for his life. He knew God had anointed Saul as king, and God would remove him in His way.)

Then ask: *How can we be sure our conscience leads us in the right way?*

6. Suggest that the class ponder this question: *What will I do the next time I am hurt by someone?*

Close in prayer, asking God to give us the right

attitude toward those who hurt us.

Supplemental Teaching Ideas

Connect with Life

• Explain: *In today's lesson, we read how David controlled his actions toward Saul because of respect for Saul as God's anointed and because of his (David's) own faith in the Lord. David was not and had never been Saul's enemy, yet Saul wanted to kill him. David's exercise of restraint in his actions toward Saul is a model of respect and kindness.*

• Invite class members to name circumstances in our world—community, church, families—where so-called good people often act uncivil toward each other. (Political campaigns, church business meetings, business board meetings, family gatherings)

State: *It is good to remind ourselves that in today's violent world, we should respect people on both sides of an issue. We must remember that people of good will and good intentions are often found on both sides of an argument.*

Encourage Application

• Ask the class to develop a list of ways to increase respect and decrease antagonistic (hostile) words and attitudes. (The list might include: Speak the truth in love. Be fair. Be a good listener. Do good deeds to build strong friendships.)

• Lead the class to read together Paul's exhortation in Ephesians 4:32: "You must be kind to each other. Think of the other person. Forgive other people just as God forgave you because of Christ's death on the cross."

• Close in prayer that each person would follow the example of David.

• Review the Word List.

Group Assignment Sheets: Refer to Guide the Study #4

Group One: Read 1 Samuel 24:1-4.

Why was Saul trying so hard to pursue David?

How did David's men react to the situation in the cave?

What did David do to Saul?

Group Two: Read 1 Samuel 24:5-7.

Why did David feel guilty in his heart?

Why did David have respect for Saul?

What are some examples today of people who deserve respect?

Group Three: Read 1 Samuel 24:8-15.

How would you describe David's heart?

What might have happened if David had followed the suggestions from his men?

What made David a good leader?

Group Four: Read 1 Samuel 26:6-12.

Why do you think David took someone (Abishai) with him to see Saul?

Where was Saul when David arrived?

What was the suggestion of Abishai?

Why did David not follow the suggestion of Abishai?

What did David actually do to Saul?

Teaching Guide

Lesson 11: A Secure Future for God's People

Lesson Focus

God promises to provide a secure future for His people.

Focal Text

2 Samuel 7:1-17

Background Text

2 Samuel 2:1-4, 5:1 to 7:29

Memory Verse

“I have been with you in all the places you have gone. I have destroyed from in front of you all those who fought against you.” (2 Samuel 7:9a)

Connect with Life

1. Before class, photocopy the cloud clip art on page 28 so every student will receive at least one cloud.

As each person comes in, hand them one cloud, and ask them to write on the cloud a vision or dream they have for the church. Collect the clouds and read aloud the class's hopes and dreams for their church.

Comment that sometimes it takes a generation or more for a vision to be fulfilled. In our lesson today, we study one of David's visions which took a second generation to fulfill.

Guide the Study

2. Invite a class member to read 2 Samuel 7:1-4. Use the following questions to discuss this period in King David's life.

—*What did David wish to do?*

—*What was Nathan's reaction at first to David's announcement?*

—*When did David's vision come to him?*

Ask: *When do visions come to us?* (Receive responses. Include the thought that we hear from God when we are still and focused on Him—a hard thing to do in our busy, noisy world.)

3. Enlist another class member to read aloud 7:5-7.

Ask: *What does God's moving about with a tent to live in suggest about the nature of God?* (The

emphasis here is that God has no need of a house to dwell in because He dwells wherever His people are.)

—*What did God instruct Nathan to tell David?*

—*How do we try to put God in a box?* (Mention the concept some people have today that God inhabits the buildings of the church, and they go to church to meet God.)

4. Lead the class to read verses 8-16 and listen for the promised blessings God gave to David. List the promises on a focal board as class members name them.

(Responses may include: Make David's name great, give his people a place, give rest from enemies, his son will succeed him, his son will build a house for God, his throne will last forever.)

5. Present this explanation concerning God's promise that David's kingdom would last forever: *God's statement seems direct and clear. Yet in 587 B.C. when the people of Judah were carried to Babylon in captivity, there ceased to be a king on the throne of David.*

Explain that believers in New Testament times saw themselves as the “new” Israel and, through Jesus, the promises God made to David were fulfilled.

Encourage Application

6. Circle back to the idea that David's vision of building a house for God came to him during a time of peace.

Ask: *How can we create space in our life for spiritual reflection and meditation?*

Invite the class to share from personal experience the ways they practice “being still” before the Lord.

7. Look back at the clouds made at the beginning of class. Decide which can be fulfilled in the present generation. Ask for three volunteers to pray:

- Pray for the future of the church.
- Pray that the leaders and members will have a vision of God's plan for their church.
- Pray that God will show each person the role he/she should play in the future of the church.

Supplemental Teaching Ideas

Connect with Life

•Ask: *What does the expression, “This is a ‘new day’ ” mean?*

Then ask: *What could happen in a church to cause the members to feel there is a “new day”?* (Responses may include: Calling a new pastor, building a new building, starting a new mission, etc.)

Make the transition to the Bible study by saying it was a “new day” for David. He had a palace, and it was a peaceful time. David had a vision. He wanted to build a temple to house the ark of the covenant. In today’s study, we will learn God’s directions for David’s vision.

Encourage Application

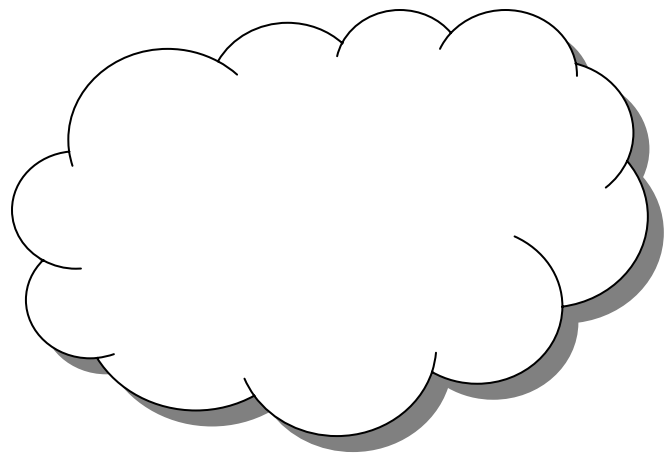
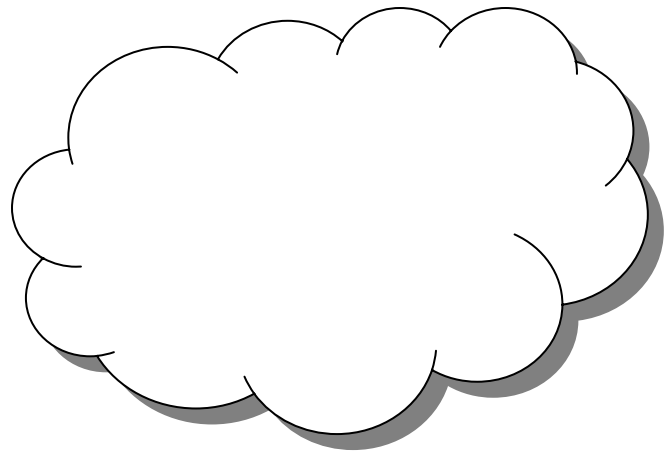
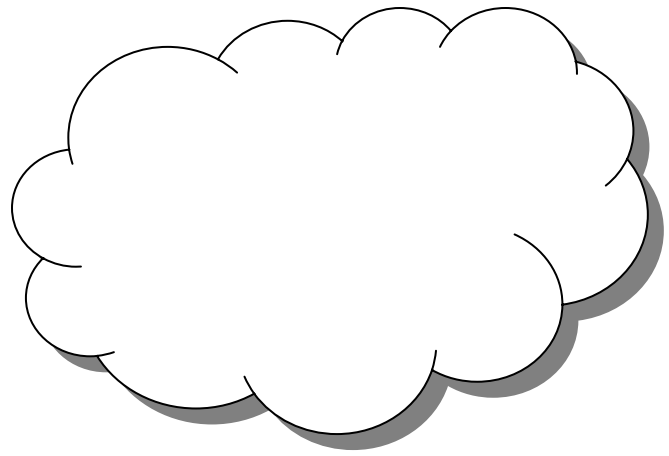
•Write the expression “Outlive Yourself” on a focal board. Ask the class to think of things they could do that would live on after they are dead. Explain that this is the concept that investment of life now will secure a good future for the next generation. (Responses may include: Rearing godly children who will follow the Lord, carrying the Gospel to the ends of the world, establishing strong churches and communities, preserving the environment.)

•Share this story: A church member died and left a large sum of money to the church in his will. The church had recently relocated and had a debt for the new building. The church decided, however, to place all the money in a special account for mission projects. They said they would pay for the new building themselves and invest the money in mission projects with long-lasting benefits.

•Invite the class to bow in prayer and consider how they can outlive themselves. Ask someone to lead in prayer that God will give direction to each person.

•Review the Word List and Memory Verse.

Cloud Clip Art for Connect with Life #1



Teaching Guide

Lesson 12: Momentary Delight, Lifelong Disaster

Lesson Focus

Using one's power to take advantage of others for one's own pleasure and gain will always result in God's punishment, no matter who a person is.

Focal Text

2 Samuel 11:2-14, 12:1-14

Background Text

2 Samuel 11-12

Memory Verse

“You did it in secret. But I will do this in front of all Israel, and under the sun.” (2 Samuel 12:12)

Connect with Life

1. Post the final installment of this quarter's unit and lesson titles:

Unit 4: David: Trouble at Home
Lesson 12: Momentary Delight, Lifelong Disaster
Lesson 13: A Parent's Worst Nightmare

2. Begin the class by pointing out that in less than a decade, David went from living in a cave as a fugitive to living in a palace as the king of all the Israelites. He had subdued most of his enemies. Israel had gone from a kingdom dominated by the Philistines to a major power in the Mediterranean world. David was a person with great power—almost unlimited power.

3. State that today's lesson portrays the misuse of that power. The lesson is about the infamous relationship between David and Bathsheba. It also introduces us to the consequences of David's actions. Remind the class that though it may be difficult for us to imagine that we possess the power or influence of a king, we do have power and influence in regard to others.

Guide the Study

4. Guide the class to consider that every decision we make has consequences in the lives of those around us.

Invite the class to review 2 Samuel 11:2-14 and compile a list of people who were adversely affected by David's adultery and his attempts to cover it up. Suggest that the list should also include those who might not be named in the text but who must have been involved. (Possible list: David's other wives and his children, Uriah and his family, Bathsheba, the servants of both houses, Joab and the leaders of the army, messengers who brought Bathsheba to David, the soldiers who died with Uriah, the messengers who brought the news to David)

5. Enlist two class members to read the following passages: 12:1-6 and 12:7-14. Ask these questions:

—*What punishment did David pronounce for the man in Nathan's parable?* (He deserves to die; he must pay back four times.)

—*On what basis did David pronounce such severe punishment?* (The man misused his power and had no pity.)

—*What was David's response when Nathan accused him of being the guilty person in the parable?* (He repented.)

6. Invite class members to name the items on Nathan's list of things that God had done for David. (Anointed David as king; saved him from Saul; gave him the position of leader of Israel and Judah; would have given him much more)

Then ask them to name the sins of which David was guilty. (Doing what is bad in God's eyes; killing Uriah; taking Uriah's wife; giving those who hate the Lord a reason to speak against the Lord [v. 14])

Encourage Application

7. Comment that it is often easy to see the injustices done by others, yet fail to see how we engage in similar actions in our own lives. Invite class members to think about the people on whom they have influence. Point out that today's lesson demonstrates how misusing our influence can bring lifelong disaster.

8. Close by inviting members to examine their relationships this week to determine how they might be tempted to use their influence to secure their own personal desires. Lead a prayer that asks the Holy Spirit

to reveal blind spots in our lives and to lead us to repent of all inappropriate actions and attitudes.

Supplemental Teaching Ideas

Connect with Life

•Comment that we have watched David grow from a shepherd boy to a king. We have seen his bravery in battle. We have marveled at his noble behavior in the face of injustice. In today's lesson, we see a different side of David. He commits two terrible sins in which three of the Ten Commandments are broken:

—Exodus 20:13: Do not kill other people.

—Exodus 20:14: Do not do sex sins.

—Exodus 20:17: Do not have a desire for your neighbor's wife.

Ask this question rhetorically (tell them to think about it without answering aloud): *How could David let this happen?*

Unveil this quote which has previously been written on a focal board:

*Power tends to corrupt;
absolute power corrupts absolutely.*

Encourage Application

•Remind the class of this sobering truth: *Sin, injustice, abuse of power, wrong-doing are all bad. While sin is often hidden from the eyes of human beings, it is never hidden from the eyes of God. God's judgment of sin cannot be avoided.*

•Engage class members in considering these questions:

—*How could David have avoided the sin described in 11:2-5?*

—*What can we do to avoid the temptation to use our influence for personal pleasure and gain?*

•Close in prayer that the Holy Spirit will help us to resist temptation and to remember that a "momentary delight" in sinning will always produce spiritual disaster.

•Review the Word List and Memory Verse.

Teaching Guide

Lesson 13: A Parent's Worst Nightmare

Lesson Focus

Failures in parenting can lead to disasters in family relationships.

Focal Text

2 Samuel 13:20-21, 30-33; 14:25 to 15:10; 18:6-15, 33

Background Text

2 Samuel 13-19

Memory Verse

“The spirit of King David wanted very much to go out to Absalom, for he was comforted about Amnon, since he was dead.” (2 Samuel 13:39)

Connect with Life

1. Begin this lesson by reminding the class of God's message of judgment to David following his double sin of adultery and murder. State that in today's lesson we see a further unfolding of the first of Nathan's predictions of God's judgments coming on David—that some of his family would die by the sword and trouble would come against him from his own family.

2. Refer to the title of the lesson, “A Parent's Worst Nightmare.”

Before class begins, ask a member to be prepared to read this scenario of David's family situation. (See page 32 for the “script” to cut out and give to the reader.)

One of David's sons, Amnon, rapes his half-sister, Tamar. (Tamar was David's daughter by another wife.) Tamar's brother, Absalom, kills his half-brother, Amnon, in revenge for Tamar's rape. Absalom is exiled (or sent away) for three years and then brought back to Jerusalem. But David refuses to meet with him for another two years. Absalom then leads a revolt against his father, King David, and captures Jerusalem. Absalom is later killed battling his father's troops in a war to take over his father's throne.

After the member finishes reading, say: *What a terrible nightmare!*

3. Point out that this lesson shows how the consequences of David's adultery with Bathsheba and murder of her husband, Uriah, came out in the disaster of David's family life. David's choices to commit adultery and murder stripped him of the moral authority his family needed from him.

Guide the Study

4. Enlist someone to read 13:20-21 aloud and ask the class to listen for how David responded. After the reading, ask these questions for discussion:

—*What was good about what David did?* (He became angry.)

—*What was bad about what David did?* (He did nothing to discipline Amnon for his crime.)

—*Why do you think David did nothing?* (Possible answer: David knew Amnon's act was similar to his own misuse of power with Bathsheba. Amnon, as David's oldest son, was the “crown prince.”)

5. Invite another class member to read 13:30-33 while the class listens for the advice of Jonadab. Refer back to Jonadab's role in Amnon's sin (13:5). After the reading, ask these questions for discussion:

—*How do you suppose David felt when Jonadab told him that only one of his children had been killed?*

—*What did David do about Amnon's murder by Amnon?* (nothing)

—*Why do you suppose David did nothing?* (Possible answer: David remembered his own sin in murdering Uriah.)

6. Call on someone to read 14:25 to 15:10. Instruct the class to listen for what Absalom's plan was and how he went about carrying it out. (Responses may include: He wanted to be king. He looked like a king and deceptively tried to get the people to turn to him.)

7. Ask a class member to read aloud 18:6-15 while the class listens for what happened. Then request the class to read together 18:33 to find David's response to the news of Absalom's death. Ask these questions to guide reflection and discussion:

—*What does this passage tell us about David's feelings for Absalom?*

—*What do you think David wished he had done in his*

life rather than what he had done? List possible responses on the board:

He may have wished he had:

- resisted the temptation to commit adultery and murder.
- shown more interest and given more time to building relationships with his sons.
- helped Amnon deal with his sin and guilt, and Absalom deal with his anger.

Encourage Application

8. Comment: *One meaning we get from today's lesson is that our actions have accompanying consequences. Even when we have been forgiven by God, the consequences of our actions may continue to play out in our lives.*

9. Be aware that this lesson may be hard to hear for some class members whose child is struggling with life—addictions, legal problems, mental illness. The parents may be asking, “What did I do that caused this tragedy in my family?”

Suggest that these parents rephrase the question to, “How can I help my child? What can I do *now* that will help them?” If a child's rebellion is directly related to bad choices of the parents, the best things that can be done are to confess the sin to the child with remorse and to ask for forgiveness. Help the child to begin to overcome the rebellion through counseling, building up the parent-child relationship, etc.

10. Close with a prayer that we will learn from the bad example of King David. Ask the Holy Spirit to give parents the wisdom to know when and how to provide godly influence in the lives of their children.

Supplemental Teaching Ideas

Connect with Life

- Recall that last week's lesson was on the sin of David with Bathsheba, including the murder of her husband, Uriah. Point out that this story, rather than being a “love story,” is in fact the beginning of a tragedy. Emphasize that the story of David and his sons, Amnon and Absalom, shows the wide-ranging effect that a person's sin can have on others, especially within one's family.

Encourage Application

- Lead the class to identify specific things parents can do to bless their children. Close in prayer for the Holy Spirit to guide both our words and deeds as we parent our children.

- Review the Word List and Memory Verse.

Script for Connect with Life #1. Cut out and give to reader.

One of David's sons, Amnon, rapes his half-sister, Tamar. (Tamar was David's daughter by another wife.) Tamar's brother, Absalom, kills his half-brother, Amnon, in revenge for Tamar's rape. Absalom is exiled (or sent away) for three years and then brought back to Jerusalem. But David refuses to meet with him for another two years. Absalom then leads a revolt against his father, King David, and captures Jerusalem. Absalom is later killed battling his father's troops in a war to take over his father's throne.

Teaching Guide

Easter Lesson: Believing in the Resurrected Jesus

Lesson Focus

Jesus' resurrection appearances encourage us to believe in Him.

Focal Text

Luke 24:1-12, 36-43

Background Text

Luke 24

Memory Verse

“He is not here. He is risen. Do you not remember what He said to you when He was yet in Galilee?” (Luke 24:6)

Connect with Life

1. State that Easter is the most significant day of the year for Christians. On this day, we celebrate the event that is the heart of our hope and belief: God raised Jesus from the dead, giving assurance to those who believe in Him that we, too, will continue to live after our physical bodies die.
2. Remind the class that on the Friday before Easter, there was no place for hope in the hearts of the disciples. The events of the week had crushed the disciples. They had come to understand that Jesus was the promised Messiah, a deliverer sent from God. But on Friday, they had witnessed the cruel execution of this person in Whom they had placed their hopes.
3. State that the story in our Bible passage begins with happenings early on Sunday morning.

Guide the Study

4. Enlist volunteers to read the following Scripture passages to the class. After each reading, state the name(s) of the disciples/followers involved, and ask: *How did the events lead the disciples involved to believe in Jesus' resurrection?*

Luke 24:1-11

Persons involved: The women

They found the stone pushed away. Jesus' body was missing. They were reminded of Jesus' earlier teaching, including His resurrection.

Luke 24:12

Person involved: Peter

He ran to the tomb himself, found it empty, and went away amazed.

Luke 24:13-35

Persons involved: The two disciples on the way to Emmaus

Jesus began to show them the way in which He had fulfilled the hope set out in the Holy Writings. Their hearts filled with joy as He talked to them. When they came to the village of Emmaus late in the day, they invited Jesus home with them. As they began to eat together, He broke the bread and gave it to them, and they recognized Him. Then suddenly He disappeared.

Luke 24:36-43

Persons involved: The disciples who were gathered together

Jesus appeared to them and said, “May you have peace.” He invited them to confirm His reality by touching and examining Him. He additionally proved His reality by eating a piece of fish.

Encourage Application

5. Encourage class members to seek evidences of the presence and influence of the resurrected Savior in their lives this week.

Ask them to consider this question: *Are we looking for Jesus in the right places?*

Mention that Jesus can be found in prisons, battlefields, offices, schools, homes, churches, etc.

Close in prayer that the reality of the resurrection, which gives us hope, would also make us bold in our faith.

Supplemental Teaching Ideas

Connect with Life

- Point out that there have always been those who denied

the reality of the bodily resurrection of Christ. However, it is this reality that assures our victory over death and gives us confidence for eternity. The evidences of the reality of the resurrection should encourage us and comfort us.

Note that today's lesson on Luke 24 is about the events of the first Easter.

Encourage Application

- Invite the class to consider and list the evidences we have to affirm our belief in the resurrection of Jesus.
 - The tomb was empty on Easter morning.
 - Jesus appeared to many eyewitnesses. One witness stacked on another gives more convincing proof of an event. Those who saw Him expressed no doubt about His identity.
 - The manner of Jesus' appearances: It was not of one who had almost been killed, but who miraculously survived. The descriptions from witnesses affirm that Jesus was alive and well. He could be touched and His scars examined. He also ate food.
 - The changes that took place in the minds and lives of the disciples. Before Jesus' resurrection, the disciples had cowered behind bolted doors in fear and considered returning to their old occupations. After Jesus' resurrection, they boldly proclaimed that God had raised Jesus from the dead, even though they faced arrest, persecution, and death.
- Challenge class members to live this week in the reality of Jesus' resurrection. State that the reality of the resurrection should give us confidence and boldness in this life because it gives us assurance of eternal life.
- Close with a prayer of gratitude that we serve a risen Savior.