

Teaching Guide



*ADULT BIBLE STUDY
IN BASIC ENGLISH*

**GOSPEL OF LUKE:
PICTURE-STORIES
JESUS TOLD**

INCLUDES BONUS EASTER LESSON

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BAPTISTWAY

Dallas, Texas

ADULT BIBLE STUDY IN BASIC ENGLISH
TEACHING GUIDE
Gospel of Luke: Picture-Stories Jesus Told

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Adult Bible Study in Basic English—Teaching Guide

GOSPEL OF LUKE

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 Basic English.

Bible Study in Basic 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 (\$1.95 each per quarter) 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

Julia Wrotenbery currently works with ESL at University Baptist Church in Fort Worth. She retired from 30 years of service in public schools. She received a BA from Baylor University, an MA from University of Texas, and an MRE from Southwestern Seminary. Her husband, Carl, is retired dean of libraries at Southwestern Seminary. They are parents of a son, Alan (deceased), and a daughter, Martha Runnels, who lives in Fort Worth. They have three grandchildren.

Suggestions for Teaching Basic English Bible Study Lessons

General Suggestions

- Provide language edition Bibles so students can read the focal passage in their native languages.
- Beginning students may require three sessions to complete one lesson.
- Review the Word Study before beginning the study. Provide page (see resources) for class to keep vocabulary studies in their notebooks.
- 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).
- 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

- 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.
- 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.
- When time allows, pairs may read the lesson again to each other.
- Class may close books and listen as a native speaker reads the section again.
- Discuss lesson using “Things to Think About.”

Memory Verse

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

Picture Sequencing (The 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 cell.

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.

Picture Sequencing (continued)

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 of the 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 turn of the least proficient student, 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 in review of the 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,

- 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 lesson

Procedure:

Tell the parable or story using pictures. Use animation and simple sentences.

Ask questions about the main idea of the story.

Read story aloud while students follow along and underline unknown words. Go over the meaning of these words with the whole class.

(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.

(Beginning or low-intermediate students) Read the story again and ask the students to repeat it with you line by line.

Invite the class to read the story with you in unison.

Ask pairs to read the story to each other.

Ask for volunteers to tell the story in their own words.

Make drawings large enough for the back row to see.

3. 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).

4. 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.

Checklist for Successful Classrooms

◇ **Right Kind of Input**

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

◇ **Low Anxiety Environment**

The following factors contribute to a relaxed and comfortable atmosphere and build a sense of community that is a safe place for risk-taking: (Students are unafraid to make mistakes or feel foolish.)

- 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 the students as often as possible through eye contact and/or positioning yourself on the eye level of students

Calling students by name as often as possible

◇ **Real-Life Interaction**

Checklist for interaction:

- Pacing of activities with a balance of noisy/quiet and still/active
- Attention to different learning styles (visual, auditory, tactile, kinesthetic)
- 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)
- A focus on a task or message rather than form (grammar)
- Provision for all four skills (listening, speaking, reading, writing)
- Avoidance of questions for which answers are already known
- 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
- Other useful activities: surveys, interviews, role-play, problem-solving, and interactive games
- Review previous material.

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

Teaching Guide

Unit 1 Picture-Stories Jesus Told Lesson 1 *LOVE AND FORGIVENESS*

Lesson Focus

We must learn that God loves us so much that He will forgive all our sin if we have faith in Him.

Focal Text

Luke 7:36-50

Background

Luke 7

Memory Verse

“I tell you, her many sins are forgiven because she loves much. But the one who has been forgiven little, loves little.”—Luke 7:47

Connect With Life

1. Explain to the class what is meant by a picture-story by referring to the introduction to the Book of Luke. We have examples of picture-stories all through history. These become familiar and make a kind of Folk Wisdom.

One example is this: *A young boy was being trained as a shepherd. After he and his flock arrived in their pasture area on a hill above his village, he became bored. Perhaps he was even a little scared of being all alone with only the sheep. He had been told that if a wolf appeared to threaten the sheep he should yell loudly, “WOLF!” He thought he would try this to see what happened. He shouted loudly three times. The people in the village heard him and came running to help. When they arrived, he was laughing. He thought it was a good joke. The people were angry and told him not to do that again. He promised not to. But after a few days he decided to try it again. Once more the people came to help. This time they were very angry.*

In a week or two there really was a wolf which appeared. He began attacking the sheep. The shepherd boy yelled loudly, but no one paid any attention to him. Many sheep were killed that day.

The lesson taught here is that if a person is known for giving false alarms, no one will believe him when there really is reason for alarm. This story is so familiar that people simply refer to “crying wolf” rather than retelling the whole story. This is the kind of story Jesus liked to use.

Guide the Study

2. Ask a student to read Luke 7:36-38. Refer to the Study Guide to explain how they ate. Ask: *Who was this woman? (A well-known sinner) What did she do? (First she wept enough to wet Jesus’ feet. Then she dried Jesus’ feet with her hair. Then she kissed His feet and rubbed an expensive perfume on them.)*

3. Now select someone to read Luke 7:39 and the explanation in the Study Guide under the heading “Proud Religious Law-Keeper.”

4. Have another person read Luke 7:40-43. Ask the class: *What did Jesus ask Simon after the story? (Which one would love the most?) What was the man’s answer? (The one who owed the most) Jesus agreed with him.*

5. Jesus told this picture story for a purpose. Have someone to read Luke 7:44-48. Ask the class what Jesus was showing to Simon by the parable. Refer to the material in the Study Guide for what Simon should have done for his guest (a kiss of greeting, a basin of water and a servant to wash and dry his feet, oil placed on Jesus’ head). Ask someone to re-read verses 45 and 46 where Jesus contrasts the actions of Simon and the woman who is a sinner. Ask: *How does Jesus characterize the man and the woman in verse 47? (The one who has been forgiven little—Simon—loves little. The one who*

has been forgiven much—the sinful woman—loves much.)

6. Ask a student to read Luke 7:49-50. Ask: *What do the other guests say about what has been done?* (“Who is this man Who even forgives sins?”) *Do you think most of them thought Jesus had the right and power to forgive sins?* (Probably not) *What does Jesus say to the woman?* (Your faith has saved you from the punishment of sin. Go in peace.)

Encourage Application

7. Have someone read the last paragraph to the class under the heading “Teachers.” Think about this: *Are you more like Simon who was proud of how he kept the laws or like the woman who was truly sorry for her sins and wept for them?*

Supplemental Teaching Ideas

Connect with Life

1. Ask a student (or the teacher may do it) to read aloud the introductory story about Lucrene. Explain that this story was written by a former missionary to the Philippines. Discuss the story.

2. Discuss the Word Studies at the end of the lesson. Make sure everyone understands the meaning.

Encourage Application

3. As a group, read the Memory Verse. Make sure everyone understands what it means and how it applies to each person. Encourage the members of the class to memorize it and to start a Memory Verse Record of verses memorized.

4. Spend some time discussing Things to Think About. Make sure everyone understands how faith leads to salvation.

Teaching Guide

Unit 1 Picture-Stories Jesus Told

Lesson 2 LOVE AND LIFE

Lesson Focus

God wants us to love Him with all our hearts and soul and strength and to love others as much as we love ourselves.

Focal Text

Luke 10:25-37

Background

Luke 10

Memory Verse

“The man said, ‘You must love the Lord your God with all your heart. You must love Him with all your soul. You must love Him with all your strength. You must love Him with all your mind. You must love your neighbor as yourself.’”—Luke 10:27

Connect with Life

1. Ask someone to read the first paragraph of the introduction to Lesson 2. Ask the class: *Would you do this for one of your loved ones? Do you know someone who did this?* Jesus tells us of a man who had enough compassion to help someone he didn’t even know.

Guide the Study

2. Have a student read Luke 10:25-29.

3. Read to the class the first three paragraphs under “Looking for Life.” Ask the class: *Was Jesus telling the man anything he didn’t already know?* (No, these ideas are well-known scriptures.) Now ask someone to read the last paragraph under “Looking for Life.” This man was doing more than just showing off. He was trying to discredit Jesus.

4. Now Jesus tells another picture-story. Ask

someone to read Luke 10:30-32. Then have a student read the first paragraph under “Not Caring for Life.” Point out that these were fellow Jews who passed by on the other side. The religious leaders would have been ceremonially unclean if they had touched a dead body. Their selfishness kept them from even checking on the injured man.

5. Invite a student to read Luke 10:33-34. We saw how Jews reacted to Samaritans. Ask: *How do you think Samaritans would feel about the Jews who despised them?* And yet this Samaritan treated the Jew kindly, putting oil and wine (standard treatment for wounds) on his hurts and bandaging them. This took time and effort, but he goes further. Ask: *What does the Samaritan do next?* (He places the wounded Jew on his own donkey and takes him to an inn where he can rest and be cared for.)

6. Ask someone to read Luke 10:35. Ask: *What more does the Samaritan do for the Jew?* (He pays the innkeeper for caring for the man and he promises to pay more if it is needed. This is his own money he is using for a man who despises him and would not have helped him in any way.)

7. Have the last two verses read, Luke 10:36-37. Point out: *Jesus made the story so plain that the law-keeper knew he could not avoid giving the correct answer to Jesus’ question.*

Encourage Application

8. Say to the class: *Ask yourself if you are a good neighbor according to Jesus’ story. What could we offer as proof that we are good neighbors? Do we help others who need help, not just our friends and family? Would we help someone we knew hated us? Would we look after a terrorist? Do you think Jesus meant for us to love even these?* Discuss in light of today’s lesson.

Supplemental Teaching ideas

Connect with Life

1. Ask the students to give examples of ways in which other people have helped them. The teacher may need to begin this with some examples: a neighbor who mows the yard when you are sick, a stranger who stops to help you change a tire, etc. In today's lesson we will find that Jesus expects us to do these things for everyone.

Encourage Application

2. Work on memorizing the Memory Verse and add it to your Memory Verse Record.

3. Discuss Things to Think About at the end of the lesson. Ask the class: *If Jesus were in these situations, what would He do?*

4. Discuss the words in the Word Study. Make sure each person knows what is meant. Check to see if there are other words which are not understood.

5. Close with prayer asking God to help us be the kind of neighbor to others that Jesus describes in His story.

Teaching Guide

Unit 1 Picture-Stories Jesus Told

Lesson 3 *GOD'S LOVING-FAVOR AND PRAYER*

Lesson Focus

Because God loves us, He wants us to talk to Him, to ask Him for what we need, and to trust His goodness.

Focal Text

Luke 11:5-13

Background

Luke 11

Memory Verse

“For everyone who asks, will receive what he asks for. Everyone who looks, will find what he is looking for. Everyone who knocks, will have the door opened to him.”—Luke 11:10

Connect with Life

1. Read to the class Luke 11:1-4. Explain: *This is a model of how we talk to God.*

(1) *Acknowledge God as Heavenly Father.*

(2) *Admit reverence/worship for Him.*

(3) *Pray for the time when God's rule will be over all.*

(4) *Admit that God's will is our highest desire on earth and in heaven.*

(5) *Ask for real needs, not just “wants” -- food, shelter, clothing.*

(6) *Admit personal sin and ask forgiveness.*

(7) *Forgive others who wrong you.*

(8) *Ask God to keep us from the temptation to do wrong.*

Then Jesus illustrates what He means with a picture-story (called a parable).

Guide the Study

2. Have a student read Luke 11:5-8. Here Jesus uses ordinary people to show how God might

react. Ask: *What does the first man ask of his friend?* (To give him three loaves of bread) *Why?* (An unexpected visitor has come and he has no food in the house to share with him.) *Why is this a problem?* (It is night time and the man and his family are all asleep.) Now ask someone read the material under “What Man Does” to explain their customs. Make sure everyone understands why this is a problem.

3. Request that someone read Luke 11:9-12. Point out that now Jesus is talking about what God will do rather than what an ordinary man would do. Ask for the students to summarize the ideas here. (Ask and you will receive, look and you will find, knock and the door will open) Read to the class or have a student read the material under the heading “What God Does.”

4. Ask someone to read Luke 11:13. Discuss this. Notice that God compares Himself to our earthly parents. Parents usually like giving to their children, but sometimes children want what is not good for them, at least at that time. If God loves us like our parents do, then of course He wants to give us good things. Ask: *What does Jesus think is the best gift?* (The Holy Spirit) *How will the gift of the Holy Spirit affect us?* (The Holy Spirit will guide us to want what is best for us or help us to seek what God's will is so that we will not ask for the wrong things.)

Encourage Application

5. Discuss Things to Think About in the Study Guide.

6. Close with prayer that God will give us wisdom to ask for the right things, that we may deeply desire and ask for the guidance of the Holy Spirit.

Supplemental Teaching Ideas

Connect with Life

1. Read or tell the story from the introduction. If you have some advanced speakers, arrange ahead of time for one of them to tell the story. Ask: *Has you ever done without something because you didn't know you were entitled to it and didn't ask? How would you feel after finding out that you could have had whatever it was?* Read the short paragraph following the story.

Encourage Application

2. Examine together the Word Study. Add the word *parable*. Be sure everyone understands. Check to see if there are other words used which need explanation.

3. Read together the Memory Verse in Luke 11:10. Practice with each other; say it by memory. Ask them to write it in their Memory Verse Record. Close with prayer that God will help us to have faith that He hears and will answer our prayers.

Teaching Guide

Unit 1 Picture-Stories Jesus Told

Lesson 4 *THINGS OR LIFE*

Lesson Focus

Jesus would have us care less about material wealth and more about our spiritual riches.

Focal Text

Luke 12:13-21

Background

Luke 12

Memory Verse

“Then Jesus said to them all, ‘Watch yourselves! Keep from wanting all kinds of things you should not have. A man’s life is not made up of things, even if he has many riches.’”—Luke 12:15

Connect with Life

1. Ask a student to read aloud the introduction.

Guide the Study

2. Have someone read Luke 12:13-15. Ask: *What did the young man want Jesus to do?* (Tell the older brother to divide the inheritance with the younger brother) *How did Jesus respond?* (He said that was not what He came to earth to do.) *Was the request a reasonable one?* (Read the portion under “What to Want” which deals with arbiters.) *What was Jesus telling people in verse 14?* (Things are not the most important part of life.)

3. Select a student to read Luke 12:16-19. Ask: *Is Jesus criticizing the rich man for being rich?* (No.) *What seems to be the man’s error?* (He intends to use all his wealth for his own enjoyment. There is no thought of serving God or of helping others. He places too much value on being rich.) Ask some one to read the second paragraph under “True Riches” in the Study

Guide. Have students look up the references given and read them aloud to the class (Ecclesiastes 8:15, Isaiah 22:13, and 1 Corinthians 15:32). What do these verses teach us? Discuss.

4. Ask someone to read Luke 12:20-21. Ask: *What does God call the rich man?* (A fool) *Why?* (Because he spent all his time and effort on getting rich for this world and none on getting ready for the life after this one.) *What good does wealth do a person after he dies?* (No good at all)

Encourage Application

5. Discuss Things to Think About in the Study Guide.

Supplemental Teaching Ideas

Connect with Life

1. Discuss these points: *Have you ever wished you might win a lottery or a Publisher’s Clearing House contest, or perhaps you have dreamed of an giant inheritance from an unknown relative? Maybe you’ve dreamed of earning a huge salary. What would you do if one of these things happened to you? How would you handle a really large sum of money?* Today Jesus tells of a man who did, but it did not turn out as he expected.

Encourage Application

2. Ask the class: *Have you ever known of someone who came into a sum of money which ended up making him even more unhappy?*

Here is one possible scenario: Some years ago there was a serious traffic accident in the Rio Grande Valley. A delivery truck smashed into a loaded school bus, killing a number of children. The driver was at fault. The company he worked for settled with some of the families. Others sued in courts. They won their case and were given far more money than the first group. This caused resentment between the people. The ones who settled first felt they had been mistreated and that

their children were seen as less valuable than the others. All the families had more money, but now their neighbors were their enemies.

Other stories may include stories of people who won lotteries and found their relatives angry with them for not sharing enough. Some winners have been so bothered by requests for help from strangers that they have had to move. Relatives often become mad at each other when they must settle up their parents' estates. Sometimes the amount of money is not very great, but the anger is deep and lasting.

Now consider how God would have us act in these situations. Discuss.

3. Memorize together the Memory Verse and record it. Discuss its meaning.

4. Look at the Word Study. Be sure everyone understands. Add other words if necessary.

Teaching Guide

Unit 1 Picture-Stories Jesus Told Lesson 5 WHO SHOULD SUFFER AND DIE

Lesson Focus

Physical death and suffering are not punishment by God, but if we repent and depend on God, we can be assured of spiritual life and health.

Focal Text

Luke 13:1-9

Background

Luke 13

Memory Verse

“No, I tell you. But unless you are sorry for your sins and turn from them, you too will all die.”—Luke 13:3

Connect with Life

1. Ask: *Have you ever known really good people who had trouble after trouble--financial, loss of loved ones, severe illness? Can you tell us about one of them?* (The teacher may need to begin: Here is a lovely college student from China. She is popular, intelligent, and a dedicated Christian. She hoped to return to her country to tell others about Jesus and how He saved her. One evening when she was with a group of other students returning from a mission trip, a drunken driver hit their car head on. All but one of these young Christians was killed, including this young woman. Students in the college were stunned. How could God allow this to happen to someone who only wanted to serve Him? The drunken driver lived. How was this fair?) We do not understand why these things happen. Today’s lesson should help us to see it from God’s point of view.

Guide the Study

2. Ask a student to read Luke 13:1-5. Ask these

questions: *Who was Pilate?* (The Roman ruler of Judea, the country in which Jerusalem was.) *What did he do?* (He killed some Galileans who were making sacrifice in the Temple. Then he mingled their blood with that of the animals.) *What did the people want to know about this incident?* (Were these people greater sinners than others?) *What belief of the Jews made them ask the question?* (Suffering and early death happened to people who were great sinners.) *Did the disciples of Jesus believe this also?* (Yes. Refer to the passage John 9:2.) *What does Jesus mean in verse 3?* (Continuing in sin will cause spiritual death. Repentance and faith will ensure life.)

3. Ask several students to read the second, third, and fourth paragraphs in the Study Guide under “When Someone Hurts Us” and the material under the heading “When Things Hurt Us.” Have others look up the references used there: John 9:2; Acts 12:23; Matthew 9:2; Luke 13:4. From these passages name some of the causes of early death and suffering. (Personal sin like smoking or using drugs; sins of others, such as murder or drunken driving; natural sins, such as fires, storms, earthquakes.) Ask: *Does this mean that God never punishes directly a serious sin?* (No, but we seldom know that this is truly the cause.)

4. Have someone read Luke 13:6-9. Ask: *In this picture-story why is the man irritated?* (After three years the fig tree still has no figs.) *What does he plan to do about the problem?* (Have his servant cut the tree down.) *What plan does the servant offer?* (Wait one more year and cultivate it especially well to see if it would then bear figs.) *Do you think the owner gave it more time?* (Probably. God gives us many chances to make things right with Him. He is very patient and loving.) *How do we know that we are sinners?* (God tells us so in such verses as Romans 3:23.) Ask a student to look up Romans 3:23 and 6:23

and read them aloud.

5. Ask a student to read the last two paragraphs in the Study Guide under “Turn and Trust.”

Encourage Application

6. Our lesson today refers to fruits of the spirit that show we have the Holy Spirit in our lives. Say: *Let’s look together at Galatians 5:19-25. Here we have the contrast between the fruits produced by sinful desires and those produced by the Holy Spirit.* Make a list on a chalk board or on poster board in two columns. One should show the fruits of the Spirit and the other the fruits of sinful desires.

<u>Fruits of the Spirit:</u>	<u>Fruits of sinful desires:</u>
<i>love</i>	<i>sex sins</i>
<i>joy</i>	<i>sinful desires</i>
<i>peace</i>	<i>wild living</i>
<i>not giving up</i>	<i>worshipping false gods</i>
<i>being kind</i>	<i>hating</i>
<i>being good</i>	<i>fighting</i>
<i>having faith</i>	<i>being jealous</i>
<i>being gentle</i>	<i>arguing</i>
<i>being in control</i>	<i>dividing into little groups</i>
<i>over our desires</i>	<i>false teaching</i>
	<i>wanting something someone else has</i>
	<i>killing other people</i>
	<i>using strong drink</i>
	<i>wild parties</i>

Supplemental Teaching Ideas

Connect with Life

1. Tell the class: *Probably all of us have experienced or observed unexplained suffering. Will you share your experiences with us?* (Again the teacher may have to lead the way.) *Do you wonder sometimes why things happen to certain people and not to others? Today we are going to explore some explanations of how God functions in relation to good and evil.*

Encourage Application

2. Go over definitions in the Word Study. Add

other words from this lesson as needed. Be sure everyone understands.

3. Memorize the Memory Verse together. Add it to your Memory Verse Record.

4. Discuss Things to Think About. Close with prayer that God might help us understand how much He loves us, how He suffers when we do, and how He rejoices when we repent and trust Him.

Teaching Guide

Unit 1 Picture-Stories Jesus Told Lesson 6 *HOW TO BE IMPORTANT*

Lesson Focus

Jesus judges our importance by how we obey Him and serve others.

Focal Text

Luke 14:7-14

Background

Luke 14

Memory Verse

“Whoever makes himself look more important than he is will find out how little he is worth. Whoever does not try to honor himself will be made important.”—Luke 14:11

Connect with Life

1. Retell the story in paragraph one of the introduction. Ask: *Is money the only way the world judges a person’s importance?* (No. It may be the most used way the world judges, but other things may be as important. Other standards are family background, political position, medical or scientific accomplishments such as new surgical techniques of new cures for serious diseases. Sometimes people are judged important by what they do for others, for example, Mother Theresa or Lottie Moon.) *Do you feel God judges importance like humans do? Why or why not?*

Guide the Study

2. Ask someone to read Luke 14: 7-9. Ask: *What advice does Jesus give?* (As a guest, don’t take the most important seat, but take a lowly one.) *Why?* (There may be someone coming who better deserves it and you’ll be asked to move.) *How would you feel then if this happened to you?* (Perhaps embarrassed or ashamed) Ask: *At*

a feast in your country what would be the most honored place to sit? Give time for answers, then tell the class this information: *In this country the place to the right of the host is considered the most important at something like a dinner party. The second would be to the left of the host. At some banquets the “head table” is for those who speak to the group or preside. Sometimes this table is on a raised platform. In Medieval times in Europe the least honored places were below where the salt was placed. The most important people sat on a raised platform.*

3. Select someone to read Luke 14:10-11. Ask: *What does Jesus advise you to do instead?* (Sit in the least important place.) *What reasoning does He give for this?* (If the host feels you are important, he will move you to a better place. Then others will notice your importance.) *In verse 11 Jesus states a principle of behavior. What is it?* (If you try to make yourself seem more important, you will be embarrassed and shamed. If you behave with humility, others will honor you.)

4. Ask a student to read Luke 14:12-14. Ask: *What surprising advice does Jesus give us in verse 12?* (Don’t entertain those who will then invite you to a similar gathering. Instead ask those to supper who can not pay you back in kind.) *What immediate results will come from this?* (You will be happy.) *What reward can we look forward to in the future?* (Your reward will come in the next life in heaven.)

Encourage Application

5. Select a person to read aloud the last paragraph in the Study Guide. Discuss this as it applies to our lives today.

Supplemental Teaching Ideas

Connect with Life

1. Ask the class: *What kinds of people do we consider important today?* (Political office holders,

famous entertainers, sports champions, scientists who have discovered something important, community leaders, etc.) *What factors do we judge in deciding who is important?* (Fame, fortune, ability, service to others, etc.) *Would you judge Michael Jackson as important as Billy Graham or Kofi Annon? Why or why not?* Today we'll examine what Jesus taught about who is important.

Encourage Application

2. Discuss the Word Study. Be sure everyone understands each word. Add others as needed.
3. Work together to memorize the Memory Verse. Say it to each other. Then record it in the Memory Verse Record.
4. Discuss Things to Think About. Close with prayer that we might seek to serve Jesus by serving others unselfishly and with love.

Teaching Guide

Unit 1 Picture-Stories Jesus Told

Lesson 7 *WHAT IT TAKES TO FOLLOW JESUS*

Lesson Focus

Jesus wants people to understand that following Him in obedience will not be easy all the time, but it is precisely what God wants from us.

Focal Text

Luke 14:25-33

Background

Luke 14

Memory Verse

“If one of you wanted to build a large building, you would sit down first and think of how much money it would take to build it. You would see if you had enough money to finish it....”—Luke 14:27

Connect with Life

1. Ask one of the students to read aloud the story told in the introduction in the Study Guide. Invite the class to discuss briefly what might happen to the army recruit. Now read the last paragraph as an introduction to today’s lesson.

Guide the Study

2. Have someone read Luke 14:25-27. The Study Guide has a good discussion of the importance of the family to Jews. Ask someone to read the second paragraph under “Family and Life or Jesus.” Discuss how difficult this might be for people. Then tell the group that the Jewish law also tells how important it is to love God more than anyone or anything else. Together read Deuteronomy 6:4 and then Matthew 22:37. These words were not news to the people.

3. Ask the class to look again at verse 26. Ask: *Besides loving Jesus more than father and*

mother, wife and children, brothers and sisters, what else is required? (Loving Jesus more than self, more than one’s own life)

4. Now look again at verse 27. Ask: *What else does Jesus require?* (A follower must carry his own cross.) Now refer to the last paragraph of “Family and Life or Jesus.” Be sure everyone understands the reference to carrying his own cross. Ask: *Is Jesus warning that following Him may be difficult and filled with suffering?* (Yes.)

5. Luke 14:28-30 is another picture-story. Ask a student to read those verses to the class. Show to the class a builders blueprint, or use a house floor plan from a magazine. Now ask: *If you were planning to build a home or even a garage, what kind of things would you ask the builder?* (What experience do you have? Can you let me see a house you have built? Can you furnish the names of people for whom you have built that I can talk to?) *Would money have top priority?* Ask: *Have you every seen buildings which seem to have been started and then left unfinished? What do you think happened?*

Now tell the class that Jesus wants us to plan ahead and to know whether we really want to follow Him. We do not want to be like the army recruit and go home because it is not fun or easy.

6. Request someone to read Luke 14:31-33. Here is a second picture-story. Ask: *Would a wise king attack a force twice the size he has if he could find another way to solve the difficulty? What would the king choose to do?* (He would send the messenger and try to avoid a war he could not win.)

7. Select a person to read the last verse, Luke 14:33. Ask: *Can you state the idea given here?* (Jesus wants us to count the cost and be willing to forfeit everything to follow Him.)

Encourage Application

8. Discuss the material in the Study Guide under “Things or Jesus.” Then discuss question 4 under Things to Think About.

Supplemental Teaching Ideas

Connect with Life

1. A few years ago two students at Columbine High School in Colorado took guns to school one day and began shooting students and teachers. A number were killed before the boys turned their guns on themselves and committed suicide. The story was told that one of the gunmen told a girl student that he would not shoot her if she would renounce Jesus. She refused. He shot and killed her. These actions stunned the whole nation. Ask: *If you had been the girl, do you know what you would have done?* In today’s lesson Jesus tells what He expects of us.

Encourage Application

2. Discuss the Word Study. Add words if necessary. Be sure everyone is clear about the meanings.

3. Work on memorizing the Memory Verse together. Record it in the Memory Verse Record. Recite it together. Close with prayer that we might be willing to put Jesus first above everything, including our own lives.

Teaching Guide

Unit 1 Picture-Stories Jesus Told

Lesson 8 *THE LOST COIN; and THE FATHER WITH TWO SONS*

Lesson Focus

God feels great joy when lost people turn to Him for salvation.

Focal Text

Luke 15:8-32

Memory Verse

“He was lost and now he is found.” —Luke 15:32b

Connect With Life

1. Tell the class: *All of us have lost things and then later found them. Some were very important things. Have you ever lost your car keys or your house key? Have you ever lost your passport or visa? Credit cards? Jewelry you have put away for safe keeping and forgotten where you put it? Tell us about your experience and how you felt.*

After several reports, continue to introduce this lesson.

Today we examine two picture-stories Jesus told. One was about lost money; the other, about a lost son.

Guide the Study

2. Ask a student to read Luke 15:8-10. Explain to the class why the coin may have been so important to the woman.

Married women wore a head dress of ten silver coins. These were a symbol like a wedding ring that she was a respectable married woman. Each coin was equal to a typical day’s pay for a working Palestinian. These people had very little money. The coin would have been difficult to find because the room was very dark. The floor was of hard-packed earth. On it was probably a covering of straw or leaves. Naturally, she was excited when she found it and wished to tell her

friends the good news.

Ask: *How does God feel about the repentance of one sinner?* (See verse 10. God and His angels rejoice the same way. It is very important to them.)

3. Now have someone read Luke 15:11-16. Ask: *Is this kind of problem one that can happen today? Have you seen anything like it?* (Try to get several to reply with a few details.)

Request a volunteer to read the first two paragraphs in the Study Guide under “God Loves Us as We Are.” Point out that God often lets us do just what we please rather than what pleases Him. He must know as this father did that the son would learn his lesson. This father hoped his son would return. God wants us to return to Him.

What happens to the son? (He goes to another place and spends his money foolishly until it is all gone. Then he tries to find work.) *Is he successful on his own?* (No. His work is the lowest of jobs, and he does not have enough to eat.) *The Study Guide tells you that this job was not even respectable. Why not?* (No proper Jewish person would work with pigs which were considered unclean in their laws.)

4. Ask a student to read Luke 15:17-19. *Do you think the son has learned his lesson? What did he decide to do?* (Return home, ask forgiveness of his father, and work as a servant for his father.) Notice that he felt he had sinned against not only his earthly father, but also against his Heavenly Father.

5. Read Luke 15:20-24. *How does the father receive him?* (He sees him coming, runs to meet him, and throws his arms around him and gives him a kiss.) *Does the son ask for forgiveness?* (He tries, but the father is so overjoyed he hardly listens.) *What does the father instruct the servant to do?* (The father tells the servant to get the best coat and put it on him, place a ring on his finger,

and put shoes on his feet. He also told the servant to prepare a feast with a fattened calf.) *According to your Study Guide, these things were important symbols. What did they mean?* (They showed that the father honored him, that he was a member of the family, and that he was no longer a servant.)

6. Select someone to read Luke 15:25-30. *How did the older brother react to the sound of a feast as he came in from the field?* (He asks a servant about why he was hearing music and dancing. When the servant tells him, he becomes angry and refuses to go in.) *What does the father do?* (He comes out to him and tries to persuade him to come in and enjoy the feast.) *What reply does the older son make?* (I have done everything right and you have never even offered me a goat for a party with my friends. Then you killed a fattened calf for this son who did everything wrong.)

7. Invite a student to read the last two verses, Luke 15:31-32. *How does the father try to get the son not to be jealous?* (He assures him of his love for the son. He assures him that his own inheritance is still his. Then he points out that the family ought to rejoice over the repentance and return of the brother. It is as if the brother had been dead, but was come back to life or had been lost and was found.)

Encourage Application

8. Discuss “Things to Think About” from the Study Guide.

Supplemental Teaching Ideas

Connect with Life

9. Tell this story: *A woman had stopped along the street to see if her tire was low. When she got out of the car, she placed her purse on top of the car. She forgot it when she got back in and drove off. The purse fell into the street. When she realized what she had done, she was upset and frightened. Her husband had just given her the household money for the month from his paycheck. She was on her way to pay some bills and buy some groceries. She went back to where she had stopped, but there was no sign of her purse. Tearfully, she*

returned home to try to decide what to do. Before long, the doorbell rang. It was a stranger, and he handed her the purse with everything still in it. She was overjoyed and thanked the man repeatedly.

Today we examine how God feels when one of His lost children returns to Him.

Encourage Application

10. Examine the Word List. Be sure both words are understood, especially in light of how we relate to God.

11. Memorize together the Memory Verse and record it in the Memory Verse Record.

12. Look at the Study Guide and read together the paragraphs beginning “He began to think about his life” (page 35). Make sure everyone sees these as the steps all of us must take to be reconciled with God. Close with prayer that God would help all of us to know our own sinfulness, to confess our wrongs, and to ask to be accepted.

Teaching Guide

Unit 1 Picture-Stories Jesus Told Lesson 9 *THE SMART MANAGER*

Lesson Focus

God expects us to serve Him with our money which He has given us.

Focal Text

Luke 16:1-13

Memory Verse

“You cannot be faithful to God and to riches at the same time.” —Luke 16:13b

Connect With Life

1. Tell the class the following facts: *For several years, our newspapers have been full of stories of how CEOs of profitable companies have been cheating their stockholders to make money for themselves. Companies such as Enron, Tyco, etc. Some of these people used part of their money to do some good things. Do you think that excuses them for being dishonest? Jesus tells a story about such a manager in the Gospel of Luke.*

Ask someone to read the last paragraph of the Introduction (page 38).

Guide the Study

2. Ask a student to read Luke 16:1-2. Ask the class: *Did the boss own the houses and lands?* (No, he was supposed to be looking after them for the owner. He was a manager.) *What did the owner discover about his manager?* (That he was not using his riches the right way, probably that he was cheating the owner out of what should be his.) *What does the owner do?* (He asks the manager about it and then fires him.)

3. Select one of the students to read Luke 16:3-4. *What is the manager’s reaction? Does he apologize and promise to do better if given*

another chance? (He begins to plan how to get money in another way. He is not sorry for what he has done.) *Why can’t he just get another job?* (He claims he can’t dig, and he’s too proud to ask for help. He tries to find a way for his friends to support him.)

4. Have someone read Luke 16:5-8. *What scheme did the former manager have in mind?* (He allowed the people who owed money and goods to change their bills and cut the amount by as much as half in some cases. That way, these people would be grateful to him for saving them money and would help him.) *When the owner learns what has been done, he admits he has been clever in looking after himself. Was he complimenting such behavior?* (He may have been pointing out what we often see: That people who do wrong often seem to succeed for a long period of time.)

Remember that this is a story. The owner does not behave just like God. The story just shows us how some people try to be dishonest to help themselves.

5. In the next verses, we see what God thinks of such behavior. Ask for a volunteer to read Luke 16:9-13. *What does Jesus advise us about using our money?* (We should use our possessions to make life better for others in this world so that we earn the right to be at ease in a heavenly home that will last forever.) *Verses 10-12 build on the beginning idea. What is the teaching?* (A person who is faithful in small, unimportant things is more likely to be faithful in important things. It is applied to a man’s honesty and his use of his money. The last idea is that if you can’t care properly for other people’s property, you are not likely to have things of your own to care for.)

6. Now read Luke 16:13. *What do you think the first part of the verse means—“No servant can serve two bosses.”* (A servant was supposed to be

fully dedicated to his master in biblical times. If he had two different bosses the time and the tasks assigned might be in conflict. One might have to be slighted at times.) *When the verse concludes, "You cannot be faithful to God and to riches at the same time," what is Jesus telling us? (If we are dedicated to making and spending money, we can not also be dedicated to using our money and time as God directs. We have to choose one or the other.)*

Encourage Application

7. Discuss Things to Think About in the class.

8. Close with prayer that God will help us to see all our possessions as belonging to God and to see ourselves as managers of God's property.

Supplemental Teaching Ideas

Connect with Life

9. Relate these incidents:

(1) *A well-respected man in the church was asked to be chairman of an important mission project which the church wanted to undertake. He accepted and began the work, but he found that he couldn't spend as much time making money in his company since he was using so much of his time on this project.*

(2) *An executive secretary was regularly asked by her boss to falsify travel vouchers and other receipts so he could claim more money to be paid back to him. The boss gave the secretary some very expensive gifts from time to time.*

Now ask the class to discuss these two situations. Would Jesus approve of either or both of these people's choices?

Encourage Application

10. Examine the Word List. Check to see if there are other words in the lesson which need definition.

11. Learn the Memory Verse and recite it together. Write it in the Memory Verse Record.

12. Discuss the section in the Study Guide entitled, "What We Can Learn" (page 40). Encourage

students to give examples.

Teaching Guide

Unit 1 Picture-Stories Jesus Told

Lesson 10 LAZARUS AND THE SIX BROTHERS

Lesson Focus

God wants us to love others enough to help them and counts those activities as serving Him.

Focal Text

Luke 16:19-31

Memory Verse

“For sure, I tell you, because you did it to one of the least of My brothers, you have done it to Me.” —Matthew 25:40

Connect With Life

1. People in Jesus’ day and many people today seem to believe that those who have money and success must be especially blessed by God and those who have tragedies in their lives must be very sinful. Jesus did not believe this.

Ask the class: *Can you tell of dedicated servants of God who have had many problems with money, health, family crises, etc. Can you think of others who are selfish, perhaps dishonest, uninterested in God or other people but who have money and success? Our Bible study today shows us two people in these two categories. One suffers in this world, but is rewarded in the next life. One has everything good in this world, but suffers in the next life.*

Guide the Study

2. Have a student read Luke 16:19-21. Ask the class: *How was the rich man dressed? (In purple linen) What is his lifestyle compared to? (A king’s)*

Tell the class: *Purple was a very expensive dye reserved for kings or the very rich. Notice that the quality of food is also mentioned as proof that he was rich.*

What kind of person was the second man? (He was so poor he had to beg for food. He was covered with sores which were untreated except for the dogs who licked them. The food he was able to get was what fell on the floor of the rich man.)

What name is given to the poor man? (Lazarus)

What name was given to the rich man? (No name is listed. He is simply called the rich man.)

3. Invite someone to read Luke 16:22-24. *What happens to Lazarus? (He dies and is buried.) What happens to the rich man? (He dies and is buried.) What happens to the rich man after death? (He is sent to hell where he suffers greatly.) What happens to Lazarus after death? (He goes to heaven “to the arms of Abraham.”)*

Note that Abraham was considered the father of the Jewish people. *Is the rich man conscious of where Lazarus is? (Yes, he sees him standing beside Abraham, “far away.”) What is the rich man’s request? (He asks Abraham to allow Lazarus to dip his finger in water and cool the rich man’s tongue because the fire of hell is causing much pain.)*

4. Ask someone to read Luke 16:25-26. *How does Abraham contrast the two men? (Abraham contrasts the two men by reminding the rich man that he had good things on earth while Lazarus was miserable. Now the situation is reversed.)*

In verse 26, there is another problem. What is it? (There is a big deep place between heaven and hell. No one can go from one to the other.)

5. Select a student to read Luke 16:27-31. *What other request does the rich man make? (Send Lazarus back to my five brothers. Let him warn them, so they won’t come here when they die.) What was Abraham’s answer? (They have been warned even as the rich man was warned. They had the writings of Moses and the preachers that*

explained it all to them.) Note that this refers to the writings of our Old Testament and what we call the prophets whom God sent to warn the people.

Why did the rich man insist that they needed someone to return from the dead? (He thinks the brothers and other people would be more likely to pay attention to someone who has returned from the dead.)

Abraham did not agree. What did he say in verse 31? (“If they do not listen to Moses and to the early preachers, they will not listen even if someone is raised from the dead.”)

Encourage Application

6. Ask the students to follow as you read to them the sections of the Study Guide entitled, “Death—Where Everyone Meets,” (page 43) and “The Truth Is Known” (page 44). Ask: *Do you agree with these ideas? Why or why not?*

Supplemental Teaching Ideas

Connect with Life

7. Tell the class: *Try to imagine yourself in these situations.*

(1) You are about to get out of your car in a parking lot. A man dressed in rags comes to your car door and asks if you can give him a few dollars so he can get something to eat.

(2) You have the opportunity to go with your Sunday School Class to serve a meal at a homeless shelter.

(3) Your church is sponsoring a food and clothing drive to help people in the community and on the mission field. You are asked to give money, bring food or clothes, and help with distributing these to the needy.

What would you do in each of these cases?

Encourage Application

8. Memorize together the Memory Verse. Recite it and record it in the Memory Verse Record.

9. Discuss the words from the Word List.

10. Discuss “Things to Think About” from the Study Guide.

11. Close with a prayer that God would guide us to use our opportunities to help others as a service to Him.

Teaching Guide

Unit 1 Picture-Stories Jesus Told Lesson 11 *THE UNREWARDED SERVANT*

Lesson Focus

We must be willing to serve God without demanding recognition or reward.

Focal Text

Luke 17:7-10

Memory Verse

“When you do everything you have been told to do, you must say, ‘We are not any special servants. We have done only what we should have done.’”—Luke 17:10

Connect With Life

1. Ask the class: *Can you remember feeling unappreciated when your parents did not brag on you for doing your routine chores? Do you feel your pastor in your church expects everyone to compliment him for doing his job? Would you expect your employer to praise you to the other employees every time you completed a project?* Discuss these questions.

Guide the Study

2. Ask a student to read the entire passage of today’s lesson, Luke 17:7-10.

Now have someone read the first two paragraphs in the Study Guide under the title “What Is a Servant?” (page 46).

Tell the class: *Jesus knew He had only a brief time on earth to accomplish His purpose. He could not change all the customs of the people and spread God’s message of Good News at the same time. Even though He must have felt strongly that no one should own another person, He did not try to change this custom which was worldwide. He put His own duty first.*

3. Ask the class: *If Jesus did not tell the story to speak against slavery, what is He trying to teach us?* (We are like that servant in some ways. God expects us to put doing His will ahead of doing what we want to do, just as the servant took care of the master’s needs before his own.)

4. Ask the class: *What does Jesus say about the master’s response to the servant’s work for him?* (He points out that the servant does not expect a “thank you” and that the master does not even think of giving one.) Remember that a picture-story (parable) cannot compare in every particular detail to the life situation which it is illustrating. Jesus is not picturing God as unappreciative, but He is trying to show what the attitude of the servant should be—serving willingly without expecting thanks or recognition.

5. Select someone to reread verse 10. Ask: *Do you think this statement applies only to what we expect from God?* (No, most people expect the praise and recognition to come from the people the person is trying to help or fellow Christians who see these good works.)

Encourage Application

6. In the Study Guide (under the heading “What Is a Servant?”), three different categories of people are pointed out as those who do a job for no reward—parents, soldiers, Christians. Discuss how each of these serves without expecting rewards.

Supplemental Teaching Ideas Connect with Life

7. Tell this incident: *Oliver was the church treasurer in a small rural church. He was a very good treasurer. All his books balanced perfectly and he always had his reports ready on time. The church offerings were deposited immediately in the bank with great faithfulness. The people of the church appreciated his hard work, but did not tell*

him so. Oliver's feelings were hurt. He had forgotten that the work he was doing was a service to God rather than primarily for the church people.

Ask: Have you ever felt like this? Luke 17:7-10 tells us what Jesus felt about this kind of problem.

Encourage Application

8. Examine the Word List. Make sure everyone understands. Add words if necessary.

9. Learn the Memory Verse and recite it together. Record it in your Memory Verse Record.

10. Read together Ephesians 2:8-10. *Why do you think God chose not to have our salvation come through our good works? (It would make us proud and boastful of what we had done.) How does our salvation come? (As a gift from God.) Close with prayer that we may want to serve God everyday, knowing that we already have our reward as a gift and asking no other.*

Teaching Guide

Unit 1 Picture-Stories Jesus Told

Lesson 12 *THE WIDOW AND THE UNFIT JUDGE*

Lesson Focus

Jesus tells us to keep on praying to God for what we need without giving up.

Focal Text

Luke 18:1-8

Memory Verse

“Will not God make the things that are right come to His chosen people who cry day and night to Him?”—Luke 18:7

Connect With Life

1. Read together the lesson introduction (page 50).

Ask: Have you known of situations where a judge or jury was paid money to make sure of a certain outcome? Certainly we read of such dishonesty in the newspapers. In today’s lesson, it was not money which made the judge decide as he did. It was the continual asking of the woman for the same thing.

Guide the Study

2. Ask a student to read Luke 18:1. Tell the class: *Jesus seldom tells the people what His lesson is before he tells His story. But this time He does. What is the lesson expressed in verse 1? (“Men should always pray and not give up.”)*

3. Have someone read Luke 18:2. *What kind of person was this judge? (He was not afraid of God. He did not respect anyone.)*

4. Select a person to read Luke 18:3. *What was the problem of the woman who came to the judge for help? (She was a widow, and someone was keeping her from getting the kind of support she should have had.)* For a better understanding of

her situation, have someone read from the Study Guide the section entitled, “The People” (pages 50-51).

5. Request a student read Luke 18:4-5. *Why does the judge finally decide to help her? (He had no sympathy for her, but he did it to keep her from continuing to bother him.)*

6. Have a person read Luke 18:6-8. *How does this judge compare to God? (The judge helps to save himself trouble. God loves us and wants the best for us. That is why He helps us.) What does God expect us to keep doing? (Praying to Him)*

Encourage Application

7. Read portions of the Study Guide under the heading “Jesus Tells Us What to Learn” (pages 51-52), especially paragraph 1 and the last two paragraphs. Discuss making a list of prayers that you want to keep repeating. *What kinds of prayers might these be? (Prayers for someone’s salvation, petitions for daily forgiveness and guidance, requests for wisdom, protection for your family, etc.)*

Supplemental Teaching Ideas

Connect with Life

8. Share some of the things for which you have prayed earnestly and God has granted your request. Some examples may be given like these: (1)

Barbara felt God was calling her to the mission field, but she prayed for many months that God would send her a mate to go with her. God did and they served many years on the field.

(2) *Mary had cancer. She underwent many treatments and had some temporary remissions. God did not cure her, but He gave her 16 more years of life to be with her family and rear her children.*

(3) *Theo was a layman. His job did not pay enough*

to support his family. Jobs were very scarce. He prayed long and hard for God to show him what to do. Finally he believed God was guiding him to resign his job and look elsewhere. He found a new and better job which he was told he would not be eligible for if he was employed at that time. He was sure God led him to make the right decision.

(4) Jim is a missionary. He had to return to the States because his wife became very ill, and treatment was not available on the mission field. He prayed earnestly that God would heal her so they could return to their work with a primitive people who needed their help in many ways. God answered his prayer.

Encourage Application

9. Go over the Word Study. Add new words as necessary.

10. Memorize the Memory Verse and recite it together. Record it in the Memory Verse Record.

11. Jesus set us an example of praying to God. If He needed to go to God for guidance, how much more do we? Assign students to read the following Scriptures:

Matthew 26:36

Matthew 26:39

Matthew 26:42

Matthew 26:44

John 12:27-28

John 17:1

John 17:3-5

Paul urges us to pray without ceasing. See Ephesians 6:18 and 1 Thessalonians 5:17.

Close with prayer that we might learn to stay in communication with God at all times, never growing tired or giving up.

Teaching Guide

Unit 1 Picture-Stories Jesus Told Lesson 13 *TWO PEOPLE AT PRAYER*

Lesson Focus

God expects us to be humble in our prayers, recognizing our sin and His majesty.

Focal Text

Luke 18:9-14

Memory Verse

“‘God, have pity on me! I am a sinner!’ ”
—Luke 18:13b

Connect With Life

1. Tell this story: *Nina was a hard worker in her church and in the association of churches in her area. She wrote material for children and gave conferences for children’s workers. She spent so much time doing these things that she neglected her children, her husband, and her home. The children were often ragged and dirty. Very little love was shown them and very little guidance. Her husband was not really convinced that Christianity was worthwhile for him because of what its practice had done to his home. Nina felt she was a devoted Christian, serving the Lord in the best way possible. Do you agree? Why or why not?*

Guide the Study

2. Ask a student to read Luke 18:9. Ask: *In what did they trust?* (Themselves rather than God) *How did they judge themselves?* (As right with God.)

3. Select someone to read Luke 18:10. Ask the class to contrast the two men. (One was proud of what he did to keep the law; the other was despised by everyone because he was a hated tax collector for the Romans.)

4. Have one member of the class read Luke 18:11-12. *The proud religious law keeper brags to God about how good he is. What claims does he make?* (He’s not like others; doesn’t steal; doesn’t do other wrong things; is not guilty of sex sins; not like tax gatherer; fasts twice a week to pray.)

5. Choose a person to read Luke 18:13. Ask: *How was the attitude of prayer different for the two men?* (The proud religious law keeper lifted his eyes to heaven, and verse 11 says he “prayed to himself.” The tax gatherer kept his head bowed, beat on his breast as is still a custom among some Middle Eastern people today, and stood far from others. One was proud; one was humble and repentant.)

6. Ask one of the students to read Luke 18:14. *Which man did God hear and reward?* (The tax gatherer. Jesus accuses the proud religious law keeper of trying to look more important than he is.) *Which kind of person does God honor?* (Those who do not honor themselves.)

Encourage Application

7. Have students read aloud from the Study Guide the section entitled, “What We Can Learn” (page 56). Discuss this section with the group. Close with a prayer which reflects the last paragraph.

Supplemental Teaching Ideas

Connect with Life

8. Refer back to *Lesson 3: God’s Loving Favor and Prayer*. Ask the class to review the parts of a model prayer Jesus gave us in Luke 11:1-4. List the eight items from that lesson on a chalkboard or a poster board. Then ask them to compare these as we discuss the two prayers shown in today’s lesson. The items used were these:

- (1) Acknowledge God as Heavenly Father
- (2) Admit reverence/worship for Him
- (3) Pray for the time when God’s rule will

be over all

(4) Admit that God's will is our highest desire on earth and in heaven

(5) Ask for real needs, not just "wants"—food, shelter, clothing

(6) Admit personal sin and ask forgiveness

(7) Forgive others who wrong you

(8) Ask God to keep us from the temptation to do wrong

Encourage Application

9. Go over the Word Study. Be sure that everyone understands the meanings. Add others as necessary.

10. Memorize together and recite to each other the Memory Verse. Record it in the Memory Verse Record. Suggest that they continue to memorize and record verses they find especially helpful.

11. Examine the two prayers in today's lesson in light of the model given in Luke 11. Notice that the tax collector does acknowledge God as a Supreme Being, and he asks for his real need, which is forgiveness. *Would you conclude that these elements are of major importance in our prayers?*

Teaching Guide

Easter Lesson

Knowing the Risen Christ

Lesson Focus

Our belief about Jesus is incomplete until we know the Risen Christ.

Focal Text

Luke 24:13-35

Memory Verse

“For sure the Lord is risen and was seen by Simon.” (Luke 24:34)

Connect With Life

1. *We do much to honor the dead. This country has many cemeteries where people are buried. Some of these look like well-kept gardens. There are famous tombs for special people like the Tomb of the Unknown Soldier near Washington, D.C. In Westminster Abbey in England, there are tombs of former kings. Religious pilgrimages are made to such tombs as that of Mohammed.*

But where is the tomb of Jesus? Wherever He was buried, it is now empty because He rose from the dead.

Guide the Study

2. Choose a student to read Luke 24:13-14. Tell the class: *Jesus’ followers were upset after His death. They had not understood that it was both necessary and temporary. Perhaps these two were returning home in despair. Where are they going? (Emmaus) How far away was this? (About a two-hour walk from Jerusalem.) What did they do as they walked? (They talked of what happened in Jerusalem.)*

3. Ask someone to read Luke 24:15-16. *Who joins them? (Jesus) Do they know Him? (No) Why not? (The Bible says that “something” kept them from seeing Who He was. Apparently God*

did not want them to know yet.) Since walking was common as a means of travel, it was natural for someone to join others on the road.

4. Have a person read Luke 24:17-18. *What did Jesus ask? (What are you talking about?) What happened next? (The men were so surprised and sad that they stopped walking. To them, this was so earth-shaking that they did not see how anyone who had been in Jerusalem could fail to have heard about it.)*

5. Select someone to read Luke 24:19-21. *Who do the men say Jesus was? (One Who spoke for God and did powerful works.) What do they report happened to Him? (Religious leaders “gave Him over to be killed and nailed Him to a cross.”) Who had they hoped Jesus was? (“One who was going to make Jewish people free.”) How long ago had this happened? (Three days)*

6. Ask a student to read Luke 24:22-24. *What do the two men relate about the women? (They went to the grave and did not find Him. They claimed angels “in a special dream” told them Jesus was alive.) What other witness are there? (A group of men also found the tomb empty.)*

7. Have someone read Luke 24:25-27. *Notice that the men still do not know who Jesus is. What does Jesus tell them? (He calls them foolish for not remembering what the Scripture taught about the Christ and what He had to do. He referred to Moses and the early preachers..)*

8. Now choose someone to read Luke 24:28-31. *The men invite Jesus to stay because it is late. Notice this is late in the same day of the resurrection. When do they recognize Him? (After He sat at the table and broke the bread to share with them.) What happens then? (Jesus leaves them and they discuss what happened. They cannot*

understand why they did not recognize Him.)

9. Read Luke 24: 33-35. *What do the men do now? (Return to Jerusalem.) Note: People seldom traveled at night because of the danger of bandits, but this was too important to wait. They could not wait to share the Good News.*

Encourage Application

10. Refer to the Study Guide under “What We Can Learn from the Resurrection of Jesus” (page 60). Discuss the ideas expressed there.

Supplemental Teaching Ideas

Connect with Life

11. *All of us have been to funerals of friends or loved ones. What kind of words are usually spoken at a funeral or at the grave side service? (Words of praise for the person who has died, promises for a Christian that we will see that person again someday after this life is over.)*

We miss the person perhaps for many years before we, too, join him in another life. How was Jesus’ burial different? (He was hastily buried with no ceremony, but He had told His followers that it was not the end. But instead of seeing Him “some day” after this life is over, they saw Him only three days later. Unlike our friends and loved ones, Jesus rose from the dead and walked this earth once more.)

Encourage Application

12. Look together at the Word Study. Add any words needed.

13. Learn the Memory Verse together. Recite it and record it in the Memory Verse Record.

14. Turn in your Bibles to Luke 24:46-47. Read these verses together. These are Jesus’ words to us. Close with prayer that all may come to know the Risen Lord and to follow Him.