

*Teaching Guide*



*ADULT BIBLE STUDY  
IN BASIC ENGLISH*

**THE GOSPEL OF JOHN:  
SO THAT YOU MAY  
BELIEVE**

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BAPTISTWAY

Dallas, Texas

**ADULT BIBLE STUDY IN BASIC ENGLISH**  
**TEACHING GUIDE**  
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## Adult Bible Study in Basic English—Teaching Guide

# The Gospel of John: So That You May Believe

### 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

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# Teaching Guide

## Unit 1 The Word and His Work Lesson 1 *God in the Flesh*

### Lesson Focus

Jesus, the Word of God, shows what God is like and gives those who trust in Him the right to become God's children.

### Focal Text

John 1:1-18

### Memory Verse

"The much-loved Son is beside the Father. No man has ever seen God. But Christ has made God known to us." (John 1:18, New Life Version)

### Connect with Life

1. Write on the board this question: "Who would claim to be God?" Show a small card on which is written, *Dear Mister Policeman, I am God.* Remind the class of such a card left by the Washington, D.C., sniper who claimed to be God while shooting and killing individuals as they went about their daily lives. Ask the class to think of reasons why a person would think of himself as God. Discuss the usual profile of such a person.
2. Point out that the Gospel of John presents Jesus as God. Comment that people throughout history have sought to know if Jesus really is God. Suggest that today's lesson will give insights into the nature of Jesus.

### Guide the Study

3. Referring to John 1:1-5, point out that John uses several words to describe Jesus. Read these verses and ask the class to name them (Word, Light, Life). Explain that *Word* is the translation of the Greek word *logos*. The *logos* was the mind of God that gave order to the world and reason to human beings. As the Word of God, Jesus was the *expression of God* or the *thought of God*.

4. Ask the class to list the dramatic statements John makes about the Word.

The Word was in the beginning.

He was with God and He was God.

He made all things.

Life began by Him.

His life was the Light for men and darkness cannot put it out.

5. Now focus on verses 6-8. Ask: *What was John the Baptist sent to do?* (tell what he knew about the Light) *For what purpose?* (so that all men might believe)

6. Invite the class to read with you verses 9-14. Point out that verse 9 stresses again that Jesus as the true Light gives light to *every man*. This term refers to all the peoples of the earth.

Ask the class: *When Jesus came into the world, who did not know Him? Who rejected Him?*

Remind the class that the Jewish people were chosen not for special privilege but for special responsibility. They did not have the exclusive rights to be the children of God. All people who received Him were given the right to become children of God.

7. Call attention to verse 13 by stating: *This verse explains the process of becoming a child of God. To become a child, first we must experience birth.*

Ask the class to compare the two different kinds of births mentioned here. Explain that Christians use the expression *born again* to express the idea of spiritual birth. John explained that spiritual birth cannot be achieved by human efforts or desires. It is a gift of God to those who receive Him and put their trust in His name (verse 12).

### Encourage Application

8. Return again to the question: "Who would claim to be God?" at the beginning of the lesson by asking: *From this study, how can we describe the*

*nature of Jesus Who claimed to be God?* Write the descriptive words suggested by the class on the board. Include such expressions as *Life* and *Light of men, shining-greatness, much-loved Son, full of loving favor and truth.*

Then set aside a minute for a prayer of gratitude that Jesus' wonderful nature shows us what God is like.

## **Supplemental Teaching Ideas**

### *Connect with Life*

1. Remind the class that John, the writer of the Gospel of John, was a disciple of Jesus. He had a first-hand experience of knowing Jesus in person. He said, "We saw His shining-greatness. He was full of loving-favor and truth" (verse 14).

Ask: *If you had known Jesus in the flesh, would you have found it easy to believe? What evidence about Jesus do you find most compelling to believe today?* Possible answers: changed lives, growth of the church, love of believers, joy and peace in the midst of suffering

### *Encourage Application*

1. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.

2. Suggest the members of the class consider their own personal experience with Jesus. Ask: *How would you share your knowledge of Jesus with someone who doesn't believe?* Suggest that writing out a personal testimony is often helpful. Offer to talk after class with anyone who wants to know more about how to have a personal relationship with Jesus.

3. Write the words *life* and *light* on the board. Invite volunteers to share answers to these questions:

*How has Jesus brought you life?*

*How has Jesus brought you light?*

End the study by sharing a personal example from your own life.

# Teaching Guide

## Unit 1 The Word and His Work Lesson 2 *Listen to Whatever Jesus Tells You*

### Lesson Focus

Jesus meets our needs through His power and authority.

### Focal Text

John 2:1-22

### Memory Verse

“If you love Me, you will do what I say.”  
(John 14:15, New Life Version)

### Connect with Life

1. Suggest that today we will look at two acts of Jesus that show His power and authority—one took place at a wedding and another at the temple.

2. Ask: *Have you (or anyone you know) ever hosted a party and run out of refreshments? How did you feel? How do you feel when you place an order at a restaurant and the waiter returns to tell you they have “run out”?* After receiving responses, note that a similar situation happened at a wedding Jesus was attending. Mary, Jesus’ mother, appealed to Him for help. She knew her Son well. She knew He could help.

### Guide the Study

3. Ask someone to read John 2:1-6 about the wedding at Cana. Ask: *Why do you think Jesus went to this wedding?* (Responses: Mary and Jesus were friends of the family. Jesus had already gathered a number of followers, and they, too, were welcomed at the wedding.) Note that Jesus felt comfortable in a social setting.

4. Ask: *What do you think Mary’s intervention in the wine crisis shows?* (Possible answers: She shared the humiliation of the host family. She knew Jesus could help.) Point out that the helpers

seemed to respect Mary because they followed her instructions.

5. Invite someone to read aloud John 2:7-12 about Jesus turning the water into wine. Request the class to consider the response of the servants, the head man, and the groom to this miracle.

Ask: *Who do you think was the most surprised? the most convinced that Jesus had unusual power? the most grateful that Jesus had met their need?*

6. Ask: *What effect did this miraculous act—meeting a practical need of a wedding host—have on Jesus’ followers?* (verse 11)

7. Present this background material about the Passover:

*Jesus and His followers went to Jerusalem to celebrate a religious holiday. The holiday, called the Passover, was a time when people remembered the death angel passing over the children of Israel in Egypt. It was a big event. People came from miles around Jerusalem to worship at the temple. When they went to the temple, they wanted to offer an animal sacrifice.*

8. Ask someone to read aloud verses 13-17 about Jesus cleansing the temple. Note that here Jesus shows another sign of His authority. He also meets another need—the need for honesty and true worship. When He arrived at the temple, He didn’t like what He saw.

Ask: *What was going on in the temple—in the name of God?* Receive responses then point out that the sellers charged the poor people high prices for the animals. The temple leaders made the worshipers pay a tax also. Jesus got upset over this. He understood the true purpose of worship. He wanted people to honor God in the place of worship.

9. Ask: *What reaction did Jesus get from the Jewish leaders?* Invite the class to read aloud verses 18-25 in order to find the answer. Receive responses. Point

out that the followers of Jesus saw the cleansing of the temple as a sign that He was the promised Messiah (verse 17). The Jews did not understand this. They wanted Him to show them a miraculous sign to prove His right and authority.

10. Comment: *Through His action and now with words (“Destroy this house of God and in three days I will build it again,” v. 19), Jesus is giving signs of Who He is. The Jews did not understand Jesus’ statement. Probably His followers did not understand at that time either. Jesus did not mean the brick-and-mortar temple building. After Jesus’ death and resurrection, followers of Jesus understood that He meant His own body.*

### **Encourage Application**

11. Tell this story: *A young international student made a comment to a pastor, “You can’t prove to me that God exists.” The pastor gently responded, “And you can’t prove to me that He doesn’t.” The pastor then suggested the student might ask God to show him if He really existed. A few months later, the pastor received a call from the young student. A number of unusual circumstances had happened in his life. He understood these as signs pointing him to God.*

12. Ask the class members to think about their own relationship with God: *What circumstances have happened in your life that pointed you to Christ? Has Christ met a need you have had?* If time allows, open the discussion for testimonials.

### **Supplemental Teaching Ideas**

#### *Connect with Life*

1. Ask: *What activities go on in our church buildings today?* (Possible answers: worship, weddings, funerals, sports, entertainment.) Suggest that in our study today, Jesus says there are some things that should not go on in a place of worship. We will see how He uses His authority to clean up a temple.

### **Encourage Application**

1. Review this lesson’s vocabulary words as needed, as well as any other words or concepts from the Study Guide.

2. Schedule a time when your class can take a tour of your church building. If this is not possible, present a diagram of your church on paper or on the board. Note that public worship takes place in the sanctuary and people show honor for God when they enter the building with respect.

# Teaching Guide

## Unit 1 The Word and His Work

### Lesson 3 For God So Loved

#### Lesson Focus

Through Jesus, God offers eternal life to those who are willing to receive spiritual birth.

#### Focal Text

John 3:1-16

#### Memory Verse

“For God so loved the world that He gave His only Son. Whoever puts his trust in God’s Son will not be lost but will have life that lasts forever.” (John 3:16, New Life Version)

#### Connect with Life

1. Comment that in many countries, conversation is a form of entertainment. People find it is a favorite way to pass the time. Ask: *In your culture or your family, are you used to having relaxed conversation? Receive responses. Then say: Americans usually get uncomfortable with long hours of talking. They think it best not to talk about certain topics. They think talking about politics and religion could lead to an argument.*

2. Point out that Jesus loved to talk about spiritual matters. He talked about how He could bring salvation to people. Comment that in today’s lesson, we get to listen in on a conversation Jesus had with a man named Nicodemus.

#### Guide the Study

3. Request a volunteer to read aloud verses 1 and 10 to get a picture of Nicodemus. Write the words that describe Nicodemus on the board (proud religious law-keeper, leader of the Jews, teacher among the Jews).

Ask: *From these words, what more can we suppose Nicodemus was like? (Responses might include: He was wealthy, wise, respected, interested in God, self-confident.)*

4. Referring to verse 2, request the class to state the things Nicodemus knew about Jesus. (He was a teacher. He had come from God to teach them. God must be with Him.) Note that even though Nicodemus knew these things about Jesus, he still had limited knowledge. He did not know Jesus was the Son of God or how Jesus could bring salvation to people.

5. Note that when Jesus responded to Nicodemus, He got right to the point. Ask the class to read together verse 3 to learn what surprising statement Jesus made to Nicodemus. Then read together verse 4 to see Nicodemus’ response.

6. Say: *In verse 4, we see that Nicodemus misunderstood what Jesus meant. He was like an international student who tried to order a hamburger at Burger King. He gave his order to the clerk using limited English. But then she asked him, “For here or to go?” The student understood the words, but he did not understand the meaning.*

7. State that when Jesus was talking to Nicodemus, the word *again* had two meanings. Ask if any class member remembers the two meanings that we given in the Study Guide. If no one does, explain that one meaning is the same as *again* in English and the other meaning is *from above*. So the expression *born again* can mean *born from above*.

8. Point out that in verses 3:4-12, the conversation enters a Question-and-Answer time. Note that Nicodemus came to Jesus seeking answers. He felt free to ask questions.

Divide verses 4-12 into three parts and request three class members read the verses aloud as others follow. Request that they note the questions Nicodemus asked and how Jesus responded.

9. Referring to the verses just read, ask: *What examples did Jesus use to make the meaning of spiritual birth clear? (natural birth, water, wind).*



Comment that when Jesus used the term *water*, He may have meant *physical birth*. Or He may have meant *cleansing*. A person who is cleansed of past sins becomes a new person—born again.

Ask: *How do we know there is wind?* (Not by seeing it, but by its sound and its effect.) Note that spiritual birth is a mystery, like the wind. We cannot understand it completely, but it greatly affects our lives.

10. Invite the class to read verses 13-15. Comment that in these verses, Jesus seems to be talking about His death, resurrection, and return to heaven. Jesus mentions an old story His hearer knew well to teach a truth about Himself. Request someone recount the details of the story as it was told in the Study Guide.

Ask: *What truth about Himself is Jesus teaching?* (Jesus was lifted up when He was nailed on the cross. People who look to Jesus and believe in Him are saved from spiritual death. They will have life that lasts forever.)

11. Comment that John 3:16 is the most popular verse in the Bible. Many people say it is their favorite verse. Invite the class to read it aloud together. If there are members of the class who speak languages other than English, invite them to quote this verse in their language.

Ask: *Why do you think John 3:16 is so well known?* Receive responses. Note that many people say this one verse tells us all we need to know about God. Ask the class to state all the truths about Jesus in this verse. (Jesus is God's only Son, He came to earth because God loved the world, Trusting in Him gives people life that lasts forever—they will never be lost.)

### Encourage Application

12. Ask the class to consider lessons they may have learned from Jesus' conversation with Nicodemus. (Before receiving responses, give an example such as: Religious leaders need to come to Jesus, too. Everyone needs to be born again to get life that lasts forever. God loves the whole world.)

### Supplemental Teaching Ideas

#### Connect with Life

1. Ask this question: *What makes for good conversation?* (Responses might include an interesting topic to discuss, knowledge about the topic, taking turns talking, accepting others' ideas, speaking politely.) Point out that in today's lesson we see Jesus talking at length with a man who knew much about religion. The topic is how to know God's love and get life that lasts forever.

2. Return to "Things to Think About" in the Study Guide. In groups of two, share answers to the questions. Remind the group that anyone who wishes to receive Jesus as Savior of their life can do so today.

#### Encourage Application

1. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.

# Teaching Guide

## Unit 1 The Word and His Work Lesson 4 *If You Knew the Gift of God*

### Lesson Focus

Jesus invites all people to receive the gift of His love.

### Focal Text

John 4:4-30, 39-42

### Memory Verse

“Now we believe! It is no longer because of what you said about Jesus but we have heard Him ourselves. We know, for sure, that He is the Christ, the One Who saves men of this world from the punishment of their sins.”  
(John 4:42, New Life Version)

### Connect with Life

1. Make this request: *Think back over your life and recall the greatest gift you have ever received? Was it your first bicycle? a new car when you graduated from college? a nice watch when you retired from your company? Or is your best gift something you can't hold in your hands, like the gift of friendship, or kindness, or opportunity?*

Say: *In today's lesson, we study how a Samaritan woman received a great gift. She received the gift of Living Water. She received this gift from an unusual man, the Son of God, Who crossed many barriers to give her the gift.*

### Guide the Study

2. Request the class read verses 4-9 to learn the setting for the action in this story and the main characters. Ask the class to name the places mentioned (country of Samaria, town called Sychar, near a well) and the people (the Samaritan woman, Jesus, Jesus' followers).

3. Point out that Jesus was traveling from Judea to Galilee when He stopped at this well. It was not

the usual route Jews traveled. Jews looked down on the Samaritans and avoided being with them.

Find out what the class members know by asking: *Why did the Jews look down on the Samaritans?* (Responses: Samaritans had mixed blood. They did not follow the Jewish laws. They were not pure. They worshiped at a different place.)

Note that Jesus said He *had to* go through Samaria. Ask: *Why do you think Jesus felt He had to go through Samaria?* Receive responses, then suggest that by the end of the study today, they will understand why Jesus wanted to go through Samaria.

4. Suggest the class consider these details from the story and respond to them.

—Jesus was tired. (Sample response: This shows Jesus was human.)

—The disciples left Jesus alone.

—The time was noon.

—A woman of Samaritan came to get water.

—Jesus asked the woman for a drink.

—The woman responded to Jesus.

5. Ask a volunteer to read aloud verses 10-12 to see how Jesus offered to meet the woman's need. Note that first He needed to begin a conversation with her. Ask: *How did He do that?* (He asked her for a drink.) Note that His request brought a surprise reaction from the woman. Jesus ignored her reaction and got right to the point that He wanted to make. He said, “If you knew Who I am, you would ask Me for a drink, and I would give you living water.”

6. On the board, list the Scripture references in columns, as shown in the columns that follow on the next page. Allow room beside each Scripture reference to list the comments that result from students' study time.

Assign each verse to an individual or to a pair of students. Ask them to find a key word, phrase, or summary statement in each verse or verses. Allow a few minutes for study, then ask for reports.

**She Said**

Verse 9

Verses 11-12

Verse 15

Verse 17

Verses 19-20

Verse 25

**He Said**

Verse 7

Verse 10

Verses 13-14

Verse 16

Verses 17-18

Verses 21-24

Verse 26

Suggest that Jesus moved the conversation along to get to His main point He wanted to tell her: “I am the Christ, the One talking with you.”

7. Ask the class to compare the living water Jesus talked about here to the new birth Jesus told Nicodemus about (Lesson 3). (Receive responses. Expand as needed with this explanation: *New birth* involves a person being cleansed from sin and becoming a new person. *Living water* pictures a new kind of person with a spiritual spring within. This spring is Jesus, the One Who completely satisfies us forever.)

8. Complete the reading of verses 28-30 and 39-42. With the help of class members, summarize the main events in this way. Tell the members that you will begin a sentence and ask them to complete it.

—*The woman left her water jar and \_\_\_\_\_.*

—*Come and see a Man Who told me \_\_\_\_\_.*

—*Many people believed in Jesus because of \_\_\_\_\_.*

—*The people said, “Now we believe! It is no longer \_\_\_\_\_.”*

—*The people said, “Now we believe! It is no longer because of what you said about Jesus, but \_\_\_\_\_.”*

—*We know for sure that He is the One Who saves men of this world from \_\_\_\_\_.*

9. Ask: *From this study today, what barriers do you see Jesus had to cross to give the gift of Living Water to the Samaritan woman?* Responses might include the following:

—geography—Jesus had to walk to the well;

—prejudice—the Jews and Samaritans did not like each other;

—race—the Samaritans were mixed blood;

—gender—men did not talk to a woman they did not know;

—moral—the woman had had five husbands and was not married to the man she was living with;  
—religion—the Samaritans did not follow the Jewish laws.

**Encourage Application**

10. Circle back to the question asked under item 3 above. Ask: *What reasons can you now give for why Jesus said He had to go through Samaria?* (Responses: He wanted to show His message was for everybody. He knew the woman had a need. He knew many people would believe. He wanted to break down barriers.)

**Supplemental Teaching Ideas****Connect with Life**

1. Ask the class members to imagine this scenario: *Your grandmother, whom you love dearly, has asked you to help her learn to use her computer. You schedule your first lesson with her, but you run into many barriers. She has a difficult time understanding. What are the barriers you and she face?* Receive responses, then remark that Jesus wanted very much to help people He loved to understand Who He was and what He could give them. He had to cross barriers in order to do that. Today’s lesson gives us an example of how He did it.

**Encourage Application**

1. Review this lesson’s vocabulary words as needed, as well as any other words or concepts from the Study Guide.

2. Ask class members to suggest who some “Samaritans” are in today’s society. (Possible answers: people with AIDS, homosexuals, various ethnic groups in cities) Suggest they consider ways to cross barriers to reach these people. If time allows, share ideas together.

# Teaching Guide

## Unit 1 The Word and His Work Lesson 5 *Jesus Doing the Work of God*

### Lesson Focus

Jesus' work leads people to believe in Him as the Son of God.

### Focal Text

John 5:1-24, 31-40

### Memory Verse

"I am doing works the Father has given Me to do and they are proving that the Father has sent Me." (John 5:36b, New Life Version)

### Connect with Life

1. Ask this series of questions: *Who takes out the trash at your house? Who vacuums the floor, cleans the bathroom, mows the grass?* Comment that in homes, family members have work to do. This work usually tells the role of family members. Fathers do certain jobs; mothers do other jobs. In today's lesson, we see Jesus had work to do. He said He was doing the work of His Father. Because He worked on the Sabbath and healed a man, the Jews became very angry with Him.

### Guide the Study

2. Refer to verses 1-15 and summarize the main events in the story of Jesus healing the man at the pool.

3. Ask the class to consider reasons Jesus asked the man if he wanted to be healed. Then consider reasons why a person would not want to be healed. (Point out these possibilities: He is used to others waiting on him. She would have to start working. She has no job skills.)

4. Ask the class to respond to the following questions: *What in the story shows that the man trusted Jesus?* (He did exactly what Jesus told

him without asking any questions.) *Why did Jesus heal this man and not everyone else?* (This is a mystery. Some people are healed and some are not.)

5. Ask the class to imagine the scene at the pool. Ask them to imagine what the other sick people thought. Did they beg Jesus to heal them, too? Did they know it was Jesus Who healed the man? Was there so much noise that the voice of Jesus was heard only by the man who was healed?

6. Present this background information. The rules in Jewish law said that anyone who carried anything on the Sabbath was sinning and should be punished. The healed man did as Jesus told him—he carried his bed on the Sabbath. But he didn't know Who Jesus was. Later when he met Jesus at the temple, he went back and told the Jews it was Jesus Who had healed him. Perhaps he did this because he was afraid the Jews would punish him.

7. Ask a volunteer to read verses 16-18 while the class listens for reasons the Jews were angry with Jesus. (Receive responses: He worked on the Sabbath. He called God His Father. He made Himself the same as God.)

8. Write on the board in two columns *The Work of the Father* and *The Work of the Son*.

Divide the members into two groups and ask them to find in verses 19-24 the work of the Father and the Son. Ask for oral reports, and if time allows, write the responses under each topic.

(Father: loves the Son, shows the Son everything, will show greater works, raises up the dead and makes them alive, sent the Son.)

(Son: can do nothing by Himself, does what He sees the Father doing, gives life to anyone He chooses, says who is guilty.)

Return to the idea in *Connect with Life* and point out that Jesus and His Father had certain work to do. Remark that the Trinity is a mystery, but we accept the words of Jesus that He and the Father are One.

9. Ask: *How do you know something is really true? Do you believe something when a trusted friend tells it to you? Or do you believe something only when you see it for yourself?*

Request the class to find in verses 31-40 Jesus' reasons why the Jews could believe He was really Who He said He was (the testimony of John the Baptist, the works He was doing, the words of the Holy Writings).

### **Encourage Application**

10. Point out that Jesus' actions and teachings showed that He was truly the Son of God, the Savior of the world. Ask: *How can we use the actions and teachings of Jesus to show people today that Jesus is Lord and Savior?*

11. Ask: *How important are the words of Scripture (the Holy Writings) in helping people come to believe in Jesus?* Point out that we should study the Scripture because it tells us about Jesus. Life that lasts forever comes from Jesus, the Son of God. The Scripture helps us know Him.

### **Supplemental Teaching Ideas**

#### *Connect with Life*

1. On the board, write *Things I Believe In*. Start the list with items like *traditional families, benefits of physical exercise, drugs are dangerous*. Invite the class to suggest other items. Ask: *Why do you believe in these items? Do you believe because of experience or because of faith?* Say that this lesson will give reasons why we can believe in Jesus.

#### *Encourage Application*

1. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.

2. Distribute blank paper to all students. Ask them to write the reasons they believe Jesus is the Son of God.

If your class has members who have not believed, ask them to write reasons they do not believe.

After a few minutes, invite all comments from both groups.

Encourage anyone who wants to learn more about Jesus to talk with you after class.

# Teaching Guide

## Unit 2 The Growing Conflict Lesson 6 To Whom Shall We Go?

### Lesson Focus

Commitment to Jesus as the Bread of Life affects every area of life.

### Focal Text

John 6:41-58,66-69

### Memory Verse

“Simon Peter said to Him, ‘Lord, who else can we go to? You have words that give life that lasts forever. We believe and know You are the Christ. You are the Son of the Living God.’ ” (John 6:68-69, New Life Version)

### Connect with Life

1. To provide a visual focal point, place a loaf of bread on a table in a place where everyone can see. You may choose to refer to the bread at this time or just let the symbol speak for itself.

2. Write on the board: *Fair-Weather Friend*. Comment that a fair-weather friend is someone who is your friend during the good times but not the bad times. Such a person only likes you for what you can do for them, not for who you are.

Ask the class if they have ever experienced a friend like this. Then ask: *How would a fair-weather friend act if you told him/her you had just lost your job? your child had been picked up by the police? you had developed AIDS?* Receive responses. Point out that in today’s lesson we see that Jesus, too, had fair-weather friends. After He told about Who He was, some followers left Him, but others believed.

### Guide the Study

3. Invite the class to read verses 41-42 to meet some of Jesus’ fair-weather friends. Comment that the Jews here knew Jesus. They knew His father and mother. Perhaps they knew Him well.

They could have been some of Jesus’ neighbors or other people in the community. They may have liked Jesus in the past, when He and Joseph worked together as carpenters. But something had changed.

Ask: *What had changed to make them begin talking against Him?* (One response: They did not like what He was saying about Himself. He said He was the Bread that came down from heaven.)

4. Ask someone to read 6:43-46 aloud as others follow. Comment that Jesus knew these fair-weather friends talked against Him. He asked them not to do it. He wanted them to understand Who He was. He gave the people some reasons why they should listen to Him. Ask the class to look back at the verses and find two reasons Jesus gives them. Write the two reasons on the board. (The Father sent Him. He is the only One Who has seen the Father.)

5. Remark that in these verses Jesus also talks about people who come to Him. Request the class to find the phrase *come/s to Me* in two verses in this reading. Note that Jesus pointed out that the Father is actively involved in helping people come to Him.

Then give this comment about Jesus’ statement: “No man can come to Me unless the Father gives him the desire to come to Me.” God gives people the desire to come to Him, but often they resist. Like fish that resist being pulled in a net, people resist the pull of God in their hearts. God places the desire in people’s hearts to come to Jesus, but they must make the choice to follow Jesus themselves.

Ask: *What does Jesus say He will do for the people who do choose Him?* (They will be raised to life on the last day—v. 44.)

6. Now focus on verses 6:47-51. Ask a volunteer to read aloud the last two paragraphs in the Study Guide section entitled, “Jesus, the Bread of Life.”

Then write on the board in two columns: Physical Bread and Bread of Life. Ask the class to describe differences in the two types of bread. Write short responses under each column.

Physical Bread

came down from heaven  
people later died

Bread of Life

comes down from heaven  
people never die  
is Living Bread  
is Jesus' flesh

Note that Jesus' flesh means His body which He gave up on the cross for the sins of the whole world.

7. Point out that in verses 52-58 Jesus tries to make His teaching clear. Comment that here Jesus is talking about the idea of life. Request someone to read these verses aloud while the class follows along. Request that they mark every time the words *life* or *live* are used.

8. Ask: *Why do you think Jesus said we must eat His flesh and drink His blood in order to have life within us?* Receive responses.

Ask if they have ever heard the saying, "Bread is the staff of life." Explain that bread (or food) is necessary to keep us alive. Blood also is necessary for life. By believing in Jesus and becoming as one with Him (just like food that is taken into our body becomes one with our body), we get spiritual life. Nothing else but Jesus can give us spiritual life.

9. Before reading verses 66-69 to the class, point out that here Jesus' followers faced a decision. Those who wanted signs and miracles turned back. Others who understood what Jesus had said about Himself continued to follow.

### Encourage Application

10. Before class, make copies of the handout, "Thought Questions." Distribute this handout now. Have class members divide into small groups. Instruct them to share answers to the questions.

11. Participate in a fellowship time using the loaf of bread. Instruct the class members to pass the bread to each other saying, "Jesus is the Bread of Life."

### Supplemental Teaching Ideas

#### Connect with Life

1. Recount this tale told by a young missionary about herself. *During my first frustrating months in*

*Vietnam, I tried with my limited language ability to instruct our household help. I told our cook we liked to eat oatmeal, pancakes, and eggs for breakfast. The following day, to my surprise, she had prepared all three. I realized how easy it is to be misunderstood.*

2. Tell the class that in today's lessons, they will study something Jesus said about Himself. He said He was the Bread of Life. Ask the class to brainstorm what misunderstandings the early hearers, and even people today, might have with this statement.

#### Encourage Application

1. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.

2. Call attention to the questions under "Things to Think About" in the Study Guide. Read them one by one and ask if any class member would like to share. Receive responses. If there are no responses, suggest that these are questions they can think about during the following week.

*Handout to copy and distribute*

## Thought Questions

Does "following Jesus" mean the same today as it did to the disciples?

Do you know enough to follow Jesus?

Share your reason(s) for following Jesus.



# Teaching Guide

## Unit 2 The Growing Conflict

### Lesson 7 *The Good Shepherd and Human Blindness*

#### Lesson Focus

Jesus provides a great full life to all who will let Him open their eyes.

#### Focal Text

John 9:1-7, 9:39-10:19

#### Memory Verse

“One thing I know. I was blind, but now I can see.” (John 9:25b, New Life Version)

#### Connect with Life

1. Make this statement: *When Jesus lived on earth, He could cure any disease and cast out any evil spirit. But He met people who refused to believe and sinners who did not want to change. These people He called “blind.” They turned away from His message. By being “blind” to Jesus, people cut themselves off from His blessings.*

2. Say: *In today’s lesson, we see Jesus calmly going about His work among people who were spiritually blind. Jesus continued to heal people and to teach about Who He is. He said He is the Light of the World and the Good Shepherd.*

#### Guide the Study

3. Invite the class to read John 9:1-7 about Jesus healing the blind man. Ask: *Why would Jesus’ followers want to know the cause of the man’s blindness?*

Provide this background information: *The Jews believed that suffering was a result of a person’s sin. Some believed even a baby in the mother’s womb could sin. Others believed the sins of the parents could cause suffering. The followers of Jesus thought Jesus would know the real reason.*

4. Ask: *What word is repeated three times in verses 3-5? (work, God’s work, our work) Explain that Jesus did not teach that God made the man blind so Jesus could do a miracle. But the fact that the man was blind gave an opportunity for God to work.*

5. Write on the board this expression: *Carpe Diem*. Invite anyone familiar with the expression to give the meaning in English (Seize the Moment or Seize the Day). Note that Jesus wanted His followers to understand that the opportunity for doing the work of God does not last forever. When we see an opportunity to help someone, we should act.

6. Referring to verses 6-7, ask: *What do you think was the purpose of Jesus healing the blind man?* Receive responses (to do good, to show His power, to help His followers believe).

7. Write the words *Spiritual Blindness* on the board. Ask a volunteer to define *spiritual blindness*. State that Jesus explained His healing of the blind man by talking about spiritual blindness. Read verses 39-41 aloud. Request a volunteer to share the background information from the Study Guide, telling what Jesus meant when He said He came so the blind might see and those who could see might become blind.

8. Ask if anyone can explain the difference in being “religious” and being “spiritual.” Comment that religious activities (attending church, reading the Bible, saying prayers) do not in themselves give us spiritual life. We need, first of all, to know Jesus and have Him in our hearts.

9. Lead the class to read John 10:1-19 where Jesus states that He is the Good Shepherd. Point out that Jesus described Himself as both the gate to the sheep-pen and the shepherd. Write the words *Gate* and *the Good Shepherd* in two columns on the board. Ask the class to consider what Jesus meant by saying He is the gate. (Write brief responses in



each column: He is the way to safety; He is the way to life that lasts forever; He is the only way to the Father.)

Then ask what Jesus meant by saying He is the Good Shepherd. (He gives His life for the sheep; He knows His sheep; He leads them out to find food; He wants all His sheep in the sheep-pen.) Note that by trusting in Jesus, people get salvation and also a life that is a great full life (verse 10).

10. Refer to verses 17-18 and comment that Jesus was the kind of shepherd that would willingly die for His sheep. Jesus said, "I give My life...No one takes My life from me. I give it by Myself." Because of this, God loves the Son. God also loves everyone who willingly follows Him.

11. Close the lesson by pointing out that Jesus had healed a blind man and He had taught about Himself using simple examples of a shepherd and sheep-pen, but still the Jews did not believe. They did not receive His message because they were spiritually blind.

### Encourage Application

12. Tell this case story: *In 1975, many Vietnamese people fled the Communist take-over in South Vietnam. People fled by boat, by plane, or by walking long distances to neighboring countries. Many Christians and pastors were among the group who left Vietnam. One pastor refused to leave. He sent his wife and children away on a boat. But he said, "I can't leave. I'm the shepherd of my church. I need to stay and help the people left behind."*

Discuss with the class how this pastor was like Jesus, the Good Shepherd.

### Supplemental Teaching Ideas

#### Connect with Life

1. Ask the class members to look around the room to see how many people are wearing glasses. Comment that 20/20 is perfect vision. Doctors advise people to get their eyes checked every year to help keep good eyesight. Spiritual eyesight is even more important than physical eyesight. With good spiritual eyesight we are able to see or understand about God. In

today's lesson, Jesus teaches that He is the Good Shepherd, but the Jews did not receive His teaching. They were spiritually blind.

#### Encourage Application

1. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.

2. Pass out to the class a copy of Psalm 23 (see handout below). Comment that Jesus' description of Himself is similar to that used in the Old Writings (Old Testament). Read the Psalm aloud together.

*Handout to copy and distribute*

### Psalm 23

**1** The Lord is my Shepherd. I will have everything I need.

**2** He lets me rest in fields of green grass. He leads me beside the quiet waters.

**3** He makes me strong again. He leads me in the way of living right with Himself which brings honor to His name.

**4** Yes, even if I walk through the valley of the shadow of death, I will not be afraid of anything, because You are with me. You have a walking stick with which to guide and one with which to help. These comfort me.

**5** You are making a table of food ready for me in front of those who hate me. You have poured oil on my head. I have everything I need.

**6** For sure, You will give me goodness and loving-kindness all the days of my life. Then I will live with You in Your house forever.

*(New Life Version)*

# Teaching Guide

## Unit 3 The Time Has Come Lesson 8 *The Resurrection and the Life*

### Lesson Focus

Jesus wants us to respond to Him as the One Who offers and is the resurrection and the life.

### Focal Text

John 11:14-44, 47-53

### Memory Verse

Jesus said to her, “I am the One Who raises the dead and gives them life. Anyone who puts his trust in Me will live again, even if he dies.” (John 11:25, New Life Version)

### Connect with Life

1. Ask: *What is the greatest crisis you have ever faced? Was it the death of a family member? the loss of a job? failing a major exam? What response did you have to the crisis? Were you overcome with emotion? Did you depend on friends for support? Did you move forward in faith? In today’s lesson, we read about several people who faced a crisis.*

Ask the class to notice the responses of each one.

### Guide the Study

2. Present this background information: Jesus had gotten news that His friend, Lazarus, was sick. Lazarus and his sisters, Mary and Martha, were close friends of Jesus. In fact, John tells in his Gospel that Jesus loved them. He often stayed at their home in Bethany. After getting the news that Lazarus was sick, Jesus waited two days before starting out to visit His friends.

Invite the class to read verses 14-16 to learn what announcement Jesus made about Lazarus. (Lazarus is dead.)

3. Say: *From Thomas’ remark in verse 16, the trip to visit Bethany to comfort His friends put Jesus and His followers (disciples) in danger.*

Ask: *Why did Thomas say, “Let us go also so we may die with Jesus”? Expand on responses to include the fact that the Jews were growing more angry with Jesus. They wanted to kill Him. Because of this, Jesus and His disciples had been staying in out-of-the-way places. Lazarus’ death required them to go back into a public place. Thomas probably expressed the thought of all the disciples. They feared the Jews would kill Jesus and probably them, too.*

4. Ask: *What does Thomas’ statement tell us about Thomas? (He was loyal to Jesus. He had courage.)*

5. Read verses 17-19 aloud and ask the class to describe the scene at Bethany when Jesus arrived. (He heard that Lazarus had been in the grave for four days. Many Jews had come from Jerusalem to give words of comfort to Mary and Martha.)

Ask: *Does it surprise you that many people were friendly with this family even though they were friends with Jesus?*

6. Divide the class into two groups to consider the conversation Jesus had with the two sisters. Assign one group to consider the conversation with Martha, verses 20-27, and the second group to consider the conversation with Mary, verses 28-37.

Ask the groups to answer these questions:  
*What crisis did she face?  
What was her response to Jesus?  
How did she show she believed in Jesus?*

7. Referring to verse 33, say: *This verse presents two puzzling questions: Why was Jesus sad when He knew He was going to raise Lazarus from the dead? Why was He troubled? Receive responses. Note that Jesus’ grief was real. His tears show His human side. Perhaps He was troubled that death and sorrow are part of the human condition.*

8. Point to the question in verse 37, “Could He not have kept this man from dying?” Comment that this

is a common question people ask when they lose a loved one in death.

Ask: *What do you think asking this question shows?* Responses will vary. (We know God has power to heal, but sometimes we still ask *why* He did not heal our loved one. God doesn't always work the way we want Him to. We usually never are ready to give up a loved one in death.)

9. Ask a volunteer to read aloud verses 38-40 about Jesus' command to open the grave. Request the class members to imagine he or she is Martha. Ask: *Would your response be the same as Martha's? What would you have felt? What would you have believed?*

10. To emphasize the drama of the scene, ask the class to help outline the events at the grave (verses 41-44). Write a short outline on the board.

*The people took the stone away.*

*Jesus prayed and thanked God.*

*Jesus called Lazarus to come out.*

*Lazarus came out with his hands and feet tied.*

*Jesus said, "Take off the grave clothes and let him go!"*

11. Divide verses 45-53, and ask three members to read aloud. Ask: *What response did the Jews have to the miracle of Jesus' raising Lazarus from the dead?* (Some believed, others went to tell their leaders, they feared Jesus' power, they made a plan to kill Him.)

## Encourage Application

12. Direct the class members' attention to the title of this lesson: "The Resurrection and the Life." Ask the class to help define the word *resurrect* by asking: *What are some things that we can resurrect?* (a plan, program, idea)

Explain that in this lesson *resurrection* means rising from the dead or coming back to life. Ask: *What did Jesus mean when He said "I am the resurrection and the life"?*

Then ask: *What does this mean to you in your life? in your death?*

## Supplemental Teaching Ideas

### Connect with Life

1. Write this question on the board: *Do crises strengthen faith?* Ask the class to consider and respond. Comment that in today's lesson we see Mary and Martha, who have just lost their brother in death, faced with a crisis. They can either let his death increase their faith in Jesus or they can turn away from Him. Request the class to consider their own response to Jesus at a time of crisis and grief.

### Encourage Application

1. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.

2. Review the questions under "Things to Think About" in the Study Guide. Share responses in pairs or as a group.

# Teaching Guide

## Unit 3 The Time Has Come Lesson 9 *The Hour Has Come*

### Lesson Focus

Jesus offered Himself on the cross to draw people to Him.

### Focal Text

John 11:55-57; 12:20-37,44-50

### Memory Verse

“I came to save the world from the punishment of sin.” (John 12:47b New Life Version)

### Connect with Life

1. Ask the class to consider the following situations and find a common thread:

*The moment of saying the final “I do” at a wedding.*

*The moment of signing mortgage papers to buy a house.*

*The moment of saying good-bye to parents when going off to college.*

Receive responses, then point to the lesson title and make this comment: *Some situations require a commitment to a path of action. There is no turning back. In today’s lesson, we see Jesus in a similar situation. The hour has come to follow God’s will for His life—to offer Himself and draw people to Himself.*

### Guide the Study

2. Ask someone to read John 11:55-57 aloud about the approaching Passover celebration. Ask the class to consider what danger Jesus faced if He went to the celebration. Note that many people had come from around the country and were eager to see Jesus. They probably did not know that the religious leaders were planning to kill Jesus, not just arrest Him.

3. Invite the class to answer this question: *What time was it when Philip brought the Greeks to Jesus? (It was the time when the hour had come.)* Explain that “the hour” referred to Jesus’ death, but included His resurrection and return to the Father in heaven.

4. Now read John 12:20-26 and comment that the Greeks were probably people who had chosen to follow the Jewish religion. They were people seeking the truth. Their coming to Jesus showed that Jesus’ message was for all people, not just for the Jews.

5. Write on the board this statement: *Life is gained by losing it and lost by holding on to it.* Ask for a volunteer to explain what this means. Comment that this is a statement about being a servant. Jesus’ followers must die to self and follow Jesus’ example—love and serve others.

6. Refer to verse 27 and ask: *What does this verse tell us about Jesus’ humanity?* After receiving responses, note that no one would want to die on a cross, especially at a young age. Jesus knew the cross would be very painful, yet He was willing to die. This was His purpose, to die for the sins of the whole world.

7. Ask someone to lead the class to read verses 28-30 and consider Jesus’ prayer and the Father’s response. Ask: *Why do you think the Father responded to Jesus’ prayer in a voice others could hear? Who was the voice from heaven for?* (For the crowd of people around Him)

8. Note that the cross shows the power of Christ. Request a volunteer to read aloud verses 31-36. Ask the class to consider these questions: *How did the death of Jesus affect the leader of this world—Satan?* (It broke his rule in the hearts of believers. Christ’s death gave freedom and salvation from sin.) *How does the cross of Jesus attract people to Jesus?*

9. Comment that in verses 35-36b Jesus made another appeal to the Jews to accept Him as Savior of the world. Ask: *What did Jesus tell the Jews they must do to become sons of the Light?* (Put their trust in the Light.)

10. Invite the class to help summarize Jesus' message in verses 44-50.

*Trusting in Jesus is the same as trusting in the Father.*

*Jesus, as the Light of the world, will take away the darkness of sin.*

*Jesus spoke the words the Father gave Him.*

### **Encourage Application**

11. Jesus shared publicly that He was offering Himself so that all who received Him would receive life that lasts forever. Ask: *In what ways can you share the message of Jesus with others privately?* (Responses should include sharing a personal testimony, reading Scriptures, doing Bible studies, showing Jesus' love through friendship, etc.)

Remind the class that the Memory Verse for this week is a good verse to share with others.

### **Supplemental Teaching Ideas**

#### *Connect with Life*

1. Tell this story: The great evangelist Billy Graham has a radio program called "The Hour of Decision." When people listen to his program, he asks them to make a decision for Christ at that hour. He stresses the need for trusting Jesus before it is too late. We, too, need to share the good news about Jesus with our unsaved friends and family members before it is too late for both them and us.

#### *Encourage Application*

1. Divide the class into small groups of 2 or 3 people to share answers to these questions: *How have you been attracted to Jesus' sacrifice on the cross for you? Have you responded to Jesus' call to life that lasts forever?*

2. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.

# Teaching Guide

## Unit 4 Jesus' Glorious Triumph Lesson 10 *Following Jesus' Example*

### Lesson Focus

Jesus gave an example of humble service which we should follow today.

### Focal Text

John 13:1-17

### Memory Verse

"I am your Teacher and Lord. I have washed your feet. You should wash each other's feet also. I have done this to show you what should be done. You should do as I have done to you."  
(John 13:14-15 New Life Version)

### Connect with Life

1. Before class, place a container of tea and/or coffee and a plate of cookies on a table in the classroom. As each person enters the room, escort him or her to a place in the room to sit. Then inquire whether you can bring them refreshments, a book, or a Bible. You may need to enlist other members to assist you.

### Guide the Study

2. State that today's lesson will focus on being a humble servant. Jesus gave an example for us to understand and follow when He washed His disciples' feet. Then read John 13:1-17 aloud.

3. Give each person an 8½x11-inch sheet of paper. Instruct the class to draw a horizontal line across the length of the paper and a vertical line down the middle of the paper, creating four squares. Tell them to write one of the following headings at the top of each square. Comment that this paper will serve as a guide to today's study.

- Horizon
- Humility
- Humble service
- Happiness

4. Draw attention to the theme for this set of four lessons, "Jesus' Glorious Triumph." Explain that *triumph* means victory or great success. Point out that Jesus knew the time was nearing when He would leave His beloved followers. Before He went away, He wanted to leave them with a very important truth.

5. In the square for "Horizon," ask each person to draw or describe a time when he or she had to leave a person they loved. (Give this example as a model: A missionary mother in Indonesia had to send her sons back to the States for college. When they left, she presented each one with a handwritten book of recipes for their favorite meals. She knew they would miss her cooking and she wanted them to be able to prepare the food for themselves.)

6. Referring to verses 3-5, describe the act of washing feet. It was a practical act because the roads were dirty and sometimes muddy. In homes, a servant would wash the feet of guests. Emphasize that Jesus was willing to do this act of service because He wanted to and not because He had to. Remind the class that Jesus had come from God and was the same as God, yet He became a servant. Invite each person to write under the heading "Humility" three words they would have felt if they had been the first person whose feet Jesus washed.

7. Invite the class to consider why Peter responded to Jesus as he did (vv. 6-9). Then consider why Jesus responded to Peter as He did (vv. 6-11).

Provide this background material: Jesus wanted Peter to understand a deeper meaning than simply washing the dust from Peter's feet. He wanted him to accept His love and submit to His Lordship. People usually bathed before going out to a celebration, so Jesus reminded Peter that he didn't need a bath. He just needed to have his feet washed.

Comment that though we are Christians, we sometimes need times to be refreshed and cleansed. Invite each person to write under the heading

"Humble service" something they can do to serve others.

8. Explain to the class that by washing their feet Jesus taught His followers a unique lesson about serving others. In verse 12, Jesus asked if they understood what He had done to them. Comment that this is a question we can ask ourselves. Call attention to verse 17 by reading it aloud together. Note that true blessing and happiness come when we put Jesus' teachings into practice. Invite each person to respond by drawing a smiling face in the "Happy" square.

### **Encourage Application**

9. Present this case story: Brent, a young Marine, was to leave his family the following day for a dangerous overseas assignment. That evening, the father and mother prepared a special meal for their son and talked of their love for him. But before the evening was over the mother began to cry. She expressed her fears for her son and said if anything happened to him, her life would end.

*Ask: What could the parents have done and said that would have made the evening more memorable for their son?*

10. Remind the class that the evening of the Passover meal when Jesus washed the feet of His followers was one of the last times He saw them. He knew the time had come when He would leave this world. *Ask: What mood or attitude do you think Jesus had on that evening?*

### **Supplemental Teaching Ideas**

#### *Connect with Life*

1. Write on the board these words: *Actions of Love*.

Tell this story: A pastor of a small church was visiting in the home of an elderly widower, a man with whom he had a close relationship. While there the pastor noticed the man's bare feet. The man's toenails needed trimming. With the man's permission, the pastor knelt and performed this humble service.

Note that in today's lesson, we see Jesus teaching about humility by washing His followers' feet.

### *Encourage Application*

1. Request each person turn over the guide sheet and write this question: *What are some things I can do to follow Jesus' example of serving others?* Suggest that they consider this a homework assignment for the coming week.

2. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.



# Teaching Guide

## Unit 4 Jesus' Glorious Triumph

### Lesson 11 *Never Alone*

#### Lesson Focus

The Spirit stands alongside the believer giving encouragement and strength for Christian living.

#### Focal Text

John 14:15-27; 15:26–16:15; 17:11

#### Memory Verse

“If you love Me, you will do what I say. Then I will ask My Father and He will give you another Helper. He will be with you forever.”  
(John 14:15-16, New Life Version)

#### Connect with Life

1. Ask this question: *Have you ever had the responsibility of picking up someone at the airport and you didn't know the person? What information did you have that helped you find the right person? Did having this information make you more confident?* Receive responses, then comment that in today's lesson Jesus described the Holy Spirit whom He would send to the disciples. He wanted them to know the Spirit when He came and to receive comfort and strength from His presence.

#### Guide the Study

2. Ahead of class time, write these two questions on the board:

*What did Jesus request the Father to do for His disciples?*

*What was this request based on?*

Invite the class to read verses 14:15-17 to find the answers (to give them another Helper; the disciples' love and obedience). Comment that Jesus' relationship with the Father is based on love, and our relationship with the Son is based on love. When we love, we will obey.

3. Ask: *Why did Jesus say The Father would give "another" Helper?* Note that Jesus was a Helper. He came to help people know about Who God is. The work of the Holy Spirit would in many ways be like the work of Jesus. The Holy Spirit, as Helper, would walk alongside and help through difficult times.

4. Ask: *How does John 14:16 show one way the work of the Holy Spirit is different from the work of Jesus?* (He would be with us forever. Jesus was with His followers for a short period of time.)

5. If possible, find a picture of orphaned children or a lonely child to display at this time.

Request the class to consider the matter of children without parents. Discuss the issues that impact their lives physically, emotionally, and socially. Remark that Jesus assured His disciples they would never be alone. Read verses 18-21 aloud.

Ask if anyone can find in these verses another way the Holy Spirit is different from Jesus? (Jesus was *with* them; the Holy Spirit would be *in* them.)

6. Ask for a volunteer to read verses 22-27 aloud as others follow. Note that Jesus again stresses the importance of love. People who do not love Him and are not obedient to Him will not be able to receive the Holy Spirit. Ask: *What does Jesus say is the work of the Helper, according to verse 26?* (to teach and to help remember) Take time at this point to emphasize the importance of the Holy Spirit in helping us understand the Scriptures. Comment that before we read the Bible or study a Bible lesson, we should ask the Holy Spirit to give us understanding. Also, when we have memorized Scripture verses, the Holy Spirit will bring them to mind, and they will be a guide for our life.

7. Referring to verse 27 about Jesus bequeathing His peace, comment that this is a favorite Bible verse for many people. Ask the class to consider what Jesus' statement here shows about His



relationship with His disciples. (Jesus' peace was greater than the peace the disciples had and greater than the peace of the world. Jesus understood the troubled hearts and fear of His closest earthly friends.)

8. Divide verses 16:6-15 into two sections and request two class members to read them aloud.

Ask the class: *If you could draw a picture of the scene depicted in verses 6- 7 (of Jesus talking to His disciples), what would you draw? How would the disciples look? How would Jesus look? Can you think of reasons why it was better for Jesus to go away?* (Jesus was limited by time and space. The Holy Spirit would be with them forever.)

Emphasize that only after Jesus' death, resurrection, and return to heaven did the disciples understand completely the purpose of Jesus' life on earth. The Holy Spirit helped them understand.

9. Request the class to identify another work of the Helper mentioned in verses 8-11. Receive responses. If the class members are not familiar with the word *convict* (see Word List in Study Guide), review its meaning. Comment that *sin* in this context means unbelief. The Holy Spirit will convict the non-believing world that failing to believe in Jesus is the world's greatest sin.

### **Encourage Application**

10. In closing, present this brief summary: The Holy Spirit's work in the life of believers is to honor Jesus. He speaks only Jesus' words and points men everywhere to Jesus, the Savior of the world.

### **Supplemental Teaching Ideas**

#### *Connect with Life*

1. Encourage each person to think of emotions people might feel when they are alone after a time of crisis. Use the example of wife or husband spending the first night alone after the death of their spouse. Comment that Jesus knew His disciples would feel many emotions, especially a sense of loneliness after He was gone. In His last words to them, He tells them that they would never be alone. He would send them the Holy Spirit to take His

place and live in their hearts.

#### *Encourage Application*

1. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.

2. Close the lesson by having a time of prayer of thanksgiving for the work of the Holy Spirit in our lives. Point out that we can talk with the Holy Spirit just as we can talk with Jesus.

# Teaching Guide

## Unit 4 Jesus' Glorious Triumph Lesson 12 "It Is Finished"

### Lesson Focus

Jesus willingly finished His mission of dying for the sin of all people.

### Focal Text

John 19:1-21,26-30

### Memory Verse

"Jesus said, 'My food is to do what God wants Me to do and to finish His work.'" (John 4:34 New Life Version)

### Connect with Life

1. Present this information: Thousands of students enroll each year as freshmen in universities. A far smaller number will graduate four years later.

Ask: *What causes people not to finish a task?* (Responses should include: The work becomes too hard, people lose their focus, circumstances change, etc.) Call attention to the title of today's lesson and comment that Jesus is a great example of someone Who finished His work in spite of difficulties and much personal pain.

### Guide the Study

2. Before class, write on the board the Lesson Focus but leave a blank where the word *willingly* goes. Ask the class to read aloud the statement as it is written.

3. Comment that today's lesson is about the crucifixion of Jesus. Remind the class that not only did Jesus not have friends to comfort Him but some of His closest friends had betrayed and denied Him.

Write the following names in columns on the board:

*the religious leaders*

*Pilate*

*Jesus*

After dividing the class into three groups, assign each group to read John 19:1-21 and develop a character profile of one of the above. Suggest they look for weaknesses, authority, emotions in each person or group. Allow about 10 minutes and then ask for reports.

4. Point out that the Jews accused Jesus of two things. (He said He was King of the Jews, and He said He is the Son of God.) Ask: *Which of these accusations do you think caused Pilate the most fear?*

Note that pagan people believed that gods could appear in the form of human beings. When Pilate heard that Jesus had said He was the Son of God, Pilate immediately asked Him where He had come from. Point out that Jesus didn't answer Pilate's question. Ask: *Why do you think He didn't?* (Perhaps He felt He had already answered it [see 18:36] or perhaps Jesus knew Pilate wouldn't understand.)

5. Referring to verses 14-16, point out the time was about noon when Pilate handed Jesus over to be nailed to a cross. Pilate tried to put the responsibility for the death of Jesus on the Jewish leaders. But Pilate had to make the final decision himself. Emphasize that all of us, like Pilate, must decide for ourselves what we will do with Jesus. No one else can make that decision for us.

6. Present the following background information about the crucifixion: Jesus carried His own cross, which was a common practice. He carried only the crossbeam because the vertical post was already in the ground. The place of crucifixion was called "the Place of the Skull," probably because the hill looked like a skull. Crucifixion was a form of death for the worst crimes against society or the Roman government. Jesus' hands were nailed to the crossbeam. Then it was lifted up to the vertical post and His feet were nailed in place.

7. Ask: *Looking back at the cross 2,000 years later, what does the sign in three languages placed on the cross of Jesus mean to you?* Point out that it was written in Hebrew, the language of the Jews; in Latin, the language of the Romans; and in Greek, the world language.

8. Invite the class to read verses 26-27 about Jesus' caring for His mother. Comment that in the midst of suffering, Jesus gave attention to His mother. Ask: *What lesson can we learn from Jesus' example, when caring for aging parents becomes a challenge?*

9. Read to the class the final verses in today's lesson, verses 28-30. Comment that the humanity of Jesus showed in His cry, "I am thirsty." After receiving the drink, Jesus shouted, "It is finished." Note that the word *finished* means accomplished. Jesus had completed the work God had assigned Him to do.

### **Encourage Application**

10. Return to verse 11 and read aloud. Then go to the board and request the class to fill in the blank. Write the word *willingly* in the blank. Then ask the class to bow their heads. Encourage class members to pray silently, thanking Jesus for willingly dying for them and asking Him to help them be faithful in sharing His love with others.

### **Supplemental Teaching Ideas**

#### *Connect with Life*

1. Prior to class, enlist someone to share a short testimony about his or her salvation experience. Encourage the person to share when and how he or she accepted Jesus and how Jesus has provided help in daily life since then. After the testimony, point out to the class that they have just heard a testimony that is a product of an event that happened 2,000 years ago. Then read John 19:30 aloud.

#### *Encourage Application*

1. Present this question: *How can the death of one man, 2,000 years ago, take away the sins of so many?*

Wait a moment before responding with this comment: *God does not ask us to understand it but to believe it. We see the saving power of the cross in the changed lives of Jesus' followers.* Close with a prayer of thanksgiving for the power of the death of Jesus.

2. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.

# Teaching Guide

## Unit 4 Jesus' Glorious Triumph Lesson 13 *Seeing and Believing*

### Lesson Focus

Jesus' appearances after His death prove He is God's Son and He wants us to carry this message to the world.

### Focal Text

John 20:1-2,11-29

### Memory Verse

"Jesus said... 'Thomas, because you have seen Me, you believe. Those are happy who have never seen Me and yet believe!' " (John 20:29 New Life Version)

### Connect with Life

1. Make two columns on the board with the title *Doubt* on one side and the title *Belief* on the other. Ask the class to think of some events in their lifetime that at first seemed impossible but later became real. Present an example as a model for them. Next, lead the class to consider the circumstances that helped them move from doubt to belief.

2. Point out that Mary, Peter, and other followers must have had many thoughts running through their heads as they saw the empty tomb. Comment that today we are going to study how Jesus' followers moved from doubt to belief about Jesus rising from the grave.

### Guide the Study

3. Invite a class member to read verses 1-2 about Mary Magdalene's arriving at the tomb. Ask: *What must have been Mary's thoughts as she saw the stone pushed away? What was her immediate response?*

4. Divide the class into three groups. Tell them

that we are doing to look at three appearances of Jesus to people after the crucifixion. Make these assignments:

Group 1: verses 11-17

Group 2: verses 18-23

Group 3: verses 24-29

Give these instructions: (1) Read the verses. (2) Note how Jesus showed Himself to the people who were present. (3) Discuss why you think the person(s) responded as they did. After about ten minutes, invite each group to give reports of their findings.

5. Present, as needed, these additional comments about Jesus' resurrection appearances:

Mary Magdalene: Mary came to the grave seeking a dead body. We don't know why she did not recognize Jesus at first. Perhaps she was blinded by her tears. She certainly wasn't expecting to see Him standing near her. She recognized Jesus only after He called her by name. We see Mary's love for Jesus: She was at the foot of the cross when He died. She was the first person at the tomb. What an honor that she was the first to see the risen Lord!

His Followers, except for Thomas: Without opening the door, Jesus entered the room where His followers were meeting. What kind of body did Jesus have after rising from the grave? This question is beyond our ability to explain. He told Mary to stop clinging to Him. Later He ate a piece of fish (Luke 24:41-42). He later invited Thomas to touch His scars. Jesus, in earthly form, would go to the Father. He said that we, His followers, must take over the earthly form of His ministry on earth.

Thomas' absence from the group may mean He preferred to grieve alone. Remember this is the same Thomas who earlier showed courage. When Jesus said He would return to Jerusalem, Thomas was willing to go with Him even if it meant possible death (John 11:16).

His Followers, with Thomas: Even without touching Jesus, Thomas moved quickly from doubt to certainty. Thomas had the privilege of seeing the risen Christ, but we have not. Yet we have believed. Jesus called us happy.

6. Return to verse 21 about the commission of Jesus to His followers and invite the class to read it aloud together. Invite responses to this verse by asking: *How did the Father send the Son into the world? What does it mean to be sent as Jesus was sent?* (Responses might include we would be willing to leave our comfort zones, to identify with others, to love as Jesus loved.)

7. Tell this story: There is an old legend about Jesus' return to heaven to be questioned by the angel Gabriel as to how His ministry on earth would be carried on in His absence. Jesus replied, "I have assigned the task to my followers." Gabriel then asked, "But what if they fail?" Jesus replied, "Then I have no other plan." Emphasize that Jesus is counting on us to carry His message to the ends of the earth. The Holy Spirit will give us the power. We must not fail.

### **Encourage Application**

8. Remind the class that Jesus achieved a glorious triumph over sin and death in rising from the dead. We can point all people to this truth as their only hope for life that lasts forever. Lead in a prayer of commitment to believe in and follow the risen Lord, including sharing the good news about Jesus with others.

### **Supplemental Teaching Ideas**

#### *Connect with Life*

1. Ask each class member to think of three things that are a reality in their world today that they would not have thought possible ten years ago. (Give an example such as the attack on the World Trade Center in New York City.) Explain that we usually don't believe something until we have personally experienced it. We usually need proof before we believe. Comment that in today's lesson we see how some of Jesus' first followers moved from doubt to belief.

### **Encourage Application**

1. Comment that Mary's first words to the other followers were "I have seen the Lord." Thomas' words after Jesus appeared to him were "My Lord and my God!"

Ask: *Do you always recognize Christ's presence in your life?* Comment that grief, self-pity, or busyness with everyday concerns can cause us to fail to recognize the presence of Jesus in our lives. Note that an awareness of His presence brings peace and joy. Close in prayer that everyone would experience a fresh awareness of Jesus' presence in the coming week.

2. Review this lesson's vocabulary words as needed, as well as any other words or concepts from the Study Guide.