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**Adult
Bible Study
in
Simplified
English**

**Teaching
Guide**

WRITER
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The Gospel of John: Part Two

Light Overcoming Darkness

Adult Bible Study in Simplified English Teaching Guide

The Gospel of John: Part Two *Light Overcoming Darkness*

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Introduction for Teachers

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

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

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

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

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

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

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

About the Writer

Bob Coder is retired and lives in Allen, Texas. His wife, Lenora, died in November 2009. Bob is a member of First Baptist Church of Richardson where he is co-director of a senior adult class. Bob has previously written teaching procedures for youth Sunday School lessons. After taking early retirement, he and his wife served for three short-term mission assignments in Zimbabwe, Africa and London, England. Since returning from the mission field, Bob has written several previous teaching guides for this Adult Bible Study in Simplified English curriculum.

Suggestions for Teaching

General Suggestions for Teaching Simplified English Audiences

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

Bible Comments/Focal Text

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

Memory Verse

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

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

Picture Sequencing (Lipson Method)

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

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

Other benefits include the following:

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

Preparation

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

Suggestions for Teaching

Procedure

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

Lesson Expansion

If the setting and circumstances permit, use these ideas:

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

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

Bible passage as content for reading

Procedure

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

Suggestions for Teaching

Checklist for Successful Classrooms

Right Kind of Input

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

Low Anxiety Environment

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

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

Checklist for Real-Life Interaction

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

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

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

Online Resources and Study Helps

- **EasyEnglish** is a form of simple English developed by Wycliffe Associates (UK). Their website: (www.easyenglish.info) contains Bible commentaries, Bible translations, Bible studies, and other materials written in simple English. They are free for you to download and use.
- Use the following free helps: Additional adult Bible study comments by Dr. Jim Denison, “Teaching Plans,” and “Teaching Resource Items” available for each lesson online at www.baptistwaypress.org.
- Additional teaching help is provided in the Internet edition of the Baptist Standard www.baptiststandard.com. Go to the website, then to Departments, then Bible Study.

Teaching Guide

Lesson 1: Jesus' New Way

Lesson Focus

Jesus made Himself an example of how to serve others.

Focal Text

John 13:1-17

Memory Verse

Then Jesus said to them all, "If anyone wants to follow Me, he must give up himself and his own desires. He must take up his cross everyday and follow Me."
(Luke 9:23)

Connect with Life

1. Recall that the class has been studying *The Gospel of John: Part One* for the past thirteen weeks. State that today's lesson begins the study of *The Gospel of John: Part Two*. Mention that the previous unit covered about three years of Jesus' life on earth while most of this unit covers less than 24 hours—the last day of Jesus' time on earth.

2. Ask a class member to read just the first paragraph of the study guide introduction. Allow the reader or other class members to tell of any such experiences. Encourage them to describe what it is like living far away from home, perhaps where the language and customs are different.

Read the second paragraph of the introduction yourself. Pause after the first sentence, which states that "actions speak louder than words."

Say: *This means that what you do is more important than what you say.* Then continue reading the rest of that paragraph.

Guide the Study

3. Request a class member or an assistant to read John 13:1-5 from the Bible text. Use the comments in the first paragraph under "Jesus Does What Is Customary" to describe the customary practice of feet washing in those days.

Refer to the word list definition of *customary* and further describe it as the usual way to do something.

Say: *It was customary in that time for a man to see that his guests' feet were washed when they came to his home and before a meal.* Continue to either read or comment on the rest of this study guide section.

4. Refer to the sidebar about Satan and Judas on the second page of this lesson in the study guide. Stress that Satan will use greed or other sinful things to tempt us as he did with Judas.

5. State that Jesus went from one disciple to another washing the feet of each one until He got to Peter. Pause, and then say: *Peter! Dear Peter. He was always quick to speak up. And he often said the wrong thing when he spoke. In this case, Peter refused to let Jesus wash his feet.*

Request a volunteer to read John 13:6-11 from the Bible text. Either read or summarize the contents under "Jesus Sets an Example" in the study guide.

6. Say: *This would be a good time to look at the memory verse for this lesson.* Instruct the class to find that verse on the first page of the study guide. Let someone read the verse aloud.

Next refer to question 4 from Things to Think About on the next page of the study guide. Direct the class to discuss the memory verse, especially the phrase *give up himself*. Relate this phrase to the word *deny* in the word list for today's lesson. Use class responses to conclude what this phrase means. Summarize the discussion by saying: *This phrase means to always put God's interests above your own.*

7. Call attention to verses 10 and 11 which have already been read. Point out that these verses talk about the twelve followers (disciples). Note how in verse 10 Jesus said "You are all clean except one."

Say: *The one He was talking about was Judas, who was already planning to hand Jesus over to the leaders of the country (see verse 2).* Assert that Judas would soon put his interests above those of Jesus.

Encourage Application

8. Let someone read aloud verse 16 from the Bible text. Then read or comment based on "The Way to Blessings" in the study guide. Be sure to quote John 13:17 in the

second-to-last paragraph. Point out the lesson writer's thoughts in the final paragraph and add your own thoughts if you wish. Conclude by repeating Luke 9:23, the memory verse.

Supplemental Teaching Ideas

Connect with Life

◆Before beginning to read the study guide with the class, refer to the first three questions from Things to Think About in the study guide. Use these to encourage thought and discussion about the idea of service to others.

Connect with Life

◆Bring to class a shallow pan or bowl, a towel, and perhaps a washrag. Bring also at least a quart of warm water in a bottle. Place a chair near the entrance and set the above items on a second chair or small table near the first chair. As class members arrive, question them lightheartedly to ask if their feet need washing. If you happen to have any positive responses, try to discourage them by explaining that they will have to take off their shoes and socks. If that fails to discourage them, tell them you are sorry, but you have no servant to wash their feet. If you cannot discourage everyone, be prepared to humble yourself and actually wash their feet. Emphasize during the course of the lesson that while certain conditions made feet washing customary in Jesus' time, it is not customary or necessary today because we wear socks and shoes, walk on concrete sidewalks, and usually walk much less than people did then.

Guide the Study

◆Describe to the class the need and practice of feet washing in Jesus' time. Say: *People wore only open sandals with no socks. There were no sidewalks or paved roads. They walked almost everywhere they went. The roads or pathways were dry and dusty. As people walked, much dust and dirt stuck to their feet. Thus, for both comfort and health, it became necessary to wash their feet often. Foot washing also became an outward sign that a person was clean and pure inside. Thus, a good host would usually provide water for guests to wash their feet. Or, often, a servant of the host would wash and then use a towel to dry the feet of the guests.*

Teaching Guide

Lesson 2: Jesus—Truly the Way

Lesson Focus

Jesus made Himself the way into God's presence so that through Him we can receive God's blessings.

Focal Text

John 13:31-14:14

Memory Verse

Jesus said, "I am the Way and the Truth and the Life. No one can go to the Father except by Me." (John 14:6)

Connect with Life

1. Create and place on the entry door a sign that says: *No one can enter the classroom except through this door.* Close off any other entryways, of course. Station yourself or a helper at the door to point out the sign as class members arrive.

2. To begin the class time, say: *Sometimes there is just one way to do things.* Mention the sign on the doorway and give other examples such as driving on a one-way street, going through a revolving door, eating or drinking (through the mouth), etc.

Refer to the memory verse in the study guide.

Ask someone to read the verse aloud. Then call attention to the lesson title.

Say: *Our lesson today is called "Jesus-Truly the Way."* Affirm that there is only one way to enter the presence of God, and Jesus is the doorway through which we must enter.

Guide the Study

3. Recall last week's lesson where Jesus was at the supper table with all twelve of His special followers (disciples). Remind the class that Jesus washed the feet of all twelve of these men but said that one of them was still not clean. Say: *He was talking about Judas Iscariot. Jesus knew that Judas was planning to hand Him over to the leaders of the country...for money. Our story today begins there.*

4. Call on a class member to read John 13:31-35 from the Bible text. Comment that there is a lot going on in these five verses. Remark that Jesus knew what was about to happen and began to try and get the remaining eleven followers ready for when He would no longer be with them.

Read the lesson writer's comments under "A Loving Presence." After reading the title, use the word list to define the meaning of *presence*. Then read the contents under that subtitle and add your own thoughts as appropriate. Also note the meaning of the word *deserve* when it occurs in this section.

5. Ask: *Remember the word deny from last week's lesson? Say: It means to say no or to say something isn't true. In the next few verses, Jesus tells how Peter will deny that he knows Jesus. He will do this three times very early the next morning.*

Enlist someone to read John 13:36-38. Use the first two paragraphs under "Assurance in His Presence" to comment on these verses. Point out that, like Peter, we are sometimes not as strong in faith as we think we are. Discuss the example of the woman whose sister was sick. Ask class members to think about a time when they may have failed to keep a sincere promise. If a class member is willing, allow them to share their story.

6. Still under "Assurance in His Presence" in the study guide, read the first sentence only from the third paragraph. Then allow a class member to read John 14:1-5 from the Bible text. Use the remainder of this section for commentary on these verses.

7. Advise the class that you will read the next set of verses but that you will begin with verse 14:5 where Jesus' words to Thomas begin. Read John 14:5-10 to them. Then allow a class member to read "A Saving Presence" from the study guide.

Say: *Romans 6:23 in the New Life Version talks about salvation through Jesus.. It says, "You get what is coming to you when you sin. It is death! But God's free gift is life that lasts forever. It is given to us by our Lord Jesus Christ."*

8. Introduce the word *enable* from this week's word list. Explain that to enable something is to make it possible for something to happen. Continue by reading "An

Enabling Presence” from the study guide. Discuss the kinds of things that God’s presence can enable us to do.

Encourage Application

9. Refer to the sidebar on the second page of today’s lesson entitled “Jesus Gave Glory to God.” Read the article to the class as your closing comments.

Supplemental Teaching Ideas

Connect with Life

◆ Refer to the introductory paragraph in the study guide. Read that paragraph to the class. Comment on what the lesson writer said in the last sentence of that paragraph. Say: *This scientist learned the Way, The Truth, and the Life just as John spelled it out in today’s memory verse.* Repeat the memory verse aloud together.

◆ Read aloud the questions from Things to Think About in the study guide. Pause briefly for thought between each one. Allow voluntary responses, but use the questions primarily to encourage thought leading into the lesson.

Connect with Life, Guide the Study, or Encourage Application

◆ Illustrate use of all four of the words in the Word List. Say: *It’s so good to have you here this morning. Thank you for your presence. You got up this morning and came to this class. You had to sacrifice a little extra rest and sleep to be here. Because of your presence and because of your sacrifice, you deserve a pat on the back.*

Walk over and pat one or two class members on the back, then continue: *I hope your time here will enable you to be a better person. I hope we are enabling you to understand both the Bible and the English language better. Thank you for being faithful to attend class today. I pray you will experience how much God loves you by being here today.*

Encourage Application

◆ In advance, make three signs with the following labels:
—*I am the Way.*
—*I am the Truth.*
—*I am the Life.*

Assign three class members to stand before the class, each holding one of the signs. Recite the memory verse aloud for the class. Point to each sign in order as you recite the corresponding phrase in the verse. Involve the class in reading the sign a time or two in unison. Then,

with the three persons still holding the signs, let a class member or two stand before the class and attempt to recite the verse, looking only at the signs.

Teaching Guide

Lesson 3: The Spirit—God with Us Forever

Lesson Focus

God sent His Holy Spirit to teach and encourage His people in an evil world.

Focal Text

John 14:15-18; 25-27; 15:26-16:16

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)

Connect with Life

1. With class members following in the study guide, read the first paragraph of the introduction. Question the class as to whether they have ever known of a child who did not live with her parents—like the young girl in the story.

You may want to introduce the word *orphan*. Emphasize that orphans have no father or mother with them to love them and teach them about life, provide food and clothes for them, or to protect them. Suggest that sometimes another family member will take these children in and do those things, but that it is never like having your own parents to care for you.

2. Request a class member to read the second paragraph in the study guide. Say: *Jesus knew He would soon die. He knew that the disciples would be like children without parents. He knew that they needed a “Helper.”*

Advise the class that you will read the first part of the Bible text and that you want them to listen for Jesus' promise that He would not leave them like children without parents.

Guide the Study

3. First, explain that these are the words of Jesus. Then read John 14:15-18 as class members follow in the Bible text. Explain that Jesus spoke these words to His followers at the supper after Judas Iscariot had left the room. Recall that in last week's lesson Judas left the place of the Last Supper to go and tell the leaders of the

country where they could find Jesus. Remind the class that these leaders wanted to kill Jesus.

Say: *Jesus was talking to the disciples when He said those words. But His words still apply to us today. We, too, need that Helper.*

4. Point out that the memory verse for this lesson is actually two verses of the Bible text, both very short. Call on a class member to read the memory verse from the study guide. Point out that there is an *if* clause and a *then* clause.

Say: *If we love and honor God, then God will provide another Helper.* Add that the first part of verse 17 then tells us this Helper will be the Spirit of Truth.

5. Refer to the study guide under “The Presence of God.” Talk briefly about the word *presence* from the subtitle and also in the first sentence.

Ask: *Have you ever felt like someone was watching you when they were not really there.* State that you can feel their presence even though you know they are not there in person.

Either read for the class or allow someone else to read this entire section in order to provide a clear understanding of how God works in our lives through the Holy Spirit.

6. Request one class member to read John 14:25-27 and then another to read John 15:26-27. Note that in verse 14:26, Jesus tells us that “the Helper is the Holy Spirit.”

Explain that when talking about God's Helper, we usually call Him the Holy Spirit. Discuss “The Witness of God” from the study guide. Identify the Holy Spirit as our witness to the truth about Jesus, reading and commenting paragraph by paragraph from this section.

7. Read the rather lengthy last part of the Bible text, John 16:1-15, yourself. Then allow a class member to read the shorter commentary under “The Truth of God” from the study guide.

Encourage Application

8. Instruct the class to look in the study guide under “The Work of the Holy Spirit.” Use the lesson writer's analogy of the Holy Spirit's work as that of One Who defends someone on trial in a court of law.

Say: *If you were on trial in a court of law, your lawyer would be your defender. A witness would tell what he has seen or knows about you. The jury would decide whether or not you are guilty. And a judge would make a judgment as to how you must pay for what you did wrong.*

Point out the use of the words from this week's word list. Discuss their meaning.

9. Finally, present three questions to the class. Either write the questions on the board or ask them one by one, as follows:

- What or who is the cause of all sin?*
- How does God teach and guide us today?*
- How can we tell if the Holy Spirit is leading us?*

Best answers: (1) Satan, (2) Through the Holy Spirit, (3) We can tell it is the Spirit leading if the honor goes to Jesus Christ.

Supplemental Teaching Ideas

Connect with Life

♦ Write the word *promise* on the board. Question the class as to what that word means. Listen and affirm correct responses. Guide the class to understand that to make a promise is to say for sure that you will do something.

Say: *In today's lesson, we will learn about a promise Jesus made to the disciples and to all who put their trust in Him.*

Guide the Study

or Encourage Application

♦ On the board, write this matching quiz for the class to solve:

- | | |
|----------------|---|
| 1. Satan | (a) Our Helper Who tells about Jesus |
| 2. God | (b) Shows the world the truth about sin |
| 3. Holy Spirit | (c) Wants us to believe that Jesus is not God |
| 4. Jesus | (d) Sender of the Holy Spirit |

Allow one class member to offer answers. Then question another to see if he or she agrees with the answers. Seek other input until the class agrees on the answers. Then confirm the answers, as follows: 1 (c), 2 (d), 3 (a), 4 (b).

Encourage Application

♦ Use the sidebar "I Will Come to You" and the questions from Things to Think About to emphasize the ever-present nature of the Holy Spirit and create an awareness of His presence.

Teaching Guide

Lesson 4: The Fruitful Life

Lesson Focus

Jesus' followers are to have a living relationship with Him.

Focal Text

John 15:1-17

Memory Verse

I am the Vine and you are the branches. Get your life from Me. Then I will live in you and you will give much fruit. You can do nothing without Me. (John 15:5)

Connect with Life

1. First, question the class to see what they know about growing grapes in a vineyard. If possible, have a small clump of grapes purchased at a grocery store and still clinging to the vine to show them. As another possibility, locate pictures of a vineyard on the Internet that may show grape clusters on the vine. Make these pictures available for class members to see.

Say: *Listen to what the lesson writer tells us in the introduction to the study guide.* Advise the class members to follow as you read both paragraphs of the introduction. Emphasize that, with vineyards all around them, the disciples would have fully understood what Jesus was telling them.

Guide the Study

2. Let a volunteer read John 15:1-3 from the Bible text. After the reading, note that Jesus said in verse 1, "I am the true Vine." Point out that His words are the heading of the first section in the study guide.

Use the first paragraph in this section to explain that this is the last in a series of *I am* sayings by Jesus. Suggest that these sayings help us understand the relationship between God and Jesus and us. Refer to the word list for a definition of the word *relationship*. You may want to give some examples of relationships, such as a husband and wife, father and son, mother and daughter, or close friends.

3. Say: *We will talk some more about the relationship between God and Jesus and us. But first, we need to look at two more new words.*

Refer to the words *connect* and *prune* in the word list. Briefly review the meanings of these words. Then, beginning with the second paragraph under "I Am the True Vine," either read or comment on the rest of that section.

4. Choose a class member to read verses 4-7 of the Bible text. Repeat the words of Jesus at the beginning of these verses: *Get your life from me and I will live in you.* Ask: *What did Jesus mean?*

Listen to any responses and then refer to the word *abide* in the word list. Note the lesson writer's use of this word in the section entitled "Get Your Life from Me." Suggest what Jesus meant when He spoke those words.

Say: *Jesus might have said this another way. He might have said, "Abide in Me and I will abide in you." He also might have said, "Keep on living in Me and I will keep on living in you."* Stress that we must always keep a close relationship to Jesus because He helps us keep a close connection to God.

5. Indicate that verse 5 is the memory verse for this lesson. Observe that this verse explains verse 4 in a little more detail. Then read the final paragraphs of "Get Your Life from Me." Summarize to say that John used a word picture to explain this relationship.

Say: *Jesus is the Vine, God is the Owner of the vineyard. And we as Christians are the branches of the Vine that produce the fruit.*

6. Request a class member to read John 15:8-11. Point out in the first two paragraphs of "Give Much Fruit" in the study guide. Point out that the fruit Jesus is talking about is unselfish love. Use the word list to define the word *unselfish*. State that this unselfish love is what helps us tell others about Jesus.

7. Read John 15:12-17 aloud to the class as class members follow in the Bible text. Use the remaining paragraphs from "Give Much Fruit" to comment briefly. Read or summarize the final paragraph for the class.

Encourage Application

8. Say: *this is what Jesus wants you to do: Love God. Love Jesus. Love each other.* Add that, as our lesson title says, when you do all this you can live the fruitful life God intends for His followers.

Supplemental Teaching Ideas Connect with Life and Guide the Study

♦ Create an outline by writing the lesson title on the board or other writing surface. Below the title, list the three subtitles from this lesson.

Explain that these subtitles are quotations taken directly from the Bible text. Then point to the lesson title on the board and ask: *What do you think a fruitful life would be like?*

Explain that being fruitful means producing much fruit, being successful, or doing very well. State that, in today's lesson, Jesus tells us as His followers how we can live a life that is fruitful. Refer to the outline as you move to each of the three sections in the study guide.

Encourage Application

♦ Reread John 15:4 from the Bible text. Say: *This verse tells us that we cannot be fruitful on our own. We must be fed by the Vine. The Vine gives us life. If we don't stay connected to the Vine (Jesus), we will fall to the ground. We will lose the connection that gives us life.*

Then refer to the sidebar in the study guide entitled "Connected to the Vine." State that these are some ways we can stay connected with Jesus and with God. Ask class members to suggest any other ways they can stay connected to the Vine. Suggest that one way would be for them to take their study guides home each week and read them again and again. Stress that they will not only learn more about God's Word, but will improve their English as well.

Encourage Application

♦ Using the study guide, go through the questions from Things to Think About one by one. After each question, pause and talk a little about its meaning. Ask for comments or questions by class members. Avoid pushing for personal answers, but do allow any voluntary responses. The main idea is to get each person to think about her or his own response to the question.

Teaching Guide

Lesson 5: Jesus Prays for His Followers

Lesson Focus

Jesus prayed for His followers to be united in their relationship with Him and His Father.

Focal Text

John 17:1-26

Memory Verse

This is life that lasts forever. It is to know You, the only true God, and to know Jesus Christ Whom You have sent. (John 17:3)

Connect with Life

1. Say: *WOW! This memory verse says it all.* Advise the class to look at the verse in the study guide as you read it. Read the verse with strong feeling. Read it again for emphasis.

Then ask: *Who do you think was praying this prayer?* Acknowledge that it was Jesus' prayer. Explain that He was praying for Himself as well as for all those who would continue God's work in the world after He was gone.

2. To put this lesson in context, review the four previous lessons of this unit. Recall that we began with the story of Jesus at the Last Supper washing the feet of His disciples. Then, in Lesson 2, Jesus identified Himself as "The Way and the Truth and the Life." In Lesson 3, we learned how God's Holy Spirit would come as our Helper. Last week, we learned about living a fruitful life with Jesus as the Vine and us as the branches.

3. Direct attention to the introduction for this lesson in the study guide. Note that the lesson writer is telling this story about her family. First, make it clear that she is telling the story and that you are simply reading her words. Then begin reading the story. Pause at the end of that first paragraph to point out the love within her family—how the father prayed for his daughter's safety, and how his daughters' love for her father helped keep them from doing bad things. Comment: *What a loving relationship their family must have had!*

4. Before proceeding to the next step, introduce the words *executed* and *united* from the word list. Then enlist a class member to read the final paragraphs of the introduction.

Guide the Study

5. Say: *Let's look at Jesus' prayer in three parts.*

Identify the first part of this prayer by reading the first subtitle in the study guide, "Jesus Prays for Himself."

Ask someone to read John 17:1-5 from the Bible text. Then ask: *Who was Jesus praying for in these five verses?*

Refer to the section subtitle* to confirm that Jesus prayed for Himself. Read or draw comments from the study guide to reveal that Jesus was not being selfish but simply prayed for the strength to do God's will. You may want to recall a word from last week's Word List to say that He was instead being unselfish.

*Consider using the outline suggested in the second Supplemental Teaching Idea here and in steps 6 and 7 below.

6. Comment that Jesus first prayed for Himself. Ask: *Who do you think He prayed for next?*

Refer to the next subtitle in the study guide, "Jesus Prays for His Disciples." Request a class member to read just the first paragraph under that title.

Then instruct the class to follow in the Bible text as you read verses 6-19. Finish discussing this section by enlisting an assistant or class member to read the remainder of this section.

7. Say: *Jesus prayed for Himself. Next, He prayed for His close friends, the disciples or "followers" as they are called in the Bible text.*

Read the first paragraph under "Jesus Prays for the Church." Then, allow one class member to read verses 20-23 from the Bible text and another one then read verses 24-26.

Be sure to introduce the words *fellowship* and *unity* from the word list and comment, as time permits, using the last five paragraphs of "Jesus Prays for the Church."

Encourage Application

8. Refer to Things to Think About in the study guide. Ask the three questions one at a time. Encourage class members to respond after each question and add your own thoughts as needed.

9. Return to the memory verse. Lead the class to read the verse in unison. Conclude with the thought that Jesus is talking in this prayer about life that lasts forever, or eternal life. Say: *Think of eternal life as life in God's presence...forever! I pray that you will have this life.*

Supplemental Teaching Ideas

Guide the Study

◆ Whenever possible, use some sort of concrete example to help class members remember the meaning of a word in the word list. For example, the word *united* in today's list is already familiar to persons around the globe. Simply point out that our country gets its name because it is made up of 50 *United States*.

◆ Before the class, write on the board the lesson title and below that the three subtitles from the study guide. Use this as an outline of the lesson. Refer to the outline as you begin each step of the Guide the Study suggestions for this lesson.

◆ In referring to subtitles in the study guide, it may be better understood by simplified English students to call them "small titles." If you decide to try this out, be sure to explain what you are doing and ask class members if this is easier for them to understand. When you first begin to use a term like this, of course, use the new term frequently at first so that it becomes readily understood.

Encourage Application

◆ Observe that, in the Bible text today, Jesus prayed for Himself. Then He prayed for His disciples, and finally He prayed for the church. Note the sidebar article in the study guide, entitled "The Church United."

Say: *That is us. The church is all of the people who put their trust in God.* Ask if class members know other Christians who belong to churches in other countries or cities around the world. Have a globe or a world map available. Allow class members to point out the location of other believers they know. If possible, use a marker or stickers or push pins to mark these locations.

Ask the class to consider the map. Remind them that Jesus prayed that all Christians everywhere would be

united. Read the entire sidebar to the class and then close with a prayer for the church.

Teaching Guide

Lesson 6: Judging Jesus

Lesson Focus

The identity of Jesus as God's Son requires everyone to make a decision about Him.

Focal Text

John 18:15-27, 18:37-19:8, 14-16

Memory Verse

If you say with your mouth that Jesus is Lord, and believe in your heart that God raised Him from the dead, you will be saved from the punishment of sin. (Romans 10:9)

Connect with Life

1. Ask the class these two questions:

—*Guilty or Not Guilty?*

—*Right or Wrong?*

Suggest that we judge people every day. We must choose whether to believe someone or not. We must decide whether they are telling the truth or lying.

Call attention to the lesson title in the study guide. State that today we will talk about judging Jesus. Say: *Everyone has to judge Jesus. Is He really God's Son? Or, is He not?*

Guide the Study

2. Use the Unit 2 introduction in the study guide to provide an overview of the important messages covered by these two lessons.

3. Write this heading on the marker board or chalk board: *Jesus Knew*.

Instruct the class to look at the study guide introduction for this lesson. Begin reading and stress each occurrence of the words *Jesus knew* or *He knew* as you read the lesson introduction.

4. Instruct the class to look under the first subtitle in the study guide entitled "Judged by the High Priests." Begin reading the first paragraph of that section and through the first part of the second paragraph, ending with "...Peter was afraid when he stood before Annas."

At this point, pause and remind the class how, back in Lesson 2, Peter had told Jesus that he was willing to die for Him. Recall what Jesus then told Peter in John 13:38. Say: *Jesus told Peter, "Before a rooster crows, you will have said three times that you do not know Me."*

5. Advise the class that you will read the first part of the Bible text but that you want them to listen for the three times Peter says that he does not know Jesus. Instruct them to clap (or raise) their hands each time they hear Peter say that he does not know Jesus. Lead them in doing a practice clap or two and then begin reading John 18:15-27. As you come to the denials in verses 17 and 25, slightly stress Peter's response in anticipation of a clap. Again, as you read verse 27a, slightly stress Peter's denial. Pause for the third clap and then read verse 27b. Look straight at the class and say: *Jesus knew*.

6. Finish reading the second paragraph of "Judged by the High Priests." Continue reading or commenting as needed through the rest of that section.

7. Assign three class members to read the rest of John 18 from the Bible text, as follows:

—verses 28-32

—verses 33-37

—verses 38-40

Urge all class members to follow along in the study guide. After each reading, either read or make comments using portions of "Judged by Pilate" in the study guide.

Encourage Application

8. Remark that at the beginning of the class, we said that everyone had to judge Jesus. Ask: *How do you judge Him?*

Then refer to the memory verse. Ask a class member to read the verse from the study guide. Close by having the whole class fit together. Repeat the question: *How do you judge Jesus?*

Supplemental Teaching Ideas

Connect with Life

♦ Call on one person by name and ask: *What is going to happen tomorrow?* Use that person's response to ask whether they know that it will happen or just think it will.

Repeat the question to one or two other class members, questioning them as to what will happen tomorrow, or next week, or next year. Guide the class to the conclusion that we don't really know what will happen in the future.

Say: *Sometimes we think that something will happen tomorrow just because it has always happened that way in the past. But we can never be sure that it will happen that same way tomorrow.*

Guide the Study

♦ If you or class members need help with pronouncing the high priest's name (Caiaphas), the dictionary lists it as "Kay'-á-fás" (pronounced something like Kay'-ah-fahs).

Point out that Annas, who was the father-in-law of Caiaphas, had been high priest before Caiaphas and still held some of the powers of that office.

Encourage Application

♦ Direct attention to Things to Think About in the study guide. Observe that there are five questions about those who were involved in the trial of Jesus.

Say: *There was Judas, who betrayed Jesus. There was Peter, who denied that he even knew Jesus. There were the High Priests, who had already judged Jesus. There was Pilate who let the angry crowd make his decision. And then there was Jesus Who suffered because He let God's will be done.*

Write on the marker board these four things that we can learn from each example:

—*We must not let the love of money and things keep us from living for Jesus.*

—*We must not allow fear to keep us from speaking out for Jesus.*

—*We must learn the truth about Jesus from those who know Him.*

—*We must not let the wrong thinking of others keep us from loving Jesus.*

♦ This would be a good lesson for an evangelistic emphasis. Conclude the lesson by examining the memory verse together.

Say: *Maybe you believe in your heart that Jesus is Lord but haven't said so with your mouth. Suggest that this would be a good opportunity to tell someone that you have put your trust in Jesus. State that you can then belong to His church. Make yourself available to anyone who wants to talk to you about doing this.*

Teaching Guide

Lesson 7: It Is Finished

Lesson Focus

Jesus' sacrifice of Himself on the cross gives life to those who put their trust in Him.

Focal Text

John 19:16-30, 38-42

Memory Verse

You get what is coming to you when you sin. It is death! But God's free gift is life that lasts forever. It is given to us by our Lord Jesus Christ. (Romans 6:23)

Connect with Life

1. Say: *Last week, you will remember, we talked about the trial of Jesus. This week, we will talk about His execution.*

Question the class about that word *execution*.

Encourage someone to tell you what they think it means. Lead them to understand that an execution is what takes place when someone is put to death by the government of a country.

2. Use the study guide introduction to contrast the trial methods of the United States to those of Bible times. Emphasize that in our country today a person charged with a crime is, as the study guide says, presumed to be innocent until proven to be guilty. Then point out how, if proven guilty, the person is sent to prison or executed.

Explain that this process may take years.

Mention also that some states do not allow executions, even for the most serious crimes. Emphasize that when someone is executed, the execution is done quickly so that the person does not suffer. Finally, in contrast, enlist someone to read the last paragraph of the introduction describing the long, cruel, and unjust execution of Jesus.

Guide the Study

3. Recall from last week's lesson that Pilate didn't think Jesus had done anything deserving of death. Refer to the word list and read the meaning of the word *deserve*. Say: *To deserve something means that you get what is owed to you, whether good or bad.*

Observe that, even though he didn't think Jesus deserved to die, Pilate eventually gave in to please the Jewish religious leaders. Say: *In this week's lesson, we see that Pilate decided to challenge these religious leaders.*

Advise the class to listen for what Pilate did as you read John 16-22 from the Bible text. Lead the class to look in the study guide under "Jesus Bears His Cross" and comment on the first paragraph only to describe the scene at the Place of the Skull.

4. Enlist someone to read from the Bible text, beginning with verse 23 and reading through verse 25a (just the first sentence of the verse). Then read the final paragraph under "Jesus Bears His Cross" as your commentary.

5. Say: *We've talked about the men in the story. Now let's talk about the women.* First, introduce the word *accomplish* from the word list. Allow a class member to read John 19:25b-27 from the Bible text. Next, read or draw comments from the first paragraph of "Jesus' Final Hour." Conclude by reading the sidebar article entitled "The Women at the Cross."

6. Seek a volunteer from the class to read verses 28-30 from the Bible text. After the reading, relate highlights of the last four paragraphs under "Jesus' Final Hour."

Affirm that once Jesus' work was done, He cried out, "It is finished!" and died (v. 30). Especially stress the idea that Jesus did not die because someone took His life. Jesus freely gave His life for us.

Conclude this section by saying: *To Him, it was finished. To us, it opened the door to a new life—a life that lasts forever.*

7. Ask the class: *Did you know that Jesus had two secret followers?* Instruct the class to look in the last part of the Bible text, verses 38-42. Ask someone to read those verses to the class. After that reading, enlist a new reader to tell the story of those two secret followers by reading all three paragraphs of "Jesus' Secret Disciples."

Encourage Application

8. Call attention to the word list. Point out that these words are all related to one another in today's lesson. Illustrate the meaning of these words by saying: *After He*

died on the cross, Jesus' work in the world was over. He accomplished His task. He was innocent but He gave His life for us. He appeals to us to have faith in Him. He deserves our trust and love. Put your trust in Jesus and life that lasts forever will be yours.

9. Call attention to the memory verse. Suggest that this one verse tells the whole story of why Jesus came into the world. Read the verse through and then ask the class to read it along with you.

Supplemental Teaching Ideas

Guide the Study

♦ The hyssop mentioned under "Jesus' Final Hour" in the study guide was a type of plant mentioned in both the Old and New Testaments. It apparently had a long, sturdy stem that permitted lifting the sponge high enough to reach Jesus' mouth. Try to locate a picture or description of this plant possibly on the Internet or by using a good Bible encyclopedia or other reference book.

Guide the Study

♦ Comment that there have always been strange and cruel ways that men and governments do executions. Explain that bad people sometimes kill, do sex crimes, fight against the government, or break religious laws.

Say: Governments often think that these people should be punished by death. They have thought up cruel and unusual ways to execute people.

Help the class name some of the ways people are put to death when they do such things. Lead them to name such methods as: hanging, electric chair, feeding to wild animals, poisoning, cutting off their heads, firing squad, stoning, burning by fire, gassing, and nailing to a cross.

Note that some of these methods are designed to make the victim suffer in pain. Others result in less pain and quick death. Observe that the people who planned the United States government made a law saying that there should be no cruel and unusual punishment.

Say: But the government that executed Jesus had no such law. They wanted those who broke their laws to suffer. They wanted others to see how they would suffer if they broke the law.

Encourage Application

♦ Recall that there were two secret disciples who saw that Jesus got a proper burial. Question the class about why they think these two kept their belief in Jesus secret.

Point out that they were members of the ruling group of the Jews.

Suggest that if they had made their belief in Jesus as God's Son known, they would probably have been laughed at, thrown out of the ruling group of Jews, and maybe even crucified themselves. Observe that they not only saw that Jesus had a proper burial, but that they put his body in a fine tomb, used expensive spices, and clothed Him as if He were a king.

State that some people today are secret followers of Jesus. They live in countries or places where, if their belief in Jesus was known, they would be laughed at or put in a prison, and maybe even killed. Close the class by praying for these secret followers to have wisdom and courage in following Jesus.

Teaching Guide

Lesson 8: Good News about Jesus

Lesson Focus

Jesus' resurrection proved His identity and mission as God's Son and calls us to follow Him and tell others the Good News.

Focal Text

John 20:1-18

Memory Verse

Let us thank the God and Father of our Lord Jesus Christ. It was through His loving-kindness that we were born again to a new life and have a hope that never dies. This hope is ours because Jesus Christ was raised from the dead. (1 Peter 1:3)

Connect with Life

1. Have some recent newspapers or new magazines available for class members to browse as they arrive.

As class begins, remark that newspapers, radio, and television give us mostly bad news. Mention some of the unpleasant stories in the recent news headlines. Go on to say it is not often that we hear about something good happening. Refer to the lesson title and say: *Let's talk about the Good News for a change.*

2. Recall that in last week's lesson, we learned how Jesus died on the cross. Declare that this week we will talk about His resurrection. Refer to the word *resurrection* from the word list and explain it as meaning that Jesus rose up from the grave to new life. Say: *That's what we call the Good News!*

Guide the Study

3. Advise the class to look at the introduction on the first page of the study guide. Let someone read just the first sentence.

Ask: *Is it good news or bad news that we will all die one day?* Direct the same person who read that first line to now read the rest of that first paragraph. As the reader finishes, stat enthusiastically: *And that's the Good News!*

4. Advise the class to look in the study guide at the memory verse. Request one class member to read the verse, then another, and possibly even a third to read it. After the final reading, repeat: *And that's the Good News!*

5. Write the three subtitles from the study guide on the board as an outline. Indicate the first point and observe that the lesson writer invites us to "Visit the Tomb."

Say: *We will do that, but first let's get some information from the study guide. It will help us understand the story better.*

Use the first three paragraphs of this study guide section to provide details of the burial practices of that day and then to introduce Mary Magdalene. Use the word list to explain the meaning of *devoted* and stress that Mary was devoted to serving Jesus.

Then enlist a class member to read John 20:1-2 from the Bible text. Finally, ask another class member to read the last two paragraphs in this section of the study guide.

6. Referring to the lesson outline on the board, state that the next section of the lesson is entitled "See the Clothes." Then invite the class to follow in the Bible text as you read verses 3-13.

Make it clear that the clothes mentioned here were not like the clothes we wear today but were mostly pieces of white linen cloth that were simply wrapped around the body and head.

Select a class member to read verses 14-18 from the Bible Text. When the reader comes to the word *grief* in the last sentence, use the word list to explain its meaning. Add your own comments on verses 14-15 as needed.

7. Note that the final outline point on the board invites us to "Meet the Lord." Choose someone to read John 20:14-18 from the Bible text. Following that reading, either read or comment along the lines of the first three paragraphs in this section.

As you mention that Mary didn't *recognize* Jesus, provide the word list definition of that word. Explain that she simply didn't know Jesus or didn't realize who He was.

Say: *She couldn't see Him because He was behind her, it was still dark, and she was crying and*

upset as well. Add that after seeing Him die on the cross, she didn't expect to see Him ever again. Point out, though, that when He called her by name she immediately recognized that familiar voice.

Encourage Application

8. Discuss the remainder of this section with the class by using the commentary as a guide. Explain the new relationship we have with Jesus as His followers. After reading or commenting to disclose that relationship, conclude by saying: *And that's the Good News you've been waiting to hear!*

Supplemental Teaching Ideas

Guide the Study

◆ Before the class, prepare three copies of John 20:14-18 from the Bible text. Use a highlighter pen or colored pencil to mark the speaking parts for the Narrator, Jesus, and Mary Magdalene. Enlist three class members to each take one of these parts in a dramatic reading of verses 14-18.

To provide a transition from verse 13, say: *Mary had just told the two angels that she didn't know where "they" had taken Jesus' body. Then cue the Narrator to begin reading verse 14. The three actors will immediately read their parts, in order, as marked.*

Encourage Application

◆ Direct the class to look at the questions from Things to Think About in the study guide. Without pushing for personal answers, talk about the questions in general, commenting as follows:

—1. *If you have put your trust in Jesus, you should be able to answer "Yes" and think to yourself how your life has changed.*

—2. *Consider your current choices in light of your relationship with Jesus.*

—3. *Perhaps Mary was worried about what her life would be like without Jesus, what would happen to those who had followed Him, and so on.*

—4. *This is a question you can answer to yourself.*

—5. *This is talking about God's people—the church. The church is the family of God. In this case, family business means following Jesus and telling others about Him.*

—6. *How did you come to know Jesus? Probably someone told you about God's love and helped you believe in Him. We should each tell our families and friends or others the Good News about Jesus—just like someone did for us.*

◆ Say: *Who are you looking for?* Observe that this was the question Jesus asked Mary Magdalene in today's Bible text.

Suggest that we all need to ask ourselves who or what we are looking for in life. Comment that we are all searching for the same things: peace, love, joy, comfort, and happiness. Invite class members to consider whether they are looking in the right places. Affirm that, through the Resurrection of Jesus, God has provided a way for us to enjoy peace, love, joy, comfort, and happiness—forever.

Teaching Guide

Lesson 9: Sent by Jesus

Lesson Focus

We are entrusted by Jesus to be His disciples to all the world.

Focal Text

John 20:19-23

Memory Verse

Then Jesus said to them again, "May you have peace. As the Father has sent Me, I also send you." (John 20:21)

Connect with Life

1. Question the class as to how many of them were born in another country. Follow up with a question to those born elsewhere as to how many expect to go back to their home country some day to live.

Say: *The woman who wrote the study guide lesson is the teacher of a class like yours. Her class studies the Bible and tries to speak better English just like yours.*

Direct the class to follow along as you read the lesson writer's words in the study guide introduction. Express your feelings about your own class. Recall any members of your class who have recently left the class to go back to their own country.

2. Mention that one of the things we do in this class is to try and learn new words. Point out that new words are printed in the study guide in bold print (or dark letters) so that we notice them.

Note the word *entrusted* used in the lesson introduction. State that if you entrust someone with a job, you are very sure that they will do the job well. Explain that when you add *ed* onto the end of an action word, or verb, that means it has already happened.

Instruct the class to look at the word *entrusted* in the introduction. Remark that Jesus entrusted us with the Good News (or Gospel). Say: *He knew that we would tell this Good News to others.*

Guide the Study

3. Request a volunteer to read the first verse only from the Bible text, John 20:19. After the reading, ask: *When did this happen?* Confirm that the answer is Sunday, or "the evening of the first day of the week."

Use the first paragraph from "May You Have Peace" to recall the events from Thursday until Sunday morning of that fateful week. Enlist a class member to read the second paragraph of that section.

Raise the question: *Do you really think they were safe from the Jews just because the doors were closed and locked?* Observe that the Jews could have easily broken down the doors if they had really wanted to do that. Suggest that it may have made the followers feel safer.

4. Read the second paragraph from "May You Have Peace." Stress the word *suddenly*. Use the final paragraphs of this section to contrast the peace we find in the world as compared to the comforting peace that God gives us.

Observe that Things to Think About in the study guide has questions about the peace God offers. Encourage each class member to read those questions at home and talk with you if they need help in finding that kind of peace.

5. Say: *After wishing the followers peace, Jesus did something very unusual.*

Request a volunteer from the class to read one verse only, verse 20, from the Bible text. Raise this question: *Why did Jesus show them His hands and His side?*

Instruct the class to look at the study guide section entitled "I Also Am Sending You." Direct the class to read the first paragraph only. Then ask for someone to raise their hand and tell the class why Jesus did that. Lead them to understand that Jesus wanted the followers to know that He had really died.

Say: *He wanted them to see that He had died a cruel, mean, and painful death. He had the scars to prove it. But now He had new life.*

6. Before moving on to the next step, call attention to the last four words of the word list. First, talk about the

words *humble* and *humility*. Let someone read the definition of humble.

Explain that to be humble is the opposite of being proud. Suggest that to be humble means to think of yourself as simple and unimportant. Observe that if you put a *d* at the end of humble, it becomes *humbled*, meaning it happened in the past. Explain that the word *humility* means just thinking of yourself as humble, lowly, or less important.

Relate that the last two words also have similar meanings. Point out that they are forms of the same word. Then say that the words *obey*, *obedience*, and *obedient* all have to do with doing what you are told to do.

7. Request a class member to read verse 21 from the Bible text. Immediately thereafter, begin reading the final paragraphs from “I Also Send You.” Impress upon the class that being humble and obedient to God does not mean that you must be weak and lowly. Emphasize that Jesus was humble and obedient to God, but spoke with power and authority to those who worked against Him.

8. Enlist a class member to reread verse 21 and continue reading through verses 22 and 23 of the Bible text. Then let another person read the commentary from “Receive the Holy Spirit” in the study guide.

Encourage Application

9. Express our purpose as Jesus-followers in the church today by relating the thoughts in the study guide from “What About Us?”

Supplemental Teaching Ideas

Connect with Life

◆ First, review the words in the word list and further explain the meaning of each word. Then, involve the class members in making up sentences using each of these words. Allow them to use any form of the word as long as it is more or less properly used. You may want to offer a small prize for each sentence formed, perhaps a miniature candy bar or other treat.

Connect with Life, Guide the Study, or Encourage Application

◆ Involve the class in playing a little game of “Pass It On.” Either arrange them in a circle or let them pass it from person to person, then from one row to another. Be sure that every class member is included.

Begin with a simple phrase such as the lesson title. Whisper the phrase to the first class member and let that person whisper the phrase to the next person and on down the line to the last person. Instruct that person to speak the words aloud to the whole class. (If whispering fails, let them say the phrase out loud as they pass it along, thus getting a repetitive effect.)

After a trial run or two, speak the first sentence of the memory verse to the first person to be passed on. Once that has made the rounds, start the last part of that verse around.

Encourage Application

◆ Note the quotation (or saying) on peace by Thomas a Kempis in the sidebar below Things to Think About in the study guide. Read it aloud to the class. Comment about the saying as you wish. Close with a short prayer asking God for humility and obedience as we search for peace in our soul.

Teaching Guide

Lesson 10: A Story to Tell

Lesson Focus

Once we put our trust in the resurrected Jesus, we have the responsibility to tell others His story so that they, too, can put their trust in Him.

Focal Text

John 20:24-31

Memory Verse

Your heart should be holy and set apart for the Lord God. Always be ready to tell everyone who asks you why you believe as you do. Be gentle as you speak and show respect. (1 Peter 3:15)

Connect with Life

1. Begin the session with this monologue:

He is known as “Doubting Thomas.” He was one of the twelve followers of Jesus. Thomas was not with the other followers when Jesus made His first appearance to them. Thomas did not believe their story. He doubted that even Jesus could die and then come back to life. He did not believe that such a thing could happen—even for Jesus who came from God. It just couldn’t be. It was not possible. No one had ever been resurrected before. Jesus had tried to tell them earlier that this would happen. But Thomas had his doubts. He must have misunderstood something. There was no such thing as rising up from the grave. No one could do that. He thought surely that the other followers must be trying to trick him. But he would go back and meet with them again just to see what would happen. Let them show him Jesus. If they could show him the scars in Jesus’ hands and sides... But he doubted their story. Thomas was sad. He so missed being with Jesus.

2. Advise the class that we will come back to Thomas.
Say: *But first, let’s give credit to God, or honor God, for all He does for us.*

Call attention to the story in the first paragraph of the study guide introduction. Quickly relate the details of that paragraph. Then ask the three questions at the

beginning of the second paragraph. In response to the third question, suggest that rather than to give credit to God for something He didn’t do, we are more likely to not give credit to God for some of the things that He does. Use the last part of that paragraph to emphasize that Jesus is God’s gift to us.

Guide the Study

3. Return to the story of Thomas. Allow a member of the class to read John 20:24-25 from the Bible text. After the reading, comment that Thomas was confused.

Say: *He didn’t know what was right and what was wrong. He didn’t know what was true and what was not true. His mind was all mixed up. He was confused.* Read or relate the story of Thomas from “Doubts and Fears” in the study guide.

4. Note that the next part of the study guide is entitled “The Evidence.” Comment that in order to believe that something is true, we need facts, proof, or evidence.

Say: *Thomas wanted evidence that Jesus was really resurrected and alive again as the other followers had said.* At this point, ask a class member to read verses 26-27 from the Bible text.

Following the reading, use the commentary from this section to provide details of the story. Identify the word *scold* and use the word list to define it. Then, make the point that Jesus did not scold Thomas because he had doubted. Explain that, instead, He spoke in a kind and loving way.

5. Lead the class to look at the next study guide section entitled “The Response.” Question them as to what a response is. Use whatever answers you get to thank them for their *response*.

Then walk over and reach out to a class member as if to shake hands. If, as expected, that person reaches out to grasp your hand, explain how that person’s reaching out to shake your hand was also a kind of *response*. Explain that a response is an answer back to something that is said or done.

Ask: *What was the response of Thomas when Jesus appeared in that room with the locked doors?* Ask someone to read verse 28. Then affirm that Thomas’s response was to say, “My Lord and my God.”

6. Advise the class to follow along in the study guide as you read the first two paragraphs from “The Response.” As you finish, pause and then ask a class member to read verse 29 from the Bible text. Then read the third paragraph from “The Response.”

7. Ask a volunteer to read the last part of the Bible text, John 20:30-31. Let another volunteer then read the last paragraph from “The Response.”

Encourage Application

8. Ask: *Are you a “Doubting Thomas” still confused and not sure of what to believe about Jesus?* Remark that John tells us in verse 31 that he wrote this book of the Bible so that “you may believe that Jesus is the Christ.” Call attention to the last part of the study guide entitled “What About Us?” Advise anyone who still has any doubt that Jesus is the Christ to read that part of the study guide.

9. Instruct the class to look back to the memory verse on the first page of the study guide. Read the verse to the class. Go to the board and write these three words in order:

—*Love*
—*Share*
—*Respect*

Read the verse one sentence at a time, pointing to the corresponding word on the board for each sentence of the memory verse. When finished, refer to the lesson title and say: *You have a story to tell. Go and share it with love and respect.*

Supplemental Teaching Ideas

Connect with Life

◆ Before class, write the words *doubt* and *doubting* on the board. As class members arrive, begin to talk with them about those two words to ensure that they understand them. Identify *doubt* as one of the words in today’s word list. Besides the word list definition, suggest such meanings for that word as: to not be sure of something, to not believe that something is true, or to wonder about something. Describe *doubting* as not believing something or not being sure about something. Offer your own definitions or usage. For example, say: *I doubt that it will rain today.* Or say: *Are you doubting that we are ever going to stop talking about these two words?”*

Encourage Application

◆ Lead the class to look at the Things to Think About in the study guide. Encourage class members to give their response to the first question and then the second. Suggest that the other questions are more personal and that they should read and think about these questions to themselves. Emphasize that the final question is a very important thing to think about, though, as we should always be ready to tell about our trust in Jesus whenever there is an opportunity. Close the class by praying that each class member will be ready to tell their story about knowing Jesus if they have the opportunity this week.

Teaching Guide

Lesson 11: Lord of All Time

Lesson Focus

Jesus is Lord for all time and promises life that lasts forever to those who love and follow Him faithfully.

Focal Text

John 21:1-23

Memory Verse

The One Who called you is faithful and will do what He promised. (1 Thessalonians 5:24)

Connect with Life

1. Write this question on the board: *Do you love me?* To begin the session, ask two or three class members to read the question. Likely they will all read it about the same with no particular stress.

Then call attention to the sidebar article in today's study guide entitled "Do You Love Me?". Point out that the readers each read it more or less the same way, but there are four other ways that it can be read with slightly different meanings.

Read each question in order, with the appropriate comment and stressing the underlined word, as follows:

—*I know my family loves me, but do you love me?*

—*I know you like me, but do you love me?*

—*Tell me again, really, do you love me?*

—*I don't know. Do you love me?*

Advise the class to think of the way Jesus asks that question while talking to Peter when we come to that part of the Bible text later in the lesson.

Guide the Study

2. Comment that Jesus appeared to the followers two times after His resurrection. Recall that first He had appeared to ten of the followers when Thomas was not there. Remind them that Jesus had then appeared eight days later when Thomas was with the other followers. Say: *Today we will learn about a third appearance of Jesus to His followers. Let me read the first part of the story to you. I will read John 21:1-14 from the Bible text. You will like this story.*

3. After reading the story in the Bible text, enlist four class members to each read one paragraph from "A Gift for the Present." Add your own comments after each paragraph along these lines:

—Paragraph 1: *With Jesus gone, the followers had no real leader. Peter was often the first to speak, but Jesus had been their only leader.*

—Paragraph 2: *Some of the followers had worked as fishermen before they met Jesus. This does not mean that they were going to return to their old lives by going back to work. Maybe they just wanted to get away to rest and relax for awhile. Or maybe they needed some fish for food.*

—Paragraph 3: *The followers were far enough away from shore that they did not recognize Jesus in the early morning light. A fisherman's coat was not a heavy raincoat like fishermen sometimes wear today. It was likely a cloak or robe that he wore over his other clothing when it was cool. The boat was likely close enough to shore that Peter could walk in the water most of the way. (He would not have been able to swim very far in heavy clothing.)*

—Paragraph 4: *When the followers arrived, Jesus already had some fish and bread on the fire. Where did He get them? We don't know, but fish and bread was a common meal around the Sea of Galilee. It was the real Jesus who ate with the followers. Ghosts or visions do not eat food.*

4. Remind the class that Jesus, Peter and the other followers were sitting around a fire eating breakfast. Then let a class member read verses 15-17 from the Bible text. Use the information from "Away with the Past" to comment. When you come to the word *restored* in the second paragraph, use the word dist definition to explain that Peter's relationship was restored, or again made strong, just like it was before Jesus' crucifixion. Likewise, explain Jesus' instruction as teaching Peter and telling him what he needed to do as a follower.

5. Direct the class to find verse 18 in the Bible text. Suggest that Jesus must have led Peter away from the others as they talked. Say: *Listen to their conversation.*

Begin reading verse 18 and continue through verse 19. Call attention to the study guide section entitled "Into the Future." Enlist someone to read just the first paragraph of that section. Pick up on the last

sentence of that paragraph and explain that some people who study the Bible (theologians) think Peter died a terrible death, perhaps being crucified like Jesus.

6. Now read the final segment of the Bible text, John 21:20-23, to the class. Pause, then say: *Now isn't that like us? When we are in a difficult position, we try to shift attention to someone or something else.*

Use the second two paragraphs from "Into the Future" for brief comments. As you come to the last paragraph, refer to the words *design* and *variety* in the word list. Explain that God designed, or planned, for us all to be different and made us in a variety of sizes, shapes, interests, and personalities. Then continue with your comments on the rest of that paragraph.

7. Summarize the lesson by using the last section in the study guide entitled "What About Us?". In the first paragraph, emphasize that followers are given a variety of jobs to do around the world. Mention that the first followers thought Jesus would return while some of them were still alive. Allude to John 21:21 in which Peter asked if "the follower whom Jesus loved" would live until Jesus returned.

Say: *Jesus told Peter in so many words that it was none of his business.* Remind the class that all of the followers died long ago. Use the last paragraph to assure the class that our future is safe and secure.

Encourage Application

8. Note that the last paragraph from "What About Us?" quoted the memory verse for this lesson. Read that verse aloud once. Then instruct the class to read it silently three times. Then challenge one or two class members to say the verse from memory. Conclude by saying: *You are secure in life because "the One Who called you is faithful and will do what He promised."*

Supplemental Teaching Ideas

Connect with Life

◆ Encourage each class members to think back to their childhood. Question them as to how the world has changed in their lifetime. Comment that the world is changing much faster than it did just a hundred years ago. Say: *Just think about how much life has changed since God created the earth.* Then request someone to read the study guide introduction to the class.

Guide the Study

◆ Explain that when Jesus and Peter talked about love, they used two different Greek words. One of the words meant the kind of love friends have for each other. The other meant the kind of love God has for us.

Encourage Application

◆ Remind class members that the study guide is theirs to take home and to read whenever they have time. Suggest that when they are through with it, they could give it to someone else—a family member or friend. Observe that they can use the study guide as a way to tell others what they have learned about God, Jesus, and life that lasts forever. Encourage them to invite these people to your class as well.

Pass out an index card to each class member. Ask them to write down the name of a person with whom they might be able to share the study guide or invite to class next week. Encourage them to keep this card in a place where they will see it often and pray for that person throughout the week. Close by praying for the people whose names have been listed on the index cards, possibly even by name.