

**Adult
Bible Study
in
Simplified
English**



**Teaching
Guide**



Leviticus, Numbers, & Deuteronomy

PREPARING FOR A NEW LIFE

INCLUDES BONUS EASTER LESSON

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Gayle**

**BAPTISTWAY PRESS
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ADULT BIBLE STUDY IN SIMPLIFIED ENGLISH

Teaching Guide

Leviticus, Numbers, and Deuteronomy: Preparing for a New Life

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Introduction for Teachers

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

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

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

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

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

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

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

About the writer

Margaret Gayle and her husband, Jim, live in Plano. They served with the International Mission Board in Vietnam and Indonesia for more than 24 years. She taught ESL at University of North Texas in Denton and at Tarrant County College for eight years. Margaret and Jim have three adult sons and ten grandchildren. They are members of First Chinese Baptist Church of Dallas and work through the church with international students at University of Texas at Dallas and Southern Methodist University.

Suggestions for Teaching

General Suggestions

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

Bible Comments/Focal Text

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

Memory Verse

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

Picture Sequencing (Lipson Method)

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

Other benefits include the following:

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

Preparation

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

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.

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.

Teaching Guide

Leviticus

Unit 1: Becoming God's Holy People

Lesson 1: Making Offerings to God

Lesson Focus

The sacrificial offerings of the Israelites showed their relationship with God and show principles of giving for believers today.

Bible Text

Leviticus 1:1-3, 2:1-3, 3:1, 4:1-3, 13, 22-23, 27-28, 5:1-6

Background Text

Leviticus 1-7

Memory Verse

“When a person is guilty in any of these, he should tell of the sin he has done.” (Leviticus 5:5)

Connect with Life

1. Draw attention to the unit title *Becoming God's Holy People* by displaying a special piece of silver or crystal with a label “Holy” attached. Ask if anyone in the class knows why you call the item holy. Explain that it is holy because it is set aside for a special use. The nation of Israel was called holy because it was set apart for a special relationship with God.

2. Comment that becoming a holy person will be our goal for the next five weeks as we study the Book of Leviticus. Today's study, identifying and describing the sacrificial offerings practiced by the Israelites, will give us insights into ways we can offer our total beings to God.

Guide the Study

3. Present this background material about the Old Testament sacrificial offerings: *The sacrifices were prescribed by God through the law given to Moses. They gave the Israelites a way to express their commitment to God and their gratitude to God for*

His blessings and protection. They also provided a way to get forgiveness for sin.

4. Inform the class that today's lessons covers five sacrificial offerings. Divide the class into five teams or assign five individuals the following verses that explain a particular offering. Give each team time to read the verses and find answers to the following questions. Make a simple chart on the board and fill in the blanks with information about each offering:

What was the name of the offering?

What items were to be offered?

Group 1: Leviticus 1:1-4, 10, 14 (burnt offering; a male that is perfect, a bull, sheep or goat, turtle-doves or young pigeons)

Group 2: Leviticus 2:1-3 (grain offering; fine flour with oil and perfume)

Group 3: Leviticus 3:1, 6-7, 12 (peace offering; a male or female calf, lamb, or goat)

Group 4: Leviticus 4:1-3, 13-15, 22-23, 27-29, 32-33 (sin offering; a bull that is perfect, a female goat or lamb)

Group 5: Leviticus 5:14-16 (guilt offering; a ram that is perfect)

5. Comment that each offering had a special purpose. As a class, skim the material presented in the Bible verses to find the purpose for each offering. Accept responses from the students. Fill in the chart with each purpose.

Burnt offering

Sins were transferred to the animal (forgiveness)

Showed full dedication to God

Grain offering

Expressed thanks to God

Peace offering

A sign of peace and fellowship within the community; an expression of thanks and fellowship with God

Sin offering

Gained forgiveness for unintentional sins

Guilt offering

Gained forgiveness for sins done to other people

Encourage Application

6. State that God designed offerings for people to express their relationship with Him. Invite the class to look over the purposes for each offering and think of words that describe the attitude the giver should bring with each offering (confession, devotion, thankfulness, fellowship, repentance). If we have these attitudes, our relations with each other and with God will be good.

7. Ask: *How can these attitudes be expressed in the offerings we bring to church? Besides money, what are other types of offerings we can give to the Lord?* (time, service, helps, talents, prayers)

Close in a prayer that we would all bring the attitude of thankfulness, devotion, repentance, and confession with each offering.

Supplemental Teaching Ideas**Connect with Life**

1. Ask: *Why do we take an offering in almost all of our worship services?* (Answers may include for staff support, building upkeep, mission causes, activities)

State that in today's lesson we will look for purposes behind God's instructing Israel to make sacrificial offerings.

Encourage Application

1. Ask: *What did offering an animal that was perfect signify?* (Receive responses. Be sure to mention that it signified the very best a person had.)

Ask the class to evaluate their own way of giving by considering these two questions:

Do I always give the very best?

Would it be better if I gave more thought and heart to what I was doing and the way I do it?

2. Close in prayer that we would always give our best to the Lord.

Teaching Guide

Leviticus

Unit 1: Becoming God's Holy People

Lesson 2: Receiving God's Forgiveness

Lesson Focus

The rituals practiced on the Day of Atonement temporarily removed the barrier of sin, but only Jesus' shed blood gives full and final forgiveness.

Bible Text

Leviticus 16:11-22, 29-34

Background Text

Leviticus 16:1-34, 23:26-32

Memory Verse

"For on this day your sin will be taken away and you will be clean. You will be made free from all your sins before the Lord."
(Leviticus 16:30)

Connect with Life

1. State: *Last week we studied the five sacrificial offerings the Israelites made which showed the relationship they had with God. Today we will look at the special day called the Day of Atonement. We will study how the rituals of killing an animal to gain forgiveness for sin pointed to Jesus—Who became the final sacrificial Lamb of God.*

2. Suggest that the students who are Christians may benefit from comparing the day they accepted God's forgiveness of sin through Jesus with Israel's Day of Atonement. Ask them to think about how it is different and how it is the same.

3. For unbelievers in the class, ask: *If someone told you that all your sins for the past year could be wiped out, how would you respond? If someone told you that all the sins you will ever commit could be wiped out, how would you respond?*

Explain that on the Day of Atonement, God provided forgiveness for sins for the past year.

When we accept Jesus' death as our sacrifice for sin, we have complete forgiveness.

Guide the Study

4. Using ideas in the introductory paragraphs of the Student Lesson, comment on these points: (a) the seriousness of sin; (b) the place of the offerings; (c) the meaning of atonement.

5. Write the lesson outline on the board.

Cleansing of the Priest (16:11-14)

Cleansing of the People (16:15-22)

Cleansing of the Holy Place (16:29-34)

6. Call on a member to read verses 16:11-14 aloud and summarize what Aaron was to do. Ask: *Why did Aaron need to make a sin offering for himself?* (He was also a sinner.)

Ask: *How can we show that we accept our ministers as people with weaknesses?* (being willing to forgive them when they fail)

Ask: *What attitudes toward sin do we expect ministers to have?* Accept responses.

7. Call on another member to read verses 16:15-22 aloud. Using information from the Student Lesson, explain the purpose of the two goats. (One goat was to be sacrificed so the blood would cover the sin of the people, and the other goat, after having the sins of the people placed on it, was to be led away into the wilderness. Comment that this is a beautiful picture of how God forgives us and removes our sin from us.

8. Invite a third member to read verses 16:29-34 to learn the places that needed special cleansing. (See verse 30, holy place meeting tent, and altar.)

Ask: *Why did these places need cleansing?* (People who had sinned during the past year brought their sin with them when they entered the holy place.)

Ask: *What role should confession of sin be*

in our worship of God? (See 1 John 1:9.)

Encourage Application

9. Return again to verses 16:29-31 and ask: *How were the Israelites to spend the Day of Atonement?* (getting rid of pride, resting—no work because it was a special Day of Rest) Invite the class to think of the attitudes and feelings the Israelite people experienced on this greatest holiday. Compare these with the attitudes we bring to worship in our churches today.

10. Invite the class to quietly consider this question: In what areas in your life do you have difficulty accepting God's forgiveness?

Suggest that after asking God to forgive you, you might write your specific need for forgiveness on a piece of paper and then destroy the paper, as a symbol of God completely taking away your sin.

Supplemental Teaching Ideas

Connect with Life

1. Refer to the movie *The Passion of the Christ*, produced by Mel Gibson, and request members to share their reaction to seeing the suffering Jesus went through to pay the price for our sin. Comment that sin is a serious barrier in the relationship between God and man. It cannot easily be removed like a judge dismissing a traffic fine. For the Israelites, forgiveness cost the life of an animal on the Day of Atonement. It had to be done year after year. Full and final forgiveness cost Jesus His life on the cross, and it is for all people.

Encourage Application

1. Ask: *How have you experienced forgiveness? from God? from others? What emotions do you feel when you receive forgiveness?* Suggest that if you have never asked God to forgive your sins, because of Jesus' sacrifice on the cross, you can receive forgiveness now. This day would become your "greatest day."

2. Close with a prayer of thanksgiving that all our sins are covered and removed from us because of Jesus and His sacrifice for us.

Teaching Guide

Leviticus

Unit 1: Becoming God's Holy People

Lesson 3: Be Holy in All Relationships

Lesson Focus

God's people should live in a holy manner in all relationships and in every situation.

Bible Text

Leviticus 19:1-4, 9-18, 32-37

Background Text

Leviticus 19

Memory Verse

“Do not hurt someone who has hurt you. Do not keep on hating the sons of your people, but love your neighbor as yourself. I am the Lord.”
(Leviticus 19:18)

Connect with Life

1. Review the first two lessons in the unit on “Becoming God's Holy People.” Restate the fact that the sacrificial offerings and Day of Atonement provided a way for the Israelites to get forgiveness for sins. Then introduce the next three lessons by explaining that Leviticus 17-26 gives guidelines that show us how to live a holy life. Suggest that in this lesson we will also learn why it is important to live a holy life.

2. Ask the class to think of some other well-known rules that Christian people use as guidelines to live by. If no one mentions the Ten Commandments in the book of Exodus, state that they contain many of the same rules we will study today.

Guide the Study

3. Invite a member to read Leviticus 19:1-4 aloud to find three rules for holy living. Ask if anyone can restate these three rules as expressed in the Ten Commandments. (honor father and mother, keep the Sabbath, don't make false gods)

Summarize information from the Student

Lesson with these questions:

How is respecting parents good for society? (keeps community strong)

How is keeping a day of rest good for society? (renews energy, shows dependence on God.)

What are gods/idols people make for themselves today? (jobs, name, possessions, service for church)

4. Comment that verses 9-14 give rules for relating with each other. Invite someone to read these verses while the class considers traits of holiness behind each rule. (kindness to the poor, honesty, truthfulness, consideration of the weak, compassion)

Ask: *How would practicing these rule be good for society? How much do the people who live in your community help others who are poor or disadvantages?*

5. State that verses 15-18 give other rules for living a holy life. Invite the class to scan them briefly and state the rules. (Be fair to everyone, do not say bad things about your neighbor, do not hate but love your neighbor as yourself, do not get back at your neighbor.)

Ask: *Who did Jesus say is our neighbor?*
(Luke 10:29-37)

6. Referring to verses 32-37, who are the people we should give special consideration to? (the elderly and the stranger who lives among us)

Ask: *What ways does your church show respect to older people? How does your church reach out to meet the needs of internationals who live in your community? How can we live holy lives at the place we work?*

Encourage Application

7. Circle back to paragraph one under Connect with Life and ask the question, *Why is it important for us to be holy?* Receive responses, then reread 19:1 and

comment that God is holy, and Christians are to show others what God is like. The way we can do this is through our words and actions.

8. Invite the class to think about the rules for holy living given in this lesson. Ask: *On a scale of 1–10, how would you evaluate your holiness? Is there any relationship in your life that needs to be changed so that you could reflect the holiness of God?*

Supplemental Teaching Ideas

Connect with Life

1. Display a university student handbook or driver's handbook and read aloud some of the rules that tell what students/drivers can and cannot do. Ask: *Why do we have these rules?* (for order, safety, health) State that in today's lesson, we will study rules that tell some of the things we can and cannot do as we try to live a holy life.

2. Ask: *When you think of a holy person, how would you describe that person?* (Receive responses and note them on the board.) Suggest that our study today will help us compare this list with what God says about holy living.

Encourage Application

1. Invite the class to help summarize the guidelines given for holy living mentioned in the verses studied today. Compare the list of characteristics of a holy person listed on the board with this summary. Ask: *Were there any ways of acting that seem strange to you? How difficult are these rules to keep?*

2. From the Student Lesson, discuss the three questions under Things to Think About. Close by asking each member to consider one thing in his/her life that needs to change to live a more holy life. Lead in prayer that all members would be growing in holiness.

Teaching Guide

Leviticus

Unit 1: Becoming God's Holy People

Lesson 4: Living on Sacred Time

Lesson Focus

From the Hebrew “holy times,” we find ways to order our lives and have good relationships with God and others.

Bible Text

Leviticus 23:1-38

Background Text

Leviticus 23

Memory Verse

“Say to the people of Israel, ‘These are the special suppers of the Lord, which you will keep for holy meetings. These are My special suppers.’”
(Leviticus 23:2)

Connect with Life

1. Invite the class to think about the question we often ask each other, *How was your day?* Consider its significance.

Explain briefly about the importance of time. God became flesh in the person of Jesus and lived in a certain time and place. He slept at night and worked during the day. Each week, He observed a day of rest. God gave Israel several holy days and holy feasts to remind them of His presence with them.

2. Ask: *On our church calendar, what times during the year are set aside to observe special religious days?* (Easter, Christmas, missions week, revival)

What purpose do these times have for you personally? Suggest that today's lesson will give greater meaning to these times.

Guide the Study

3. Write the word *Sabbath* on the board and state

that this was Israel's most important holy day. Call on a member to read Leviticus 23:1-3. Use these questions to guide discussion:

What was forbidden to do on the Sabbath? (work)

How was the day to be observed? (a holy meeting, in homes, done to the Lord. Explain that this was a time when the people together and privately in homes celebrated the goodness of God.)

What did Jesus say about the Sabbath? (See Mark 2:27)

How do you make time for rest on your Sabbath?

4. Give this introduction to the feasts: *The ancient Israelites had three major feasts during the year. Each of these lasted for a week. The time of the feasts fell during the seasons of harvest—spring, summer, and fall.*

Invite a member to read the verses that tell about each of the following feasts. Ask the class to look for the purpose of each feast. Explain each feast, referring to information given in the Student Lesson.

Feast of unleavened Bread (Leviticus 23:4-8)

This feast was celebrated in the spring, during the barley harvest, and right after Passover. The people remembered how God had rescued them from slavery in Egypt. In this feast the people celebrated God as their Redeemer.

Feast of Weeks (Leviticus 23:15-22)

This feast was held in the summer to celebrate the wheat harvest. It was a happy time when people gave thanks to God for the blessings He had given. They thanked God for being their Provider.

Feast of Tabernacles (Leviticus 23:32-38)

This feast was celebrated after the harvest of the fruit crops in the fall. Families built tents out of tree branches and lived in them during the feast. The tents reminded the people of their history—40 years of wandering in the desert. In this feast, the people thanked God for protecting them and their land.

They worshiped God as Protector.

Encourage Application

5. Ask: *Why do you think God established these feasts for the Israelites?* Receive responses. (He wanted His people to stop work and rest. He wanted them to worship Him and be thankful. He wanted them to enjoy Him and enjoy one another.)
Does God desire the same for us today?
What can we do to make our "holy days" more God centered?

6. Invite class members to bow their heads and take a few minutes to think about their life. Ask: *How do you handle each day? Do you find ways to connect with God each day? How do you handle each week? Do you set aside time to rest and worship God each week? How do you handle each year? Do you use the holidays to honor God, to consider what He is doing in your life?* Close with prayer that we will make all our days holy days.

Supplemental Teaching Ideas

Connect with Life

1. Comment that our lesson today continues the study of how to become God's holy people. Today's Bible lesson, Leviticus 23, describes the special feasts which Israel celebrated as a part of their worship of God. These feasts were times to celebrate all that God had done for the people. They were also times which gave order to life. Most people in ancient Israel were farmers and these feasts were connected to special events in the farming cycle.

2. Hold up a large appointment or family calendar. Ask: *Do you keep a calendar like this at home? If so, what type of events do you write on it? What important days are usually already printed on the calendar?* (holidays)

Did you realize that the first holidays, or holy days, were planned by God back in Old Testament times?

State: As we look at these special days, let's try to determine why God instructed the Israelites to observe them.

Encourage Application

1. Invite the class to consider this question and respond: *Where did you meet God today?* (Responses may be something like this: When I saw the sunrise, I thanked God for the day; When someone gave me a hug, I felt God's love; When I heard the beautiful music from the church choir, my heart rejoiced in our great God.)

2. Follow with these questions: *Where did you meet God this week? Where did you meet God this year?* (Responses may include during a time of sickness, a death of a loved one, a holiday season, a family gathering, a religious event like a revival crusade or missionary conference.)

Close with prayer that we count every day as a gift from God that helps us strengthen our relationship with Him and with one another.

Teaching Guide

Leviticus

Unit 1: Becoming God's Holy People

Lesson 5: This Land—Not Your Land

Lesson Focus

God's plan for the Year of Jubilee shows His care for the land and His care for all people.

Bible Text

Leviticus 25:8-17, 23-24, 35-43

Background Text

Leviticus 25

Memory Verse

"Do not do wrong to one another, but fear your God. I am the Lord your God." (Leviticus 25:17)

Connect with Life

1. Ask: *Have you ever wished you could start life over again?*

Say: *In today's lesson we will look at the Year of Jubilee, a time when God allowed the Israelites to start over again.*

2. Give this brief summary of the Year of Jubilee: The Year of Jubilee happened every fiftieth year. During this year, several things happened. All Israelites who were servants to their fellow Israelites were given their freedom. All debts were cancelled. Land that had been sold because of economic difficulties was returned to the first owner. Also, the land was allowed to rest; nothing was grown for food.

Guide the Study

3. Make copies of the following test titled, "Not Your Land Test." Allow the class time to find the answers using their Bibles.

Answers: (1) seven; (2) family or land of ancestors; (3) Jubilee Year; (4) God; (5) paid worker

Not Your Land Test

The Jubilee year came after _____ Sabbath years. (Leviticus 25:8)

Each person was to return to _____.

(Leviticus 25:10)

When buying property, the price was based on the number of years since the last _____.

(Leviticus 25:15)

The land was never to be sold permanently because it belonged to _____.

(Leviticus 25:23-24)

If a relative became poor and could not support himself, an Israelite should not make him a servant, but let him work as a

4. Invite discussion of the following principles underlying the Year of Jubilee.

- God owns the land, and we are tenant farmers. (Mention such things as holding possessions as stewards, caring for the land so as not to wear it out.) Ask for students' thoughts about the value of recycling waste, composting, protecting the environment. How do these concerns show our care for the land?

- People are more important than property. (Allow the class to comment. Ideas to discuss may include such things as slave trade, sweat shops, illegal aliens, low wages.)

- Love and mercy toward one's neighbor. Ask: *What are ways we can help the poor and homeless while*

respecting them as people of worth?

•Economy centered in the family rather than the state. Ask: *Why do you think God placed the care of the land in the hands of families rather than the state?* (One response could be because He entrusted the individual with personal freedom and responsibility.)

Encourage Application

5. Comment that during the Year of Jubilee the Israelite people were required to live simple lives. This discipline reminded them of the 40 years they had to survive in the wilderness. During the year, people could eat food that had been stored ahead of time, along with anything that grew spontaneously. They had to trust God to take care of them. Ask: *What difference would simplifying your way of life make in your relationship with God? with others?*

6. Comment that during the Year of Jubilee the Israelite people cancelled debts of others. Ask: *What difference would being free from debt make in your relationship with God and others?*

Close with a prayer that we will use lessons in Leviticus to challenge us to live a more holy life.

Supplemental Teaching Ideas

Connect with Life

1. Say: *Today's lesson title is "This Land—Not Your Land."* Call on a member to read Leviticus 25:23. Explain that God gave instructions for the Year of Jubilee to remind the Israelites that everything comes from God and belongs to God. As we study the Jubilee, we will see that caring for the environment and caring for the poor are important to God.

Encourage Application

1. Ask: *In ancient Israel, how did both the rich and the poor benefit from the Year of Jubilee?* (For the rich, it reminded them that God was the true owner. They learned to trust God rather than their wealth. For the poor, the Jubilee gave them hope. It reminded them that God loved them and would take care of them.)

2. Ask: *Can you think of something you really wanted and that you sacrificed to get, but after you got it, you wanted something else? How does the fact that you live on earth for a short time affect the way you view and accumulate possessions?*

3. Print each of these words on a separate index card: Things, People, Use, Love. Give each card to a class member and ask him/her to arrange them into a meaningful statement. The statement should read Love People Use Things. Ask: *Why is it that many people live by the opposite arrangement?*

4. Close with prayer that we will become more holy as we treat people and things according to God's instructions.

Teaching Guide

Numbers

Unit 2: Journeying Through the Wilderness

Lesson 6: Courageous Faith in Action

Lesson Focus

God blesses courageous faith in following His leadership.

Bible Text

Numbers 13:1-3, 17-20, 25-33, 14:1-10, 30-31

Background Text

Numbers 13-14

Memory Verse

“The Lord is slow to anger and filled with loving-kindness, forgiving sin and wrong-doing. But He will not let the guilty go without being punished. He brings the sin of fathers down upon the children, even the great-grandchildren.” (Numbers 14:18)

Connect with Life

1. Ask: *From its title, what do you think the book of Numbers will be about?* (a likely response: numbering people or items.) Explain that it does contain some numbers—taking a census, for example, but actually the book is an adventure book. It tells the experiences of the Israelites as they made their way to the Promised Land of Canaan. This travel took almost 40 years and was spent wandering in the wilderness. A more descriptive title of the book is “In the Wilderness.”

2. Call attention to the unit title: “Journeying Through the Wilderness.” Point out how at various times, we all wander through our own wilderness because we fail to act with courageous faith when God leads. In today’s lesson as we study the story of the 12 spies, we will see how the Israelites failed to exercise faith.

Guide the Study

3. Make copies of the Discussion Worksheet (p. 17)

for members to use as you lead in a discussion of these passages. Instruct students to jot down answers as the discussion progresses.

The questions/answers are provided below for your use.

Numbers 13:1-3

What instructions did God give Moses? (to spy the land—to travel through and evaluate the land)

Why were leaders chosen from each tribe? (for fair representation, all tribes would be involved in taking the land)

Numbers 13:17-20

What was the purpose of spying out the land? (to see what the land was like, to know the strength and number of people)

What were the spies to look for? (walled cities, fertile soil, trees)

What were the spies to bring back? (a sample of the fruit)

Numbers 13:25-33

What was the positive report from all the spies? (The land does flow with milk and honey.)

What was the negative report? (The people are strong; the cities have walls.)

What was the positive report from Caleb? (We are able to take the land.)

Numbers 14:1-10

What were the two different reactions to taking the land? (Caleb and Joshua said the land was good, and God would bring them into the land. The rest of the people complained, were filled with fear, and wanted to kill Moses and Aaron.)

Why were there different reactions to the same set of facts? (different perception of themselves and God)

Numbers 14:30-31

What were the consequences of the response of fear shown by most of the people? (No one who doubted

God's ability to give them the land would actually get to enter and enjoy the Promised Land. They would wander in the wilderness for 40 years until all of that generation had died.)

What were the consequences of the response of faith shown by Caleb and Joshua? (They were the only spies who got to enter the Promised Land.)

Encourage Application

4. Ask the class to suggest kinds of wildernesses we sometimes wander through in our lives. Write responses on the board. Then ask the class to determine what fear or disobedience may be the underlying cause of these wanderings. Receive responses and write each fear beside the appropriate wilderness.

Ask: *How can what we have learned about fear and faith help us act with courage to follow God's leading?* Allow time for sharing. Close with prayer for each member to have greater faith.

Supplemental Teaching Ideas Connect with Life

1. Ask if anyone in the class has ever experienced a situation where the minority was right and the majority was wrong. Say: In the time of Moses, Joshua, and Caleb, the majority ruled, but their actions were not right. Often in our churches today, decisions are made by majority votes, but they may not follow the leadership of God's Spirit. We must be willing to follow God's leading, even when we must stand against popular decisions. In today's Bible lesson, we look at the courage and faith in God of men who were in the minority.

Encourage Application

1. Ask whether anyone would be willing to share an event when he or she had to demonstrate courageous faith. If there are no volunteers, be prepared to share an experience from your own life or the life of someone you know.

2. Encourage the class to reflect on these questions:
*Where is God leading you in your life right now?
In what situation are you facing a fear or faith response?*

What consequences will result from your response?

Invite several willing class members to share their reflections. With a small class, invite everyone to share responses. Close with a time of prayer when members pray aloud for each other.



Numbers 13:1-3

What instructions did God give Moses?

Why were leaders chosen from each tribe?

Numbers 13:17-20

What was the purpose of spying out the land?

What were the spies to look for?

What were the spies to bring back?

Numbers 13:25-33

What was the positive report from all the spies?

What was the negative report?

What was the positive report from Caleb?

Numbers 14:1-10

What were the two different reactions to taking the land?

Why were there different reactions to the same set of facts?

Numbers 14:30-31

What were the consequences of the response of fear shown by most of the people?

What were the consequences of the response of faith shown by Caleb and Joshua?

Teaching Guide

Numbers

Unit 2: Journeying Through the Wilderness

Lesson 7: When the Pressure Builds

Lesson Focus

We should guard against making wrong choices when we are under pressure.

Bible Text

Numbers 20:1-13

Background Text

Numbers 20

Memory Verse

“But we cried out to the Lord. He heard our voice and sent an angel and brought us out from Egypt.” (Numbers 20:16a)

Connect with Life

1. Explain: *Our lesson today will help us learn to deal with pressure. We will look at an incident in Moses’ life as an example. We will see that we have much in common with Moses. He faced the pressure of the people who were always complaining. In a weak moment, he responded in anger and frustration, and he disobeyed God. Though God is a forgiving God, He is also just. There was a price to pay: Moses could not enter the Promised Land.*

2. Suggest that everyone can hold up under a small amount of pressure, but we all have a breaking point. Ask: *How often have you heard someone say, “I’ve had it,” or “That’s the last straw!”* State that today’s lesson will help us know what we can do before we get to the breaking point.

Guide the Study

3. Invite a class member to read Numbers 20:1-5 aloud. Ask: *Why were the people complaining?* (They had no water; they wanted figs, grapes, pomegranates, and grain; they said Moses had brought them to the wilderness to die.) Call

attention to the use of “if only” and “why.”

Ask: *How would you have reacted in this circumstance? How do you react when you face difficulties today?*

4. Invite someone to read Numbers 20:6-8 aloud. Remind the class that God had called Moses to be the leader of the Israelites. He had heard their complaints many times. He often pleaded with God on their behalf.

Ask: *What action did Moses take after hearing their complaints this time?* (He went to the Lord for help.)

What did God tell Moses to do? (gather the people together and speak to the rock, and the rock would give water.)

5. Invite someone to read Numbers 20:9-11 aloud. Use the following questions to guide discussion:

How would you describe Moses’ attitude toward the people? (angry, frustrated)

What did Moses do that showed he did not completely obey God’s instruction? (spoke to the people and hit the rock)

How would you judge this act of disobedience? (bad, very bad, not so bad)

Comment that we do not know why Moses, a great and patient leader, reached his breaking point at this time. Explain that in Exodus 17:1-7 Moses was instructed to strike a rock to get water. But this time the instructions were different. This reminds us that God’s will is specific in every situation.

What was God’s response to Moses’ hitting the rock? (He gave water for the people and their animals, in spite of Moses’ disobedience.)

6. Invite the class to read silently Numbers 20:12-13. Ask: *What was the result of Moses’ actions?* (He could not bring the people to the Promise Land.)

What reason did God give for punishing Moses and Aaron this way? (They did not honor

God as holy in the eyes of the people.) Comment that our human nature makes us feel sorry for Moses. We can understand his frustration with the people. We must remember to never do things through our own power. We must rely on the power of God.

Encourage Application

7. Discuss the consequences of the actions of Moses and Aaron. Ask the class to consider reasons why Moses and Aaron did what they did. (Possible responses: an attitude of arrogance, self-reliance, confusion about what God wanted.) Remind the class that whatever the reason, we know their action displeased God.

8. Return to the idea of “breaking point” in Connect with Life. Consider this statement: “Frustration, fear, and anger seem to push us to the place of no return or to the breaking point.” Ask: *What are your strategies for releasing pressure before you get to the breaking point?* Receive comments and discuss.

Supplemental Teaching Ideas

Connect with Life

1. Begin the class by asking if anyone has ever thought of life as living in a pressure cooker. Ask: *What kinds of pressures do we experience in today’s world?* List the answers on the board. (Possible answers: raising children or grandchildren; losing a job; experiencing serious illness; dealing with difficult people in the workplace, driving in traffic; facing financial problems, dealing with broken relationships)

2. Comment that pressures of life are true in every generation. We cannot always choose the pressures we will face, but we can choose how we will respond to those pressures. Point out that today’s lesson will help us learn how to deal with pressures.

Encourage Application

1. State that we choose how we will handle pressures. We can choose to handle pressures in a positive way or a negative way. The right way was what Moses did when he immediately went to God for answers. The wrong way was what Moses did

when he failed to follow God’s instructions. We need to determine to do what the Lord leads us to do. We need to make this decision before the pressure builds to the breaking point.

2. Invite suggestion on steps that can help us handle pressure. Ask if a class member would share a testimony of how he/she has dealt with pressures in the past. Close in prayer that each member might respond to pressures in a positive way.

Teaching Guide

Numbers

Unit 2: Journeying Through the Wilderness

Lesson 8: Don't Get in the Way of God

Lesson Focus

Man cannot block God's ultimate purposes.

Bible Text

Numbers 22:1-6, 22-35, 24:10-17

Background Text

Numbers 22-24

Memory Verse

"God is not a man, that He should lie. He is not a son of man, that He should be sorry for what He has said. Has He said, and will He not do it? Has He spoken, and will He not keep His Word?"
(Numbers 23:19)

Connect with Life

1. Before looking at the Bible text, lecture briefly on the common beliefs in the ancient world regarding magicians and diviners.

Say: *Many people believed that unseen spirits or forces controlled their lives. They believed that words spoken by people with special powers could bring good or bad results.* Explain that many pagan people around the world today also fear unseen spirits who can control their lives.

2. Say: *In today's Bible lesson, we read the story of Balaam, a magician whose powers were well known. We also read about Balak, king of Moab, who tried to use Balaam's magical powers to curse Israel. The lesson can teach us a lot about what happens when we try to get in God's way.*

Guide the Study

3. Enlist someone to read aloud Numbers 22:1-6.

Ask: *Why was the king of Moab afraid of the Israelites?* (They were numerous; they had already defeated the Amorites.)

What poetic language does King Balak use to describe his fear of the Israelites? (They will take away everything around us like the bull eats up the grass of the field.)

Why did he go to Balaam for help? (He believed that Balaam's prayer would help him win the battle against the Israelites.)

4. Comment that Balak had his own plans but was "in the dark" about God's plan. He did not know God planned to bless Israel and lead them to possess the Promised Land, including part of the land Balak lived in.

5. Read the story of Balaam, the donkey, and the angel found in verses 20-35.

Ask: *What specific instructions did God give Balaam?* (Go, but do only what I tell you.)

Comment that God later became angry with Balaam for going. The reason for this change is not clear, but perhaps it was to remind Balaam once again to say only what He told him.

Ask: *What do you find humorous in this incident?* (Possible response: A dumb animal could see and understand things that a well-known magician could not.)

6. Invite a class member to read aloud Numbers 24:10-17 and ask another member to summarize these verses.

Ask: *What was the final blessing Balaam gave to Israel?* (A star will come out of Jacob, and a special stick of power will rise from Israel. It will crush the forehead of Moab.) Point out that this is a prophecy about the coming of Jesus.

7. Tell the class to look at 24:16 and find the three names of God that Balaam used. (God, Most High, All-powerful)

Ask: *What do you think Balaam's use of these names shows about his knowledge of God?*

Encourage Application

8. Invite the class to think about, then comment on the following statements:

- We often have needless fears and anxieties. God has the same power today that he had over Balak and Balaam.
- We may be blind to God's presence, but God wants us to recognize Him and listen to His voice.
- We need to remember that God can and will use those whom He chooses. Never think He cannot use you!
- It is foolish to think that we can change the purposes and will of God. God is God, and we are His servants.

9. Close the class by considering these two questions from the Student Lesson:

- *How does knowing that God is always protecting you help you face challenges?*
- *Has God ever used an unusual or unexpected means to speak to you? How did you know it was God speaking?*

Supplemental Teaching Ideas

Connect with Life

1. The Israelites faced the Moabites and a diviner coming to pronounce curses on them. They might have been fearful, but they learned that no situation is beyond the control and power of God. It is a lesson they were slow to learn, but in today's lesson about King Balak and Balaam, the magician, we learn that no power can succeed against God's will.

2. Remind the class that God was protecting the Israelites, even when they were not aware of it. Ask: *Do you think there are times when God is taking care of you and you are not aware of it?*

Invite someone to share a personal testimony. Close in a prayer of thanks for the many times God protected us and we were not aware of it.

Teaching Guide

Deuteronomy

Unit 3: God's Message for a New Day

Lesson 9: Making Sense of Life

Lesson Focus

The past can teach us to trust God and to look to the future with a commitment to obedience and faithfulness to our great God who loves and cares for us.

Bible Text

Deuteronomy 4:9-14, 32-40

Background Text

Deuteronomy 1-4

Memory Verse

“So know this day, take it to your heart, that the Lord is God in the heavens above and on the earth below. There is no other.”
(Deuteronomy 4:39)

Connect with Life

1. Introduce the book of Deuteronomy with these comments: The book is made up of speeches by Moses to the Israelites who are about ready to enter the Promised Land. In the speech from our Bible lesson we study today, Moses insists that the people remember what had happened in their lives. With great power, God brought them out of slavery in Egypt. After 40 years in the wilderness, they were now at the border of the Promised Land. He calls on the people to take a look at their lack of faithfulness to the Lord and to the covenant they made with Him. He sets out for them what God expected of them once they entered the Promised Land.

2. Write on the board this statement: *Memory is a precious treasury of the past.* Invite the class to reflect on their past to see what God has been teaching them. Say: *Can you identify mistakes you have made and should not repeat in the future? Can you identify victories and successes you want to*

repeat in the future? We can always learn from the past.

Guide the Study

3. Read Deuteronomy 4:9-14 aloud and ask: *What are the things the Israelites were to always remember, and why?* (the things they had seen; the day they stood before the Lord at Mount Sinai and heard the voice of God; to keep their covenant with God and obey His laws) (Why? So they would be able to pass on knowledge of Him to their children and grandchildren.)

4. Comment that it is the responsibility of each generation to pass on truths about God to the next generation. This responsibility involves both telling others and showing them by living our faith.

Invite the class to name some things we can do that will enable truths to be passed from one generation to another (teach Bible principles in the home, memorize scripture, go to church, model a true Christian life).

5. Present this background information: *When the Israelites stood before the Lord at Mount Sinai, they heard the voice of God, but they saw nothing. God gave them a message, written in stone—the Ten Laws, which we must obey and pass on to the following generations. The covenant God made with the people included requirements that the people obey the laws God gave as well as continue to follow God's leadership. Being obedient to God was necessary for the people to be able to take the Promised Land and to enjoy their new homeland.*

6. Invite a member to read aloud Deuteronomy 4:32-40 while the class lists the great things God did in the lives of the Israelites.

- He let them hear His voice and gave them His law.
- He took them as a nation from within another nation.
- He displayed His power and might.

- He gave them their special land.

Encourage Application

7. Ask: *What things in our lives should we seek to forget and what things should we always remember?*

Stress that we should always remember God's faithfulness. Even remembering past failures can remind us of God's faithfulness to forgive.

8. Point out that Moses cited the many ways God had worked in the lives of the Israelites throughout their history in order to encourage them to be faithful to God in the future.

Ask: *How can reviewing our past encourage us to be more obedient to the Lord in the future?*

9. Close with a prayer, thanking God for His faithfulness and nearness in our lives.

Supplemental Teaching Ideas

Connect with Life

1. Ask the class if they have heard the proverb, "Those who do not learn from the past are doomed to repeat their mistakes." Explain that the book of Deuteronomy includes the "final say" of Moses to the children of Israel before they entered the Promised Land. Moses strongly reminded them of lessons they had learned in the wilderness. He urged them not to repeat their mistakes in the new land.

Encourage Application

1. State: *We live in a world whose future seems dark with the fear of terrorism and weapons of mass destruction. There will be other problems for the next generation to face. The Israelites who lived 3,000 years ago faced different problems. But the answer for them and for us is the same.*

Invite the class to read aloud together Deuteronomy 4:39-40.

2. Ask: *How can we share our testimony of how God has been at work in our life with our children and grandchildren, so they will grow in their faith in God?*

Close with prayer that we might be faithful to pass on Christian truths through our words and actions.

Teaching Guide

Deuteronomy

Unit 3: God's Message for a New Day

Lesson 10: Ten Words to Live By

Lesson Focus

The Ten Commandments state basic laws for living in right relationship with God and others so that the community will be strong and blessed by God.

Bible Text

Deuteronomy 5:1-21

Background Text

Deuteronomy 5

Memory Verse

“Do not use the name of the Lord your God in a bad way. For the Lord will punish the one who uses His name in a bad way.” (Deuteronomy 5:11)

Connect with Life

1. Call attention to the title of the lesson and explain that the expression the Ten Words is usually translated the Ten Commandments. Comment that these commandments give rules for practicing a pure religion and also rules for establishing a long-lasting society. State that these rules are not like other rules we live by. Inquire if class members can suggest reasons why. Receive responses then expand with these thoughts:

- They are absolute laws. There are no ifs or maybes in the laws.
- They are all-inclusive. No one is excluded—no age or circumstance. The message is against the sinful nature of all people in all ages.
- They are always relevant. (Comment that the original receivers lived in the Late Bronze Age, yet the principles are the same for this present age which we may call the Information Age, the Computer Age, or the Atomic Age.)

2. Note that Moses gave the Ten Commandments to a new generation who had matured to adulthood and

leadership since the generation of their fathers, who had left Egypt 40 years before. In today's lesson, we read Moses' speech in which he teaches the necessity of keeping the law in order to keep the land God had promised them.

Guide the Study

3. Ask the class to listen up! State that Moses had to get the attention of the Israelites because what he was about to say was of great importance. They needed to learn and observe what he was about to tell them before they could live securely in the Promised Land.

Remind the class to listen up because what we are going to study today is of great importance for our lives, too. Encourage members to follow along in their Bibles as someone reads aloud Deuteronomy 5:15. Point out that Moses reminded the people that the covenant God made with their fathers was valid for them, too. God's laws and promises are for all generations.

4. Invite the class to read silently Deuteronomy 5:6-15. List on the board (or have prepared on posters) the four commandments that show our relationship with God.

- Have no other gods except Me. (5:7)
- Do not make a false god for yourselves. (5:8-10)
- Do not use the name of the Lord in a bad way. (5:11)
- Remember the Day of Rest, to keep it holy. (5:12-15)

Invite discussion with these questions: *What things do we often give too much of our devotion to?* (possession, jobs, service to God, families)

What are ways that we often use the name of God in a bad way? (swearing, making empty promises, using the name Christian but living like the non-Christians around us)

How can we organize our lives so that we have a day of rest to reflect on all God has done for us?

5. Write on the board *Our Relationship with Others* and suggest that the class read silently Deuteronomy 5:16-21.

Ask: *Which of these commandments do you consider most applicable to your daily life?* Point out that a person's relationship to his/her parents is the most basic of all relationships. It can reveal our attitude toward life and other people. As we grow older, our relationship to parents will change, but we should always give them respect and care for them.

6. Ask: *Which of these commandments do you think is most often broken?* Point out that the final commandment requires that we not desire what belongs to others. The attitude of greed is a human problem. Giving to meet the needs of others is a biblical way of dealing with greed in our own hearts.

Encourage Application

7. Lead in praying that we would all reflect on their lives to be sure we are living in accordance with the guidelines set forth by God.

Supplemental Teaching Ideas

Connect with Life

1. State: *The Ten Commandment may be old, but they are never out of date.* Show a copy of something that has outdated laws, for example, tax laws of previous years, church by-laws, rules regarding classroom behavior. State that laws made by human beings are often outdated by changing times. But not God's laws. They have stood the test of time and will continue to do so. Emphasize that the Ten Commandments are not suggestions about how to have a happy life. They are commands. We should pay attention to them and obey them.

Encourage Application

1. Suggest that class members reflect on their lives and consider how well they have kept all the commandments. Inquire whether the commandments are easy to keep, even with our best efforts. Invite members to share their feelings and experiences in keeping the law perfectly. Remind

the class that Paul tells us (see Romans 7) that the law helps to show us our sinfulness. Emphasize that we can never keep the law perfectly; that is why we need the salvation God offers to us in Jesus Christ.

2. Close in a prayer of thanks for the Ten Commandments which show us how to live in a good relationship to God and to our fellow human beings. Thank God for sending His Son, Jesus Christ, Who kept God's laws perfectly, and is therefore able to give us salvation.

Teaching Guide

Deuteronomy

Unit 3: God's Message for a New Day

Lesson 11: Show and Tell the Children

Lesson Focus

Each generation is responsible for teaching the next about faith in God.

Bible Text

Deuteronomy 6:1-9, 20-25

Background Text

Deuteronomy 6

Memory Verse

“Hear, O Israel! The Lord our God is one Lord!
And you must love the Lord your God with all your heart and with all your soul and with all your strength.” (Deuteronomy 6:4-5)

Connect with Life

1. Display a wallet filled with pictures of children. The pictures could be your children or grandchildren or other children you know. Ask if any class members carry pictures of children they love. Allow time for one of two people to tell about some of the children. Encourage everyone to think about the children they know and love.

2. Ask: *What is the greatest gift you can imagine giving to your children or children you know?* Receive responses. If no one mentions it, be sure to stress that the gift of faith in Jesus would surely be the greatest gift.

Say: *Our Bible lesson today tells us some practical ways we can pass on our faith to children we know.*

Guide the Study

3. Begin today's lesson by stating that the Israelites are ready to enter the longed-for Promised Land. This was a teachable moment in the life of the

nation. Moses took the opportunity to impress on the Israelites some important matters. To enjoy a long and happy life in the land of promise, it was absolutely necessary that the people know, remember, and pass on to their children the laws and rules given to them by God.

3. Enlist a class member to read aloud Deuteronomy 6:1-3.

Ask: *What was the goal of teaching the children the laws of God?* (that every generation would fear God)

Explain that this fear of God is not the same as fear caused by a frightening experience. Instead, it means to respect, honor, hold in awe. Comment that the expression “you will have a longer life” does not promise a long life for the individual, but for the nation.

4. Ask someone to read aloud Deuteronomy 6:4-9. Note the repeated use of the words “Hear, O Israel!” State that this was a command, not just to use their sense of hearing, but to pay attention, to let the words keep ringing in their ears and minds.

Invite discussion of the following questions:

- *How is love for God different from the love we have for one another?* (Love for God involves loyalty, respect, and a willingness to follow God's commands.)
- *What does it mean to love God with our heart, soul, and strength?* (Love with our total being. We must put all the might or strength of our being into our loving devotion to God.)
- *What other terms could you use to express the idea of “do your best”?* (be diligent, make certain)
- *When and where are we to be teaching our children?* (at home, when you are out and about, at bedtime) Comment that children learn more from what their parents teach by their actions than they do from the verbal lessons they teach.
- *What are ways you can keep the word of God constantly before you and your children?* (by

memorizing Scripture, posting Scripture in obvious places in the home, reading the Bible together, singing Scripture songs)

5. Before reading aloud Deuteronomy 6:20-25, state that children are naturally inquisitive. They want to know what, how, and why. When children ask these questions, that is a teachable moment. We should take time from our busy lives to answer their questions. Moses instructed the Israelites to take time to tell the story of how God had delivered them from slavery in Egypt. They were to let the children know why they kept the laws and rules God gave them.

Encourage Application

6. Review the lesson by asking someone to summarize why Moses stressed the importance of the Israelites' passing their faith in God along to their children.

Ask: We are to be passing our faith to the next generation, whether or not we have children. How can we best do this? (through spending time with our children or grandchildren and intentionally telling them about God's work in our lives; by teaching a children's Sunday School class or another children's group at church)

7. Invite class member to share from their childhood how someone's faith was modeled or shared with them.

Ask: What are some things God has done in your life to grow your faith? How can sharing these things encourage someone coming behind you? Who needs to hear about God's acts of faith in your life?

Close in prayer that all would be do their best to model and share their faith with the next generation.

Supplemental Teaching Ideas

Connect with Life

1. Write this question on the board: *What messages are we giving children and where do they get the messages?*

State that Sunday School is a wonderful place where children study God's Word, but the home is where a child learns the values he/she will

keep through life. In our homes it is important not only that we say the right things but that we set a Christ-like example for our children.

State that in today's lesson Moses tells the Israelites they are responsible for teaching the next generation about faith in God.

Encourage Application

1. Brainstorm these ideas:

- *How can we make our homes a place where each person experiences unqualified love that Jesus gives?*
- *How can we use our homes to teach about God and His love?*
- *What symbols of love can we have in our home that would cause children to ask questions about God and His love?*

2. Close with a prayer that we would all be obedient to God's laws and rules, and do our best to pass them on to the next generation.

Teaching Guide

Deuteronomy

Unit 3: God's Message for a New Day

Lesson 12: How to Worship God

Lesson Focus

In true worship we confess our faith in Him and gratefully give our resources to Him.

Bible Text

Deuteronomy 26:1-15

Background Text

Deuteronomy 26

Memory Verse

“And the Lord today has made it known that you are His own people, as He promised you, and that you should keep all His Laws.” (Deuteronomy 26:18)

Connect with Life

1. Write the word *worship* on the board and share this case study. A missionary tells the story of meeting a young man who had no background in Christianity. While walking down a street together, they passed an African church in worship. The African church service was quite noisy, and the young man asked with amazement, “What are they doing?” The missionary replied, “They are worshipping.” The young man responded, “What is worship?”

2. Ask: *What answer would you give to the young man's question?* Receive responses and write significant words on the board. (Examples: Singing, preaching, scripture reading, offering, etc.)

State that today's Bible reading sets out for the Israelites certain acts of worship and also a schedule for special worship times during each year and over a period of years.

Guide the Study

3. Present this brief introduction before reading the

Bible text.

The Israelites had to learn how to worship the powerful God Who had delivered them out of Egyptian slavery. They were entering a land in which their livelihood would come from their flocks, herds, and crops. Produce and animals were to be used in worship to show that they remembered God as the Giver of the land and as Provider of their life in the new land. Certain “confessions” or statements were to be presented to God on specific occasions.

4. Invite a class member to read aloud Deuteronomy 26:1-12 while members listen for the mention of elements contained in true worship. Responses should include gratitude (26:2), confession (26:5-10, joy (26:11), giving (26:12). Receive all other responses.

5. At this point, invite members to compare the elements of worship practiced by the Israelites with our current worship of God. Guide with these questions:

- *What are the ways we show our gratitude and joy to God for giving us everything we have?*
- *How do we continue to confess to the world that our faith is in Jesus Christ?*
- *How can remembering the past guide our worship?* (Mention those who have fought to preserve a land in which we can worship freely. Also, mention those people in our past whom God used to bring His love to us.)
- *Besides money, what other gifts can we present to God?*

6. Continue by reading with the class Deuteronomy 26:12-15. Explain that these verses refer to a special ceremony that was to be performed in the “year of the tithe.” Note that a tithe means 10 percent of something. For the Israelites, a tithe of what their crops produced and of the increase in their flocks and herds were to be given to people in need or to

the Levites in honor of God.

7. Ask the class to name the categories of people who were to receive the tithe during this special ceremony. (Levites, the stranger, the fatherless, and widows)

Ask: *In present day, which people might qualify to receive these special tithes?* (Responses might include orphans, single parents, widows, missionaries, international students, refugees, etc.)

Encourage Application

8. Ask the class to assess their worship of God. State that genuine worship happens when we acknowledge God and the fact that He is in charge of our life.

9. Divide the class into groups. Ask the members to share with their group the most meaningful time of worship they have ever experienced. Why was it so special and meaningful? Allow time for sharing, then ask for volunteers to share with the entire class.

Supplemental Teaching Ideas Connect with Life

1. Ask: *Have you ever participated in a form of worship that was unfamiliar to you?* (Receive responses. Someone may mention visiting an African, Catholic, or Pentecostal worship service, or participating in a foot-washing ceremony.)

Ask: *Did the difference in form make a difference in your worship?* Comment that the Israelites were about to enter a land where the worship practices of the people who lived there were vastly different. Common rituals included human sacrifice and male/female prostitution. God commanded the Israelites not to follow the pagan practices. Today's Bible verses tell how proper worship of Almighty God was to be carried out.

Encourage Application

1. Circle back to the elements of true worship discussed earlier and ask the members to consider their own worship. Ask: *What does today's lesson say to you about how you worship God?*

Remind the class that God must be in every part of our lives—when we are at work, at home, in

our recreation, and even when we are on vacation. When we bring our worship to God, we bring our total being.

2. Allow time for class members to share concerns they would like the class to pray about today and during the coming week. Close with prayer.

Teaching Guide

Deuteronomy

Unit 3: God's Message for a New Day

Lesson 13: Choose Life

Lesson Focus

God's people must decide to love, obey, and trust God faithfully.

Bible Text

Deuteronomy 30:11-20

Background Text

Deuteronomy 29-30

Memory Verse

"But the Word is very near you, in your mouth and in your heart, so that you may obey it."
(Deuteronomy 30:14)

Connect with Life

1. Begin the class by asking: *How hard is it to make decisions in life?*

Explain: *Life is filled with choices. Some choices are small, but some choices have long-lasting significance for our future and for eternity. The Bible is a story of choices.*

Ask the class to name stories from the Bible in which choices were made. (Adam and Eve ate the garden's forbidden fruit. Noah built the ark. Abraham left his homeland. Joseph forgave his brothers. Jesus did the Father's will.)

We must make decisions today about life, just as the Israelites were being challenged to do by Moses in the Bible lesson we study today.

Guide the Study

2. Use this information to introduce today's lesson: *As the Israelites came to the end of their wilderness wanderings and were about to enter the longed-for Promised Land, Moses had some things to say to them. He knew that it was important that the Israelites make the right choices as they faced an uncertain future in this new land. He knew they had*

a history of making some bad choices. As their leader, Moses urged the people to make the right and godly choices.

3. Invite a volunteer to read Deuteronomy 30:11-14 aloud.

Guide the discussion with these questions:

•*In what ways is God's law described?* (It is not too hard; it is not far away; it is near, in our mouth and in our heart.) Ask the class members to tell what these statements mean to them.

•*What do the words "in your mouth" and "in your heart" mean?* (It certainly means that the Word of God is near us. It may also mean that it is easily understandable.)

Comment that these statements are graphic ways of saying that God's law is not impossible for people to understand and keep. Obedience was possible for the Israelites, and it is possible for Christians today. We have the additional advantage of having the Bible as a written guide and the Holy Spirit to help us understand what is written.

4. Invite the class to read silently Deuteronomy 30:15-18 and look for the two choices set before the people. (Obey and disobey)

Emphasize that God created human beings with a free will. We can choose to obey or disobey. We can say no to God, but if we do, we will suffer the consequences.

Ask: *How is choosing life explained in verse 16?* (loving the Lord, walking in His ways, keeping all His laws and all that He has decided)

Do we ever want God's blessings and the good life, but forget what God requires?

5. Bring the Bible study to a close by your reading aloud Deuteronomy 30:19-20. Read with emotion, as Moses must have felt when he delivered this last speech to the Israelites.

Then with emotion read this paraphrase of these verses: *Let there be no misunderstanding. Two*

roads are set before you. You must choose one or the other. One leads to life and blessings, the other to death and curses. I implore you to choose life!

Encourage Application

6. State that once we have chosen God and God's way, there are still temptations demanding that we reaffirm our commitment to His way. God must always come first in our life. Our loyalty must be to Him. Each day we must affirm that we serve God and live every aspect of our life according to His word and leading.

Supplemental Teaching Ideas

Connect with Life

1. State that today we come to the end of our study in Deuteronomy. The book of Deuteronomy is an ancient book, but its message is clear for the modern world: There are only two choices. Choose God and God's way which brings life, or reject God which brings death. We must each choose one or the other.

2. Write these two words on the board: *Obedience* and *Disobedience*. Invite the class to discuss the meaning of these two words. State that we will see in the Bible lesson today that choosing life means being obedient to God.

Encourage Application

1. Comment that there is one choice that every person must make. We must choose to commit our lives to God, or we refuse to do so. It is not a choice we can refuse to make. All other choices we face fade in the light of the importance of this choice. It is not just for life. It is for eternity.

2. Ask: *Does God want us to be obedient out of fear, obligation, or love?* Invite volunteers to respond.

3. Close with a time for the class to share prayer requests. Lead the class in prayer, affirming to God our willingness to trust and obey.

Teaching Guide

Easter Lesson: Responding to Jesus' Resurrection

Lesson Focus

We are to respond to Jesus' resurrection with joy, worship, and obedience to Jesus' command to make disciples of all people.

Bible Text

Matthew 28:1-10, 16-20

Background Text

Matthew 28

Memory Verse

“Go and make followers of all the nations. Baptize them in the name of the Father and of the Son and of the Holy Spirit.” (Matthew 28:19)

Connect with Life

1. Put this lesson outline on the board to refer to during the study time.

Easter is Joy (Matthew 28:1-10)

Easter is Worship (Matthew 28:16-18)

Easter is Obedience (Matthew 28:19-20)

2. Bring a globe to class or display a map of the world. Call attention to the globe or map and say: *Today is Easter. We will be looking at the resurrection story in Matthew. The study of the resurrection will take us to the world.*

Guide the Study

3. Invite someone to read Matthew 28:1-10 aloud and call attention to *joy* in the outline.

Explain that Mary Magdalene was with Jesus when He died and when He was buried. Now she is back at the tomb on the first day of the week. The two women named Mary were the first witnesses of Jesus' resurrection.

Ask for a volunteer to describe the range of emotion these women must have felt on this day.

(Despair as they approached the tomb because Jesus was dead, then great joy, then fear, and finally worship)

Ask if anyone can describe an experience when he/she felt both joyful and fearful at the same time. (A possible response might be at their own wedding.)

4. Ask: *Why did the angel roll the stone away?* (It was not to let Jesus out. He was already out. It was to let the women in.)

5. Ask a class member to read Matthew 28:16-18 aloud. Call attention to *worship* in the second point in the outline. Invite the class members to tell what they know about Galilee.

Give these details: The followers of Jesus were told to go to Galilee and wait for the risen Jesus there. Galilee was a retreat area for Jesus. It was where He first began His ministry. It was an area where non-Jewish people lived. It was a place where Jesus' followers would tell the story of the resurrection.

6. Write this statement on the board: *True worship results in a commissioning.*

Discuss the meaning of *commission*. (authority, instruction, or order to perform a task)

Say: *When we learn the good news of Jesus' resurrection, the natural response is to want to do as Jesus commissioned—to go and tell.* Point to the globe or map again and note that the world is our mission field.

7. Point to the third part of the outline—*obedience*. State that our obedience to the Easter message means we are to “make disciples.”

Read together as a class Matthew 28:29-20. Note that these verses are called the “Great Commission.”

Say: *Making disciples is the heart of the Great Commission.* Invite the members to name the three actions we are commissioned to do in order to

make disciples. (Go, baptize, teach.)

Ask: *What do we teach?* (We teach to obey Christ, follow Christ, and make other disciples.)

Encourage Application

8. Hand out index cards. Ask the class to jot down a commitment as you ask the following questions.

State that Easter is a time to reflect on the joy of Easter. Ask: *How can you express the joy of Easter every day?*

State that Easter is a time to reflect on the worship of the living Lord. Ask: *How can this Easter season increase your private, family, and public worship?*

State that Easter is a time to be *obedient* to the command of Jesus in Matthew 28:19-20. Note that when we make disciples, we grow as a disciple. Encourage each member to set a goal of making one disciple this year.

9. Encourage the class members to pray for each other during the coming weeks. Close in prayer that we will experience joy, worship, and obedience this Easter.

Supplemental Teaching Ideas

Connect with Life

1. Present this brief lecture: *The resurrection is not about Jesus' teaching or influence living on. Many great people live on in their influence, but they themselves are not alive. The resurrection of Jesus is about His being fully and personally alive and present with His followers. All of the Gospel and our faith rests on the statement, "He is risen" (Matthew 28:6).*

Encourage Application

1. The commission is to "go and make followers of all nations." Ask: *What do you think "all the nations" means? How can we go into all nations?* (through prayer, giving, going when God calls, through print media as well as other media)

2. Encourage the class to consider how they can help someone grow during the next year. Note that when we disciple someone else, we also grow spiritually. Close in prayer that we will be faithful to

do our part to carry out the Great Commission.