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**Adult
Bible Study
in
Simplified
English**

**Teaching
Guide**



The Gospel of Luke

JOURNEY TO THE CROSS

INCLUDES BONUS CHRISTMAS LESSON

Phyllis Merritt

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

The Gospel of Luke: Journey to the Cross

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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

Phyllis Merritt is co-director of Neighbors International Program at Columbus Avenue Baptist Church in Waco, Texas. She and her husband served as home missionaries for over 32 years. During that time she taught ESL in New York City, New Mexico, Georgia, and Texas. She is co-author of a curriculum for teaching English in China and has taught English as a Foreign Language during the summers in Chengdu, China since 1997.

Suggestions for Teaching

General Suggestions

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

Bible Comments/Focal Text

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

Memory Verse

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

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

Picture Sequencing (Lipson Method)

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

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

Other benefits include the following:

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

Preparation

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

Suggestions for Teaching

Procedure

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

Lesson Expansion

If the setting and circumstances permit, use these ideas:

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

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

Bible passage as content for reading

Procedure:

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

Suggestions for Teaching

Checklist for Successful Classrooms

Right Kind of Input

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

Low Anxiety Environment

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

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

Checklist for Real-Life Interaction

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

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

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

Resources for *Luke: Journey to the Cross*

Additional Adult Bible Study Comments

By Dr. Jim Denison, pastor of Park Cities Baptist Church, Dallas, Texas

Online and downloadable free at www.baptistwaypress.org. Posted a week in advance of the first Sunday of use.

Teaching Resource Items

Permission is granted to download these teaching resource items, print them out, copy as needed, and use in your class.

Look for them in “Teaching Plans” for each lesson. Then go online to www.baptistwaypress.org and click on “Teaching Resource Items.”

Additional Teaching Plan

Enrichment teaching help is provided in the Internet edition of the *Baptist Standard*.

Access the free Internet information by checking the Baptist Standard website at www.baptiststandard.com. Call 214-630-4571 to begin your subscription to the printed edition of the *Baptist Standard*.

Luke: Journey to the Cross Adult Bible Study and Adult Teaching Guides

(priced items)

Past Studies of Luke in Simplified English

Free from www.baptistwaypress.org:

The Gospel of Luke: Parables Jesus Told

Luke: Meeting Jesus Again, Anew

Luke’s Good News

An EasyEnglish Commentary (LEE level B) on the Gospel of Luke. Available from www.easyenglish.info.

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

Teaching Guide

Lesson 1: How to Become a Follower of Jesus

Lesson Focus

Jesus wanted His followers to understand Who He was before He began His final trip to Jerusalem. They learned He was “the Christ of God” (Luke 9:20). They learned He was God’s Son (Luke 9:35). They also learned following Jesus meant following the path Jesus walked, including the path to the cross, to suffering and death.

Focal Text

Luke 9:18-26

Background Text

Luke 9:18-50

Memory Verse

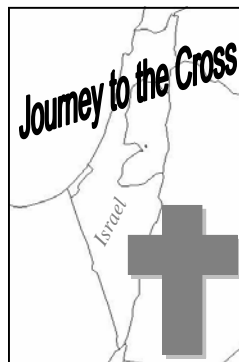
“Then Jesus said to them all, ‘If anyone wants to follow Me, he must give up himself and his own desires. He must take up his cross everyday and follow Me.’ ”
(Luke 9:23)

Connect with Life

For Lessons 1-13

Trace around a pair of shoes on black paper to make several pair of footprints. Place these at the classroom door leading to the front of the room.

On a poster, place a map of Israel with a large cross over it. Write: “Luke: Journey to the Cross” above the cross. Use as the focal point for each study.



For Lesson 1

1. Sing “Footprints of Jesus” to begin this lesson.

2. Throw a ball or wadded piece of paper to someone you know in the class. Ask: “Who am I?” Instruct them to say, “You are (your name).” The person with the ball will throw it to another person and ask, “Who am I?” That person will say: “You are _____.”

3. After several have had an opportunity to ask and answer the question, collect the ball and say: *This lesson will tell us what the followers answered Jesus when He asked that same question.*

Refer to Luke 9:18-26 in the Study Guide.

Guide the Study

4. Review quickly how Jesus’ work began to change in Luke 9. He began to spend more time teaching His followers. Show this area on a map (look in the back of a study Bible for a map showing Israel during Jesus’ time). Point out that Jesus was finishing His work in Galilee and beginning His last journey to Jerusalem.

5. Read Luke 9:18-19. List on the board what others said when asked Who Jesus was (John the Baptist, Elijah, an early preacher raised from the dead). Explain that this means people knew Jesus was special.

6. Explain that Jesus wanted to know Who the followers thought He was. Read Luke 9:20-22. Ask members to underline the word “you” when Jesus asked, “But who do you say that I am.” Say: *Peter answered for all 12 when He said, “You are the Christ of God.”*

7. On the board, write: “Christ = Messiah.” Explain *Christ* is Greek and *Messiah* is Hebrew for the same word. The word means the king whom God would send to rescue them. Peter said Jesus was the promised *Chosen One* which God sent to save the world.

8. Ask: *Why do you think Jesus warned them not to tell anyone?* (Some biblical scholars think Jesus did not want the people to expect Him to be a military leader.)

9. Make a list on the board of what Jesus said would happen to the Messiah (suffering, rejection, death, raised to life again). State this is the first time Jesus had clearly told His followers that He must suffer.

10. Ask class to note the words Jesus used to call Himself: (Son of Man). Say: *This was Jesus’ favorite way of speaking about Himself. These words show He came to serve.*

Explain that it was part of God’s plan that Jesus would suffer and die to save us from our sins. The

religious leaders would not accept that Jesus was the promised Messiah. Say: *It was necessary for Jesus to suffer.*

Write on the board: *suffer, die, be raised on the third day.* Ask: *Is “death” the last word in the list?* Underline the word “raised.” Say: *God was the One Who would raise Jesus.*

11. Read Luke 9:23-26. Say: *Jesus never kept a secret of what it would cost us to follow Him. He would suffer. His followers would also suffer.*

12. Jesus gave His followers three commands. Ask class members to read aloud from page 8 of the Study Guide (“Jesus invites the followers”). Ask for comments on: *Give up your own desires; Take up your cross everyday; Follow Jesus.*

13. Ask: *What does Jesus mean in verse 24?* (Whoever gives up his or her life to God will have life as God planned it, full and complete; life in heaven rather than hell.)

14. Bring a timer to class. Set it for less than a minute. Let it ring while reading verse 25. Explain that the life we live now is measured by time, clocks, and calendars. But this life is nothing compared to eternal life with God. If we give God control of our lives now, we will gain what last forever—to know God and live with Him.

15. Say: *Christians who do not “take up their cross” are ashamed of Him. If we cannot talk with others about Jesus, or what He said, we are ashamed of Him. He says He will then be ashamed of us. Jesus was going to suffer, but He would return one day in great glory.*

Encourage Application

16. Ask: *What can we learn from this lesson?* Make a poster of the following or make a copy for each person. Ask each person to decide how he or she would answer.

If I am a Follower of Jesus, I will:

- Suffer as Jesus suffered.
- Give up what I want for what Jesus wants.
- Listen to people so I can best explain Who Jesus is.
- Tell others that Jesus gives life as I accept His suffering and death for me.
- Join Him in suffering.
- Learn from Jesus how to pray to God the Father.

17. Close with prayer and ask God to help the class to become followers of Christ.

Supplemental Teaching Ideas

Connect with Life

- Find a map of your state and use a color marker to show a trip from where you live to a city about 90 miles away. Say: *These lessons in Luke will tell us about Jesus’ journey to the cross.*

- Bring a map of Israel during the time of Jesus. Circle Galilee and each week mark the place where Jesus is traveling.

Guide the Study

- Remind the class that Jesus was finishing His work in Galilee and beginning His final journey to Jerusalem. Say: *If you asked the people you know, “Who do you think Jesus is?”, what would they say?* (Possible answers: A good teacher, I don’t know, the Son of God)

- Using material from the Study Guide, explain the answer Peter gave to this question.

Encourage Application

- Write on the board: “Are you willing to follow Jesus?” Explain how to become a Christian or ask a member of the class to share their testimony.

- Ask class to share how they might change their lives if they followed Jesus.

- Read and discuss “Things to Think About.”

- Read the Memory Verse together.

Teaching Guide

Lesson 2: How to Follow Only Jesus

Lesson Focus

Following Jesus means choosing to follow Jesus and no one else.

Focal Text

Luke 9:51-62

Background Text

Luke 9:51-62

Memory Verse

“Jesus said to him, ‘Anyone who puts his hand on a plow and looks back at the things behind is of no use in the holy nation of God.’ ” (Luke 9:62)

Connect with Life

1. Play a portion of Willie Nelson’s song “On the Road Again” as class enters room. Say: “*On the Road Again*” could be a song for followers of Jesus.

Guide the Study

2. (Cut out a cross from black paper to use in this activity.)

Using the Scripture verses in the Study Guide, read Luke 9:51. Say: *Jesus was on His way to the cross and the time when He would complete what He came to the world to do.* Using the map of the Holy Land, point out Samaria and Galilee are. At Jerusalem’s location, place the black cross.

Say: *Once the followers said that Jesus is the Messiah, Jesus began to teach them the kind of Messiah He would be.*

3. Explain that Luke 9:51 is the beginning verse of a change in Jesus’ work. Jesus began to spend less time with people in Galilee where He had been teaching and doing great works. Now He began to spend more time teaching His followers. These teachings are called the “Travel Narrative.”

4. Read Luke 9:52-53. Say: *Jesus sent His followers to a town in Samaria to find a place for Him to stay.* Explain

this is the first time Luke talks about the people of Samaria. Samaria was the territory between Judea and Galilee, west of the Jordan River. For ethnic and religious reasons, the Samaritans and the Jews were enemies. The people of Samaria did not want Jesus and the followers to stay, because they did not want people to be there who were going to worship in Jerusalem.

5. Read Luke 9:54-56. Ask: *Do you ever wish you could call down fire from heaven to destroy someone who doesn’t agree with you?* Explain that James and John may have thought of Elijah in the Old Testament who was able to call down fire on enemy soldiers. They thought Jesus could show He had great power. Jesus had to teach them that His way led to suffering and the cross. Jesus would not use force.

6. Read Luke 9:57-58. Explain that Jesus met three men who wanted to become followers. The first promised to follow Jesus wherever He went. Say: *Earlier, Jesus had invited people to follow Him. This time He first asked if the man knew what it would cost.*

Write on the board the phrase, “No Bed.” Explain that Jesus had no permanent home.

7. Read Luke 9:59-60. Say: *Jesus said to a second man, “Follow Me.”* Explain that others had been invited to do this, and they had left home to follow Jesus. This man asked Jesus to be able to bury his father.

Say: *We do not know if the father was old or ill. Jesus tells the man that we cannot use any excuses to keep us from following Jesus.*

Write a second phrase on the board, “No Burial.”

8. Point out that Jesus met a third possible follower who wanted to come with Him. Read Luke 9:61-62.

Say: *This man wanted to say goodbye. During this time, big parties were held for anyone going away. The party could last for days. Jesus said you cannot follow Me and keep looking back.*

Write on the board the final phrase, “No Looking Back.”

9. State that all three of these who would-be followers were trying to figure out a way to follow Jesus and stay at home, too. When they learned Jesus was on the way to

the cross, they were not willing to go. Each follower must make a decision to follow Jesus only.

Encourage Application

10. Explain how time is used in the Bible. There are two words used. *Chronos* refers to being in control of your calendar. The person who does this is busy all the time. Every hour has something scheduled. *Kairos* means to use time to meet the needs of the moment. This person acts in the right way at the right time. Ask: *How do you use your time for God?*

11. Refer to “Things to Think About” in the Study Guide. Read each of the items in #3 and ask: *How seriously do you take each of these? What other ways can we be a good follower of Jesus? Do you think we use our time in the correct way?*

12. Read the Memory Verse together. Pray for the class the follow Jesus faithfully.

Supplemental Teaching Ideas Connect with Life

•On a table in front of the class, place coins, a cell phone, car keys, a travel brochure, and ads from the Sunday paper.

Ask: *What or who are you following besides Jesus? Do you value money more than God? Are you willing to go anywhere God wants?*

Guide the Study

•Read Luke 9:51-56 aloud with expression. Ask the class to listen to the words and imagine Jesus moving towards Jerusalem. Then ask the class to read the passages verse by verse.

•Ask three people to read the parts of the three people who said they wanted to follow Jesus:

Luke 9:57-58:

Say: *The first person learned Jesus is the leader, and we are to follow where He leads us, not just where we want to go.*

Write on the board: “Follow Jesus Wherever...”

Say: *Jesus is the leader we are asked to follow.*

Nothing is more important than Jesus’ call.

Luke 9:59-60:

Say: *This person learned that we must follow Jesus when He calls us, and we are not to wait around until it is easy or convenient for us.*

Write on the board: “Follow Jesus Whenever...”

Say: *Jesus does not want our excuses. We do not say “Someday I will follow Jesus.” Jesus wants us to follow Him now.*

Luke 9:60-62:

Say: *The third person learned that we must be willing to do what Jesus calls us to do.*

Write on the board: “Follow Jesus No Matter Whatever...”

Say: *We are not to wait until we have nothing else to do and then follow Jesus. We follow Jesus He calls.*

Encourage Application

•Re-tell the story of the three people in this lesson as if they were alive today. Ask the class to tell the stories in a modern setting or use the stories found in the resources at www.baptistwaypress.org (*The Gospel of Luke: Meeting Jesus Again, Anew*).

•Make a copy of the following sentences and give one sentence to six class members to read aloud. After each one is read, discuss the reasons some people give for not following Jesus:

“I have so much to lose!”

“I can’t have fun if I follow Jesus!”

“My friends will leave me!”

“I tried once but I failed!”

“How do I know that Jesus is who He claims?”

“I have others to take care of!”

•Sing “I Have Decided to Follow Jesus.” Pray that each person will know God’s will for his or her life, and each will have faith to follow Jesus.

Teaching Guide

Lesson 3: How to Do What Jesus Does

Lesson Focus

Following Jesus means doing the work of Jesus.

Focal Text

Luke 10:1-12, 17-20

Background Text

Luke 10:1-24

Memory Verse

“Jesus said to them, ‘There is much grain ready to gather. But the workmen are few. Pray then to the Lord Who is the Owner of the grain-fields that He will send workmen to gather His grain.’ ” (Luke 10:2)

Connect with Life

1. Place a globe, a small suitcase, a pair of sandals, a clock or three-minute sand timer on a table. Ask: *What do these have to do with the work of Jesus?*

2. Prepare a poster, or write on the board:

Following Jesus Means

Walking the path Jesus walked, even to the cross

(Lesson 1)

Giving Him first place in your life

(Lesson 2)

Doing His work with Him

(Lesson 3)

Guide the Study

3. Prepare the following outline for this study of Luke:

- Instructions to the 70 workers: Luke 10:1-12
- Bad things happen to those who say *no* to Jesus and His workers: Luke 10:13-16
- The followers return to Him: Luke 10:17-20
- Prayer and joy over God’s work by His messengers: Luke 10:21-22
- Blessing for the followers: Luke 10:23-24

4. Read Luke 10:1-4. Move the clock/timer from the

table and place it in front of the globe. Ask: *What do the followers call Jesus in this verse?* (Lord)

Explain that this word shows Jesus’ had the power to send out the 70. Earlier, He had sent out the 12 to cities and towns. Now Jesus sent out these 70 to reach more places.

5. Ask: *What does it mean that there is much grain to gather?* Explain that Jesus often used words about growing plants and food to speak about God’s holy nation. God’s word is planted in the hearts of the listeners. Say: *The harvest is all people.*

6. Write “Much” and “Few” on the board. Ask: *What is there much of and what is there few of?* (much grain to gather, few workers)

Ask: *What did Jesus say to do?* Write on the board “Pray!”

Ask: *Who is in charge of the grain fields?* (God)

7. Ask: *After Jesus told them to pray, what did He say?* (Go!)

Say: *After they prayed, they became their own answer to prayers for more workers.*

8. Explain that Jesus sent out the 70 to do their work in a world that might not accept them. It could be dangerous. Jesus came as a lamb sacrificed for the sins of the world. We must be willing to sacrifice our lives to serve Jesus.

9. Bring to class an instruction sheet or how-to manual (how to operate a computer or how to put together a bicycle, etc). Show the instruction sheet/manual and say: *Jesus gave instructions to the 70 before they went out to do their work. We find His instructions in Luke 10:1-12.*

10. Pick up the bag and shoes from the table. Put them out of sight. Say: *The 70 were to take only what was necessary and to depend on God for the rest.* Explain that when Jesus told them they were to speak to no one on the way, He meant that they were not to spend time on long greetings.

11. Read Luke 10:5-12. Tell how travelers in Jesus’ day often stayed with families. When they entered a home, they were to give a blessing—the Hebrew word is

Shalom which means “peace.” If the blessing of peace came to a person who was looking for peace, they would receive it. If no one in the home received it, the blessing returned to the giver.

12. Say: *Jesus told the travelers to find a house where they were welcome, stay there, and to be happy with what they received to eat.*

13. Explain that Jesus told them to heal and preach. When they healed, it would show Jesus’ power. His power was not political or military. The followers were to say that God’s holy nation was near. God’s Holy Nation comes wherever and whenever God’s will is done.

14. Ask: *What would happen to those cities that did not believe?* (If people reject God, they condemn themselves. God wants us to have life in Him. God wants us to speak boldly and simply to others.)

15. Read Luke 10:17-19. Say: *The followers had seen for themselves that Christ had more power than Satan. They acted in Christ’s name. They were to have joy because their names were written in heaven, not because of what they had done for God.* Explain that it is not what we do but what God has done for us that is important.

16. Say: *Believing in Jesus is like having a passport to heaven. Our names are written there.*

Encourage Application

16. Write these sentences on a poster or read them aloud. Ask the class to do a thumbs-up if they agree or a thumbs-down if they disagree. Allow time for discussion.

We are a part of what Jesus is doing:

- by going where we are sent
- when we help others in Jesus’ name and tell others about Him
- when we pray for more workers
- when we have joy in knowing we are part of God’s holy nation

17. Close with prayer for more to join in the harvest.

Supplemental Teaching Ideas

Connect with Life

- Sing the hymn, “Wherever He Leads, I’ll Go”

Guide the Study

•Read Luke 10:1-12, 17-20. Use the following outline to explain the meaning of the verses. Make a poster or make copies for each person.

- 1) *There is much grain ready to gather:* We have a big job.
- 2) *The workmen are few:* Each of us is important.
- 3) *Pray to the Lord Who is Owner of the grain fields:* We do the work with a lot of prayer.
- 4) *Go on your way:* We are to actually go and do the work.
- 5) *Like lambs among wolves:* We do the work knowing we are not strong, letting God be our strength.
- 6) *Take no bag, no shoes, etc.:* We do the work and depend only on the power of God.
- 7) *Speak to no one along the way:* We do the work and do not talk about unimportant things.
- 8) *When you go into a house:* We do the work expecting that God will take care of us.
- 9) *Eat and drink what they give you:* We do the work and accept what is given.
- 10) *Heal the sick:* We do the work helping meet all the needs of people with God’s power.
- 11) *Say to them, “The holy nation of God is near”:* We do the work preaching that the King and His kingdom are here.
- 12) *Whatever city does not receive you, go into its streets:* Don’t waste your time on those who will not believe.
- 13) *He who listens to you, listens to Me:* We represent Jesus when we speak.
- 14) *The seventy came back full of joy:* We do the work and find that God does more than we expect.
- 15) *Jesus rejoiced in the Spirit:* We do the work knowing that Jesus has much joy when we do His work.

Encourage Application

•Use the above outline as a responsive reading. Half the class will read the first sentence and half the second.

•Read together the Memory Verse from the Study Guide.

•Close with prayer for wisdom in learning how to be a part of what God is doing.

Teaching Guide

Lesson 4: How to Love Everyone

Lesson Focus

Following Jesus means helping people who need help even if it is not easy. Jesus taught that every person was a neighbor who should be cared for.

Focal Text

Luke 10:25-37

Background Text

Luke 10:25-37

Memory Verse

“You must love the Lord your God with all your heart. You must love Him with all your soul. You must love Him with all your strength. You must love Him with all your mind. You must love your neighbor as you love yourself.” (Luke 10:27b)

Connect with Life

1. Ask: *Have you ever heard someone called “A Good Samaritan”?* This is what we call someone who helps another person. These words come from a picture-story Jesus told.

Guide the Study

2. Read Luke 10:25-29. State that a man who knew the law asked Jesus several questions. Jesus answered the way many good teachers answer. He asked a question and let the student discover the answer to his own question. Ask class to note the questions and answers as the story is read.

3. Ask: *What did the man first ask Jesus?* (What must I do to have life that lasts forever?) Point out this man may have been trying to get Jesus to make a mistake. He also wanted to know what he should “do” to have life that lasts forever, as if he could do some special work.

4. Say: *What question did Jesus ask to answer that question?* (What is written in The Law?) Explain that “The Law” means the commands found in the Old Testament.

5. Ask: *What was the man’s answer?* Explain that “Love God” and “Love Your Neighbor” are a summary of all the laws.

6. Say: *Jesus agreed with the man and said, “Do this and you will have life.”*

Ask: *Is it possible to always love like this?*

Allow time for discussion.

Say: *The only way to love this way is to be made right with God through Jesus.*

7. Ask: *What was the final question the man asked Jesus?* (Who is my neighbor?) *Do you think Jesus was saying that knowing the law is not enough, but we must do the law? Do you think the man who knew the law was asking how little he had to do for others to get by?*

8. Before class, choose how you will present the Picture Sequence Story on page 15: Make copies for everyone, enlarge page 15 to poster size, or make an overhead transparency. Review the instructions on using Picture Sequencing in the *Suggestions for Teaching* material at the front of this Teaching Guide.

During class, read Luke 10:30-35. Use the following sentences to re-tell the story.

—A man was going from Jerusalem to Jericho.

—Robbers beat the man and took all he had.

—The robbers left him half-dead on the road.

—A priest walked by the man, but did not stop.

—A temple helper walked by the man, but did not help.

—A man from Samaria walked by the man and stopped.

—He put bandages on the man’s wounds.

—He took the man to a hotel (inn).

—He paid for the man’s care and stay at the hotel.

9. Use these questions to make sure the class understands the story:

Who didn’t stop to help the hurt man? Who did stop?

What did the man from Samaria do to help the hurt man?

Why do you think the priest and the temple helper didn’t stop to help?

10. Read Luke 10:36-37. Say: *Jesus asked one more question: Which of these do you think was a neighbor to the man who was beaten by robbers?*

11. Say: *It was not the Jewish religious leaders but the Samaritan, disliked by Jews, who was a good neighbor to the hurt man.*

Encourage Application

12. After reading the verses and looking at the Picture Sequence Story, let the class act out the story. Actors needed: Narrator, robbers, priest, Levite, Samaritan, innkeeper. The Narrator will tell about the priest, Levite, and Samaritan as each actor takes the stage.

13. Close with prayer that God will guide each class member to those who need their help.

Supplemental Teaching Ideas

Connect with Life

- Write the following on different colors of paper. Ask class members to read and discuss what they would do if:
 - A person at the grocery store doesn't have enough money to buy the groceries
 - A friend needs a ride to the doctor's office for her mother
 - A man on the street asks for money for food
 - A co-worker asks for help taking a meal to a sick friend
 - My child's teacher wants to talk to you about your child's work
 - A person you do not know asks for help because his car ran out of gas

Guide the Study

• Read Luke 10:25-37. Assign class members to illustrate the scenes on large sheets of paper. Then explain their drawings.

Scene 1 - The robbers beat the man and left him for dead.

Scene 2 - The priest walked by the man.

Scene 3 - The Levite walked by the man.

Scene 4 - The Samaritan stopped and helped the man.

Scene 5 - The Samaritan took the man to the inn and paid for his care.

• Use the following information to explain about the persons in the story:

Levite: A member of the tribe of Levi. It was their job to take care of the temple. Only Levites could become priests. However, not all Levites were priests.

Religious Leader (Priest): A Levite who served in the temple and offered prayers and sacrifices to God on behalf of the people.

Jew: A descendant of Israel's southern kingdom of Judah

who lives by the laws of the covenant made by God with the nation of Israel at Mount Sinai.

Samaritan: A resident of Samaria very much disliked by the Jews.

Encourage Application

• Prepare a poster or write the following on the board before class. Point to each phrase and use the following comments. Allow time for discussion.

Following Jesus Means:

Loving God and loving others

Draw a picture of a cross and say: *Loving God and loving others can never be separated.*

Loving God with all we have

Draw a picture of a heart, a person (soul), a barbell (strength), and a head (mind).

Loving our neighbors as God loves them

Draw two stick-figure people with a heart between them. Say: *True worship of God helps us love everyone. We do not ask, "Who is my neighbor?" We ask "Whom can I be a neighbor to?"*

• Read the Memory Verse and close with prayer that each person will be able to be a good neighbor in the coming week.

Additional Resources

Copy "The Good Samaritan Jazz Chant" from Joanne's Page for ESL ministry (www.members.tripod.com/jrmeads_515/tips.htm). Additional instructions on using jazz chants can be found on this web page.

The Good Samaritan

Chorus: Walkin', walkin', walkin' down the road.

Walkin', walkin', walkin' down the road.

1. I'm going to Jerusalem, walkin' down the road.

Peace in my heart, not a care in the world. (*Chorus*)

2. Along came some robbers, beat me on the head.

Took all my money, left me for dead. (*Chorus*)

3. Along came a rich man, dressed so fine.

Stuck his nose in the air, he didn't have the time.

(*Chorus*)

4. Along came a poor man with a heart so kind.

He took one look at me and changed his mind. (*Chorus*)

5. He put me on his donkey, took me into town.

True friend, true friend, couldn't let me down.

Fade out: True friend, true friend, couldn't let me down.

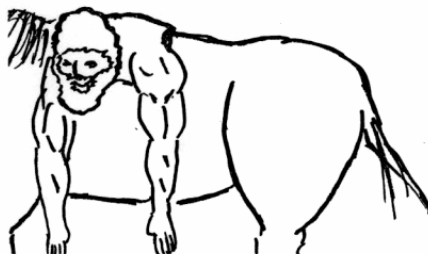
True friend, true friend, couldn't let me down.

True friend, true friend, couldn't let me down.

True friend, true friend, couldn't let me down.

Picture Sequence Story

The Good Samaritan



Teaching Guide

Lesson 5: Jesus Teaches How to Pray

Lesson Focus

Following Jesus means learning to pray like Jesus.

Focal Text

Luke 11:1-13

Background Text

Luke 11:1-13

Memory Verse

“Our Father in heaven, Your name is holy. May Your holy nation come. What You want done, may it be done on earth as it is in heaven. Give us the bread we need everyday. Forgive us our sins, as we forgive those who sin against us. Do not let us be tempted.”

(Luke 11: 2b-4)

Connect with Life

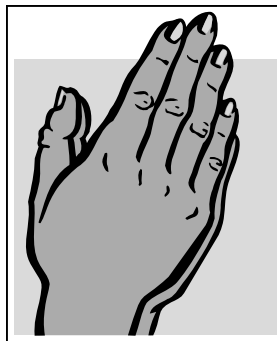
1. Introduce the idea of praying by doing one of the following:

—Bring a sculpture or small figurine of praying hands.

—Bring a picture of praying hands, or show the image here (enlarge for easier display).

—Fold your own hands as if in prayer.

Say: In some cultures, hands folded like this means a greeting or hello. For others, it means “to pray.” This lesson will help us learn about prayer.



2. Share the following information: Jesus had been teaching His followers. They learned He was the Messiah. He taught them that He must die. He taught that His followers must put Him first. He taught His followers that they should teach, heal, love God, and love others.

The only way to have the strength to do this was to pray. Luke wrote more often about Jesus praying than any of the other Gospel writers. He told about Jesus praying at His baptism and before He chose the 12 followers. His followers saw Him get up early to go and

pray. They saw how important prayer was to Jesus, so they asked Him to teach them how to pray.

3. Ask: *Do you want to be a true follower of Jesus? Then you, too, must learn to pray.*

Guide the Study

4. Read Luke 11:1-4. Prepare a flip chart with a cover and five pages. Use these pages to explain the verses:

(Cover) **THE MODEL PRAYER**

Explain the difference between this prayer and the Lord’s Prayer which Jesus prayed in the garden. Say: *We usually say this prayer word-for-word when we pray together in church. Jesus taught us a prayer pattern.*

(Page 1) **PRAISE** “Our Father in heaven, Your name is holy.”

Point out that we know God is holy. He is above us. He made us, but Jesus said we may call Him Father.

(Page 2) **HOPE** “May Your holy nation come. What You want done, may it be done on earth as it is in heaven.”

Say: *When we ask for God’s holy nation to come, we show we believe God will change lives now, and we know Jesus will return to earth. We pray for God’s will to be done.*

(Page 3) **TRUST** “Give us the bread we need every day.”

Explain that Jesus wants us to depend on God for our needs every day. He wants us to look to Him in faith for our needs. Many times, Jesus did not even know where He was going to sleep at night or how He would be fed. He wants us to trust God for what we need.

These verses use the words *we* and *us* to show that we ask for what we need, not alone, but as part of all believers.

(Page 4) **FORGIVE** “Forgive us our sins, as we forgive those who sin against us.”

Say: *If we cannot forgive others, then God will not forgive us.*

(Page 5) **GOODNESS** “Do not let us be tempted.”

Point out that Jesus taught us to pray to do what is

right. God does not intend for us to do wrong. He wants us to stay away from everything that is bad and evil.

Review the pages in the flip chart by asking half the class to read the words in large type (Praise, Hope, Trust, Forgive, Goodness), while the other half reads the words from the prayer.

5. Say: *Jesus told two stories to help His followers learn more about prayer.*

Story 1: Read Luke 11:5-9. Ask the class to pretend they are sleeping. Before class, ask someone to knock on the door. Tell the class to say, “Go away, we are asleep.” Instruct the person knocking to keep on knocking until one of the members of the class allows him in.

Read Luke 11:10-11. Point out that Jesus was teaching we can be bold when we pray. Say: *The point of the parable is not that God will answer us if we continue to pray the same prayer over and over. The point is that if a person will disturb his family in the middle of the night to help a friend, how much more will God do that to help us.*

Story 2: Read Luke 11:12-13. Say: *This picture-story teaches that God will answer our prayers.*

Ask: *Did Jesus say that God will give us everything we ask for?* (No, but He will answer us and give us everything good that we need.)

Encourage Application

6. Say: *You know you are followers of Christ when you want to pray.*

Prepare the following outline and ask the class to discuss the following:

—*Prayer includes the needs of others:* Jesus used the words *us, we, our.*

—*Prayer helps us know God as Father:* We know God better as we call him Father.

—*Prayer for what we need shows we depend on God:* We pray for food.

—*Prayer depends on God to answer our needs:* We keep asking, looking, and knocking.

—*Prayer asks for God’s will to come into our world:* When we do what God wants, His will is done.

—*Prayer asks for God’s holy nation to come to the world:* God’s nation comes when we have Jesus in our hearts.

—*Prayer to God is real when you know He will answer:* Fathers try to do what is right for their children. God will do much more.

—*Prayer changes you to become what He wants:* We

learn to forgive others as God has forgiven us.

Supplemental Teaching Ideas Connect with Life

•Ask: *Can you remember when and how you learned to pray? Did someone help you learn to pray?*

•Sing a song about prayer, such as “Teach Me to Pray” or “Sweet Hour of Prayer.”

Guide the Study

•Read Luke 11:1-4. As the verses are read, write on the board these parts of prayer in the Model Prayer:

God

We speak to God: “You”

1. Call God, as “Father”
2. Remember God is holy
3. Ask God’s rule to come

Man

We ask for “us”

1. Ask for daily bread
2. Ask for forgiveness
3. Ask to be kept from sin

•Read Luke 11:5-11. Write “*Keep on Praying*” on the board. Say: *These two picture-stories tell us to keep praying and expecting God to answer.*

Encourage Application

•Provide a copy of the Model Prayer for each student. Say: *This version from Matthew is the prayer which people most often pray aloud when they gather in church.*

Our Father which art in heaven,
Hallowed be thy name.
Thy kingdom come.
Thy will be done in earth,
as it is in heaven.
Give us this day our daily bread.
And forgive us our debts,
as we forgive our debtors.
And lead us not into temptation,
but deliver us from evil:
For thine is the kingdom,
and the power, and the glory,
for ever. Amen.

*Matthew 6:9-13
King James Version*

•Practice reading it together. Explain the pronouns *thy* and *thine* are old English words for “you” and “yours.” Compare it with the prayer found in the Study Guide.

•Close by praying the prayer together.

Teaching Guide

Lesson 6: Trust and Do Not Be Afraid

Lesson Focus

Followers of Jesus are to trust God and not be afraid.

Focal Text

Luke 12:1-12

Background Text

Luke 11:53-12:12

Memory Verse

“Also, I tell you, everyone who makes Me known to men, the Son of Man will make him known to the angels of God.” (Luke 12:8)

Connect with Life

1. Say: *This is a new unit in our lessons from Luke. These lessons will help us in today's world where we, who are followers of Jesus, can either show fear or faith when people are against us. Jesus had told the proud, religious law-keepers they were too concerned with being clean on the outside, but they were not clean on the inside. Trying to be right with God by looking like you are doing the right thing is not what God wants.*

Explain that the religious leaders did not like Jesus to talk about them like this. They did not like Jesus to say they were actors.

2. Continue using the footprints suggested in the first unit. Move them closer to the cross as a reminder that Jesus was on a journey to the cross and was teaching His followers as He met and helped people on the way.

Guide the Study

3. Ask members of the class to stand closely around one person who will read what Jesus said in Luke 12:1-12. (In a larger class, choose 5-10 people to do this.)

4. When the verses have been read, instruct members to return to their seats. Ask: *How did it feel to be in a crowd? What would happen if people became angry with what Jesus was saying? Could someone get hurt? Do you think Jesus' followers began to worry?*

5. Use the following details to explain the verses. Allow time for discussion.

Verse 1: The proud, religious law-keepers were not happy with Jesus. They were a group who were proud to keep all Jewish laws and customs.

Many other people wanted to hear Jesus. Ask: *Why do you think Jesus said to look out for those who pretend to be something they are not?* Explain how yeast spreads through bread dough. Pretending spreads the same way through life.

Verses 2-3: Bring to class a picture of a Chinese opera face mask. Say: *Actors sometimes wore masks to show different faces.* Ask: *Why did Jesus warn us about covering up who we really are?* Say: *Truth cannot be hidden. We cannot pretend to know God.*

Verses 4-5: Write these words on three signs: *Friends, Fear, Faith.*

Say: *Jesus called his followers "friends." We are called Jesus' friends because we are His followers. Jesus said to have faith and not be afraid when someone was against them.*

Explain that we should *fear* God, but this is the kind of fear that shows respect and honor, and not fear of man or fear of death.

The followers were learning that they could be killed for their *faith*. Jesus warned them not to be hide their faith. Ask: *Which is more to be feared, spending life that lasts forever in hell or losing your life?*

Verses 6-7: Explain that Jesus then gave a picture of God's love for His followers. Place two pennies on the table. Ask: *If you saw a penny on the street and you were in a big hurry, would you stop to pick it up?* Point out that God cares for little birds which cost only a few cents. He cares much for us. He even knows how many hairs we have on our heads. Followers should not fear because Jesus says we are worth much to God. Nothing can happen to us that God does not know about. And even death can only bring us to heaven.

Verses 8-9: Say: *Real followers make sure everyone knows they are followers of Christ. They do not keep it a secret. If we who do not tell others that we are believers, we are pretending to be something we are not.* Explain that Jesus said He would make known to the angels

those who speak for Him.

Verse 10: Say: *Jesus often spoke of Himself as the “Son of Man.”* Explain that Jesus used this term to speak of Himself. He had left heaven and come to earth as a man to serve others. (See Number 9 below.)

Ask: *What is the difference between speaking a word against Jesus and speaking a word against the Holy Spirit?* Speaking against Jesus is a sin a believer does. This is a human failure which can be forgiven. Speaking against the Holy Spirit keeps an unbeliever from ever saying that they believe.

Verses 11-12: Ask: *What did Jesus say His followers should do when they were brought into court?* Jesus told them not to worry when this happened. The Holy Spirit would give them the right words to say at the right time.

Encourage Application

6. Read questions 3 and 4 from “Things to Think About” in the Study Guide. Allow time for discussion.

7. Read the Memory Verse together. Pray for God to help the class to make known the truth of Christ.

Supplemental Teaching Ideas

Connect with Life

•Bring a cup that is clean on the outside but has coffee stains on the inside. Use it to demonstrate what Jesus said about hypocrisy.

Say: *This lesson teaches us about a time when Jesus’ enemies were very powerful men who appeared to be good on the outside.*

Guide the Study

•Make a poster with two columns:

What to Fear—Why

What Not to Fear—Why Not

Read Luke 12:1-3; Luke 12:4-7; and Luke 12:8-10. After each reading, stop to fill in the two columns.

•Write the word *hypocrite* on the board and define it:
—An actor who plays someone different from who they really are
—Someone who pretends to be someone they are not
—Bad people who pretend to be good.

•Ask class how they would say “Good Morning” to their boss, even if they didn’t feel happy to be at work.

•Discuss how hypocrites get found out (how the truth becomes known about them). Ask if class members would like for their neighbors to know everything about them.

•Ask someone to prepare to share how they felt when he or she first learned about their value to God. Read John 3:16 and explain God loved us enough to send His Son to die for us.

•Use the following to explain why Jesus called Himself the “Son of Man:”

—Jesus used these words to describe Himself over 80 times in the New Testament.

—In Daniel 7:13-14, it was a name for the Messiah, the One God chose to save His people.

—Jesus was both God and man. He was a servant-Messiah. (See Isaiah 53.)

Encourage Application

•Ask members to discuss these questions:

—When do you find it easy to trust God and not be afraid?

—When are you afraid and find it hard to trust God?

—How can Jesus’ promises help you?

•Ask someone to sing “His Eye is On the Sparrow” or sing a song such as “Have Faith in God.”

•Pray and ask God to help the class to be honest and unafraid to be a witness. Thank God for knowing everything about us and caring for us.

Teaching Guide

Lesson 7: Stay Ready

Lesson Focus

Jesus' followers should be faithful and stay ready for His return.

Focal Text

Luke 12:35-48

Background Text

Luke 12:35-53

Memory Verse

"The man who receives much will have to give much. If much is given to a man to take care of, men will expect to get more from him." (Luke 12:48b)

Connect with Life

1. Bring to class and display a calendar, a checkbook, a clock, a toy fire truck or a picture of a fire truck. Read the following aloud: (You may prepare the handout which is available from the teaching materials at www.baptistpress.org).

___ I keep records of what I spend in case my taxes are checked.

___ I write down on a calendar what I am supposed to do.

___ I know how to get out of my house if there is a fire.

___ I always leave home early enough to be on time.

Say: *All of these are about being prepared and responsible.* Add one more sentence to the list:

___ I am faithful to Christ because He could return at any moment.

Say: *We will learn in this lesson what Jesus teaches us about being ready for His return.*

Guide the Study

2. Prepare the following outline for this lesson. Refer to it as you prepare by reading these Bible verses:

- We should be like men waiting for their master to return. (Luke 12:35)
- We should work for Him and be ready to welcome Him as soon as He arrives. (Luke 12:36)
- Then He will prepare a feast. It will be a time of great

joy. (Luke 12:37)

- We do not know when Jesus will come back. (Luke 12:38-40)

- Those in charge of His servants must be ready. If they run His household well and care for His servants, they will receive a great reward. But if they beat the servants and get drunk, their punishment will be very severe. (Luke 12:42-46)

Refer to this outline as you present the following material to the class.

3. Say: *Jesus told picture-stories about His followers being ready.* Read Luke 12:35-36. Say: *Jesus began His story by saying the workers should be dressed and ready at all times.* Ask the class to say what they do to get ready when someone is going to come and pick them up to go somewhere. (Get keys ready to lock the door, put purse near the door, get coat out, etc.)

4. Say: *Jesus told about a master who was away at a wedding feast and the servants did not know when he would return.* Ask: *What did it mean to be prepared?* (Watch for the owner so he could get into his home as soon as he arrived.)

5. Read Luke 12:37. Say: *Jesus told about a surprise when the master returned home.* Discuss if anyone in the class has ever been to a surprise party. Say: *To show how happy the owner was, he became the servant and waited on his servants.* Discuss the fact that soon after Jesus told this story, He would wash the feet of His followers and wait on them at the Last Supper.

6. Read Luke 12:38-40. Ask the class if they remember teachers who told them when they would have a test and other teachers who gave tests without warning. Ask the class to discuss which was easier. Explain that in the picture-story Jesus told, the servants did not know when the owner would return. He had been at a wedding and the wedding could last for days.

7. Say: *Jesus also told about something bad happening. A robber would come when no one expected. If the house owner knew the robber was coming, he would stop the robber.*

Ask: *What reason did Jesus give for being ready?* (We know Jesus will return, but we do not know

when. If we are faithful servants, we will be ready always.)

8. Explain that Jesus continues to talk about being faithful in the next picture-story. Peter wanted to know who the story was for. Read Luke 12:41-44. Ask: *Did Jesus give an easy answer?* (No, Jesus asked Peter another question to see if Peter knew who was a responsible servant.)

9. Using material from the Study Guide, discuss why the faithful need to be more responsible.

10. Read Luke 12:45-46. Ask: *What warning does Jesus give for an unfaithful servant?* (He will be punished.)

11. Read Luke 12:47-48. Discuss why those who know more about Jesus and His will, but do not do it, will have more punishment than those who do not know.

Encourage Application

12. Hand out paper and pens. Ask them to write what they would do if they knew they had only 24 hours before Jesus returned.

13. Sing a song about the return of Christ, such as "Ready to Go, Ready to Stay" or "How Great Thou Art."

14. Ask the class to use the back side of the paper (from #12) to list the gifts God has given them. Lead in prayer that God will help us be busy serving until Jesus returns.

Supplemental Teaching Ideas

Connect with Life

•Say: *Workers who are ready for their boss are glad to see him come. But those not ready are afraid when they see him.* Remind class that Jesus came the first time in human form as a baby. He will return a second time in glory. Say: *This lesson tells us we should be ready.*

Guide the Study

•Discuss what being dressed and ready means in Luke 12:35-38. Explain that the servant had to have his clothes ready to allow the master into the house, and the lamps were prepared for lighting. Ask: *What was the reward for the servants who were ready?*

•Discuss the main meaning of Luke 12:39. (Watch for the owner's return). Ask: *What does verse 40 say about the time the Son of Man will come?* (We do not know

when Jesus will come again.) Ask: *What should His followers do?* (We should always be ready.)

•Read Luke 12:41-48. Use the following questions to discuss these verses:

—What kind of servant does God approve of?

—What kind of servant will be punished?

—What will happen to the servant who does not know what the owner wants?

•Read aloud these verses, and discuss what else we can learn about being alert as we wait for the return of Jesus.

1 Thessalonians 3:13: "May our God and Father make your hearts strong and without blame. May your hearts be without sin in God's sight when our Lord Jesus comes again with all those who belong to Him."

2 Peter 3:8-14: "Dear friends, remember this one thing, with the Lord one day is as 1,000 years, and 1,000 years are as one day. The Lord is not slow about keeping His promise as some people think. He is waiting for you. The Lord does not want any person to be punished forever. He wants all people to be sorry for their sins and turn from them. The day of the Lord will come as a robber comes. The heavens will pass away with a loud noise. The sun and moon and stars will burn up. The earth and all that is in it will be burned up.

"Since all these things are to be destroyed in this way, you should think about the kind of life you are living. It should be holy and God-like. You should look for the day of God to come. You should do what you can to make it come soon. At that time the heavens will be destroyed by fire. And the sun and moon and stars will melt away with much heat. We are looking for what God has promised, which are new heavens and a new earth. Only what is right and good will be there.

"Dear friends, since you are waiting for these things to happen, do all you can to be found by Him in peace. Be clean and free from sin."

Matthew 24:36: "But no one knows the day or the hour. No! Not even the angels in heaven know. The Son does not know. Only the Father knows."

Encourage Application

•Tell the story of Grandma Tucker who became a Christian in Alaska. Every morning she went outside and looked up into the sky to see if that was the day Jesus would return. Ask: *Are you looking forward to the return of Jesus with as much excitement as Grandma Tucker?*

•Refer to "Things to Think About." Read the Memory Verse together. Close with prayer, asking God to lead each person to be ready for the return of Jesus.

Teaching Guide

Lesson 8: People Are More Important

Lesson Focus

Jesus teaches us that helping people, not keeping rules, is what is important.

Focal Text

Luke 13:10-17

Background Text

Luke 13:10-17

Memory Verse

“Jesus saw her and said, ‘Woman, you are now free from your trouble!’ ” (Luke 13:12)

Connect with Life

1. Ask class members to stand. (Or speak to one member earlier and ask them to help you.) Instruct them to bend forward at the waist while someone reads Luke 13:10-17. Time how long it takes to read the verses. Tell them they may sit down and then discuss how it felt to not be able to stand up straight for the few minutes it took to read. Ask them to imagine staying that way for 18 years. Imagine coming to church unable to stand up straight.

Guide the Study

2. Say: *The followers were learning more and more about what was important as they traveled with Jesus toward Jerusalem.* Explain that as they followed Jesus, they grew in faith. They saw whom Jesus talked with on the way. They watched what He did and they learned.

3. Explain that Luke 6:1-11 was one of the times when Jesus made religious leaders angry about the way He kept the day of worship. The religious leaders were happier when they were making people obey rules they had added to God’s laws than they were when they were helping people. The law was supposed to make it possible for people to understand how God wanted them to live. These religious leaders kept people from doing what was most important by adding many traditions.

4. Read Luke 13:10-11. Ask: *Where was Jesus on*

Saturday? (At the Jewish place of worship.) Explain the practice of Jesus attending the synagogue on Saturday. Say: *This was the last time Jesus was asked to teach at the synagogue.* Define *synagogue* as a building where Jews gathered to pray and to study the Old Testament. Sabbath was the day of rest (Saturday) when people should not work.

5. Say: *A woman who could not straighten up was there.* Ask: *How long had she been this way?* (18 years)

6. Read Luke 13:12-13. Say: *It seemed Jesus often saw those who needed Him, those no one else noticed.*

Discuss what Jesus said to her. (Woman, you are healed.) Explain that Jesus freed her from her illness. What had hurt her for 18 years would not bother her again. Note that Jesus spoke to her and He touched her.

7. Read Luke 13:14-17. Discuss why the religious leader was angry. Point out that his concern was not for the woman but in trying to make Jesus obey traditions. Compare the reaction of the religious leader (anger) and the woman who was healed (praise). Discuss how we feel when something unusual happens in church.

8. Discuss the “law” which the religious leader said Jesus broke. (He said Jesus “worked.” He thought Jesus could do this any other day but not on the day of rest.)

9. Use the following information to explain what Jesus said:

Jesus knew all of the Sabbath rules. He was with God when the world was made and rested on the seventh day. His Father had given Moses the 10 Laws. The third law is “Remember the Sabbath day by keeping it holy” (Exodus 20:8).

Keeping the day holy means making it a special day. Jesus’ work had made it possible for this woman to do what she was made to do: To praise God. This woman was able to be unbound from Satan so she was able to do her proper work as a woman loved by God. She was freed to praise the One Who made her.

Encourage Application

10. Discuss the “bent-over people” where you live (the poor, the elderly with no friends, those who cannot read,

etc.). Ask: *What prevents them from standing? How can your church help them? Discuss: What good do you do on a regular basis every Sabbath?*

11. Read “Things to Think About” and the Memory Verse.

12. Sing “This is the Day That the Lord Has Made.”

Supplemental Teaching Ideas

Connect with Life

• Bend a plastic spoon in very hot water or carefully over a candle. Ask how well it would work as a spoon. Compare the spoon and the woman in today’s lesson.

Guide the Study

• Ask someone to come to class to play the part of the woman who was healed. Hand out the following questions so class members can interview the woman:
—What was life like for you before you met Jesus at the synagogue? (Luke 13:10-11)
—What happened as Jesus healed you? (Luke 13:12-13)
—What did the religious leader say to the people who were there? (Luke 13:14)
—What did Jesus say? (Luke 13:15-17)

• Bring a bendable straw. Demonstrate with the straw how Jesus touched the woman and she was straightened.

• Discuss Jesus’ answer to the religious leader. Say: *God’s love must be taken to all who are in need. Followers who serve Jesus will reach out to male or female, sick or whole, religious or not. We are the ones who provide God’s touch. The law of love must continue every day of the week.*

• Point out the difference between helping people on the day of rest and being selfish on the day of rest and not thinking about God.

• Assign different class members ahead of time to read the following verses and report other times Jesus healed on the Sabbath: Mark 1:21-31; Luke 6:1-11; Luke 14:1-6; John 5:1-18; John 9:1-16

• Ask: *What did the enemies of Jesus say about what He did?* Read Luke 13:17 for the answer.

• Write *What Is Important?* at the top of a poster. Write

The Woman, The Religious Leader, Jesus in three sections beneath the title. Under each person, list what was important to each on that day.

Encourage Application

• Make a list at the bottom of the poster above with answers to the following question: *What is most important to you?*

• Prepare the following responsive reading: (Download a similar reading from www.baptistwaypress.org)

What Is Important?

The Woman

The Religious Leader

Jesus

What is most important to you?

Leader: Like the woman, we have waited a long time for answers to some of our prayers.

Class: Lord, give us patience and hope.

Leader: Like the woman, we would still come to worship when we have not been healed.

Class: Lord, help us to be faithful.

Leader: Like the religious leaders, we may like rules more than people.

Class: Lord, help us to learn to love the way You do.

Leader: Like Jesus’ enemies, we may pretend to be what we are not.

Class: Lord, forgive us.

Leader: Like the woman and the crowd, we have many reasons to praise God.

Class: Lord, help us join you in Your work and be happy. Amen.

• Refer to “Things to Think About.” Read the Memory Verse together.

• Close with prayer, asking God to lead each person to remember that people are more important than man’s rules.

Additional Resource

The Gospel of Luke: Meeting Jesus Again, Anew
From www.baptistwaypress.org
Lesson 6 Study Guide and Teacher Guide

Teaching Guide

Lesson 9: God's Grace Is for Everyone

Lesson Focus

Jesus' followers can learn God gives His grace to all people.

Focal Text

Luke 15:11-32

Background Text

Luke 15

Memory Verse

"The son got up and went to his father. While he was yet a long way off, his father saw him. The father was full of loving-pity for him. He ran and threw his arms around him and kissed him." (Luke 15:20)

Connect with Life

1. Ask a class member to stand and face the wall to his or her right. Say: *Imagine you are walking into the wall and hitting your head. Stop just before you get there. Turn all the way around and walk the opposite direction. Imagine you are walking into a beautiful garden.*

2. After the class member sits down, say: *This is a picture of repentance. Repentance is a change in the direction of one's life—a change that leads to a better way of life. Our story today tells about one who made that change and received God's grace. We sometimes call him the Prodigal Son.*

Guide the Study

3. Explain that the religious leaders were complaining about the kind of people Jesus spent time with. Jesus had friends who were sinners. These sinners knew they were bad and needed God's love. The religious leaders felt they were "good." They did not think they needed anything. They thought Jesus should not eat with sinners.

4. Say: *Jesus told three picture-stories sometimes called The Lost Parables. These stories are in the center of the book of Luke and are the center of God's message of*

forgiveness and love.

Say: *The first picture-story was about a lost sheep and the second about a lost coin. Next, He told about a lost son.*

5. Use a Picture Sequence page to preview this story. One is found at www.baptistwaypress.org in Lesson 9 of *The Gospel of Luke: Meeting Jesus Again, Anew*. Or make your own by drawing stick figures illustrating each of the following sentences. Read each sentence and refer to the pictures:

—A man had two sons.

—The younger son said, "I want my share of the money now."

—Then he packed his bags and went to a far country.

—Soon he spent all his money on wild and foolish living. He was hungry.

—He went to work for a man and fed pigs. He was ready to eat the pig's food.

—He began thinking about what he had done. He remembered his father's servants had food to eat. The son thought, "I will tell my father I have sinned. I will ask to be one of his workmen."

—The son went to his father. While he was a long way off, his father saw him. The father was full of loving pity for him and threw his arms around him and kissed him.

—The son said, "Father, I am not good enough to be called your son." But the father said, "Bring the ring, and coat, and shoes. Let us eat and be glad. My son who was dead is alive."

6. Read Luke 15:11-32. Prepare an overhead transparency of these verses. Use three different colors to highlight the words of the younger son, the father, and the older son. As teacher, read the narration and the part of the slaves. Divide class into three parts. Read the verses aloud.

7. After reading the verses, discuss: *Who is harder to love, the elder son or the younger son?*

8. Use the following questions to compare each of the sons:

—Did he change during the story?

—What was his relationship with his father?

—What did he receive from his father?

—What did each son need to do to be reconciled with

his father? with his brother?
—Did each son receive the father's love?

Encourage Application

9. Say: *The father gave a generous welcome to his "lost" son. In the same way, God welcomes sinners whom He forgives.* Ask: *How is the father like God?*

10. Close by singing a song such as "Amazing Grace" or "Lord, I'm Coming Home."

Supplemental Teaching Ideas

Connect with Life

•Ask: *What does the title of today's lesson mean? What is the meaning of "grace"?*

Use the following definition to begin this study:

God's grace is given to all men with no charge.

God did not have to save anyone, and we cannot make ourselves good enough to earn our way into Heaven. It is only because Jesus died on the cross that anyone is saved. God made it possible for all men to be saved.

•Write the word **GRACE** going down on a poster as an acrostic. Beside each letter, write the following:
God's Riches At Christ's Expense.

<p>God's Riches At Christ's Expense</p>
--

Guide the Study

•Read Luke 15:11-20, and ask the following questions about the first son:
—What kind of life did this son want?
—What did the father do when the son asked for his part of the money?
—What did the son learn?

•Read Luke 15:21-24. Choose class members to act out the scene where the father welcomes the son home.

Discuss the following:

—What did the son need to do to be reconciled to his father?
—What is important about the way the father welcomes him?

Explain the following:

—He runs to greet his son.
—He throws his arms around his son's neck.
—He says, "Bring out the best robe and put it on my son. Put a ring on his hand and sandals on his feet. Kill the fatted calf in order to celebrate his return."
—The son was "lost" to his father when he went away.

He was "found" when he decided to return.

•Read Luke 15:25-32. Act out the scene where the older brother refuses to come to the party.

Discuss how the older son felt about his younger brother's return. Explain the following:

—He had never done anything so wrong as his brother.
—For many years he had served his father.
—The father had never provided such a party for him.
—But when the son who wasted his father's money returns, the fatted calf is killed for him!

Discuss how we know the father loved the older son also. Explain the following:

—Note first how the father calls him "my son."
—He knew the elder son was faithful ("you are always with me").
—He tells the son that the remaining inheritance is his ("all that I have is yours").

Say: *We do not know whether the older son listened to his father. We do not know if he came to the party. The story of the older brother was a warning against being like the proud, religious law-keepers.*

Encourage Application

•Point out that having joy and celebrating are common in all three stories of what was lost and then found. Plan a celebration time for your class to go out together. Rejoice with those who have become Christians and received the Father's grace.

•Read the Memory Verse, and close with prayer, thanking God for His grace to all.

Additional Internet resources:

•Cartoon book of the story of the Prodigal Son:
www.antioch.com.sg/th/twp/my2sons

•www.ebibleteacher.com/children/lessons/prodigal.pdf

Teaching Guide

Lesson 10: Be Thankful

Lesson Focus

The best way to show that we are thankful for God's grace to us is to share God's grace with others.

Focal Text

Luke 17:11-19

Background Text

Luke 17:11-19

Memory Verse

Then Jesus said to him, "Get up and go on your way. Your trust in God has healed you." (Luke 17:19)

Connect with Life

1. Ask: *How many ways, and in how many languages, can you say "thank you."* Write these on the board.

Guide the Study

2. Refer to the Holy Land map and show that Jesus was at the border between Galilee and Samaria.

3. Read Luke 17:11-12. Say: *Just a few weeks before Jesus would die on the cross, He met 10 men who had a bad skin disease.*

4. Read Luke 17:13. Explain that in Bible times, leprosy was a word for many kinds of skin diseases. People with bad skin diseases were called lepers. The word we use for this disease today is called Hansen's disease. It can cause permanent damage to the skin, nerves, arms, legs, and eyes. A cure for this kind of leprosy was discovered in the 1940s.

5. Ask: *Where were the 10 men when they saw Jesus? Why did they have to stay away from town?* (Use material from the Study Guide to explain the Old Testament law.) Discuss why they called Jesus "Teacher" and why they thought Jesus could do something to help them. Explain that they did not ask for healing from Jesus, but for pity.

6. Read Luke 17:14. Say: *Jesus told them to go to the religious leaders who could declare they were clean. They would be able to worship with others again.* Explain the 10 men were not healed until they obeyed Jesus. The healing came as they went. They showed their faith and then they were healed.

7. Read Luke 17:15-16. Discuss the results of the 10 men learning they were healed. (Only one came back to say thank you. He thanked God with a loud voice. He fell on his face at the feet of Jesus).

Ask: *What was the surprise part of the story?* (The one who came back was from Samaria.) Explain that Luke often told stories about people from other countries who were touched by Jesus. He also told many stories about women who were healed.

Say: *This man from Samaria was not considered "good enough" because he was from Samaria. He was also not considered "good enough" because of his skin disease. Jesus pointed out that it was the man from Samaria who came back to say thank you.*

8. Read Luke 17:17-18. Ask: *What did Jesus say about the other nine men?* (Where are they?)

Ask: *What did Jesus say about this stranger from another country?* (Is he the only one who turned back to give thanks to God?) Explain the words "turn back" are like the Prodigal Son in Lesson 9 who "got up" to return to his father. They showed they had faith to do something.

9. Ask the class to read together Luke 17:19. Explain that this man was healed in body and in soul. He showed his faith. He was thankful.

Encourage Application

10. Write a list on the board of some possible reasons the nine lepers did not return to thank Jesus. (They were too excited, too busy, too far away to come back.)

11. Discuss why we choose to be thankful only at certain times like Thanksgiving, Christmas, Sundays, or before we eat. Ask: *How can we make more time in our lives to be thankful to God?*

Before class, ask someone to prepare to tell how they set aside time each day to pray and read the Bible.

12. Encourage class members to tell about times in their lives when God has helped them in special ways.

13. Ask: *How can we reach out to others in Jesus' name?* List ideas on the board.

14. Close with prayer and ask the class to thank God for the care He has shown them, and for help in learning to share His care with others.

Supplemental Teaching Ideas

Connect with Life

• Ask a class member ahead of time to play the part of a leper. Read or tell the following:

I am a leper. I cannot go home. I have to stay away from people and say, "Unclean! Unclean!" with a cloth over my face. I knew it was almost time for all the people to gather in Jerusalem for Passover. I could look down and see the travelers as they walked along the road. They were all so happy. I knew anyone I touched could get what I had. I used to wish I could die. Then one day another of the lepers said Jesus was near. Then someone said He had healed someone of leprosy. You know what I did? My friends and I called out to Jesus for help. And He did!

Guide the Study

• Before class, review these verses and be prepared to briefly tell how lepers were treated in the Old Testament. (For an extensive description of Old Testament treatment of skin diseases, review Leviticus 14:1-32.)

Numbers 5:2-3: *Tell the people of Israel to send away from the tents every person with a bad skin disease, every one with a flow that is unclean, and every one who is unclean because of a dead person. Send away both male and female. Send them away from the tents so they will not make the place sinful where I live among them.*

Leviticus 13:2-3: *When a man has a sore spot on his skin, an open sore or a bright spot, and it becomes a bad skin disease, he should be brought to the religious leader, to Aaron or one of his sons. The religious leader will look at the mark on his skin of the body. If the hair in the spot has become white and the disease looks deeper than his skin, it is a bad skin disease. The religious leader will look at him, and will say that he is unclean.*

At the end of your class presentation on this topic, read aloud Luke 5:12-14 for another example of Jesus healing a leper.

Luke 5:12-14: *While Jesus was in one of the towns, a man came to Him with a bad skin disease over*

all his body. When he saw Jesus, he got down on his face before Him. He begged Him, saying, "Lord, if You are willing, You can heal me." Jesus put His hand on him and said, "I will, be healed." At once the disease went away from him. Then Jesus told him to tell no one. He said, "Go and let the religious leader of the Jews see you. Give the gift on the altar in worship that Moses told you to give when a man is healed of a disease. This will show the leaders you have been healed."

• Explain that Luke, the writer of The Gospel of Luke, was a doctor. He is the only writer who told about the 10 men who came to Jesus to be healed. Discuss why this experience would be particularly interesting to a doctor.

• Read Luke 17:11. Discuss how Jesus and His followers were on the border of Samaria and Galilee. Explain the history of why the Jews and people of Samaria were enemies. Point out that Jesus was on His way for His final trip to Jerusalem.

• Read Luke 17:12-13. Write on the board what the lepers asked from Jesus. (pity)

• Read Luke 17:14. Ask one person to read aloud the words of Jesus. Describe what the lepers did. Ask: *What is important about the lepers becoming clean as they left Jesus to go to the religious leaders?* Write the words *obey* and *faith* on the board.

• Read Luke 17:15-18. Compare the differences in the one man who came back and the nine who did not. Ask: *Why do you think Jesus pointed out the one who came back was from Samaria?*

• Read Luke 17:19. Discuss the importance of Jesus saying, "Your trust in God has healed you."

Encourage Application

• Point out that having joy and celebrating are common in all three stories of what was lost and then found. Plan a celebration time for your class to go out together. Rejoice with those who have become Christians and received the Father's grace.

• Read the Memory Verse, and close with prayer, thanking God for His grace to all.

Teaching Guide

Lesson 11: The True Treasure

Lesson Focus

The true treasure in life is not money. The true treasure is the kingdom of God.

Focal Text

Luke 18:18-30

Background Text

Luke 18:18-30

Memory Verse

Jesus said, “God can do things men cannot do.” (Luke 18:27)

Connect with Life

1. Bring a piggy bank and some Monopoly® money to display. Say: *We are starting three lessons to help followers choose what is most important. Today’s lesson teaches us having money is not important. The true treasure is being part of God’s holy nation.*

Guide the Study

2. Read Luke 18:18-19. Say: *Once again, someone asked Jesus a question. He wanted to know what he should “do” to have life that lasts forever.*

Ask: *Who was this man? (A rich young leader.)*

Discuss the ways the young leader is like the man who asked the same question in Luke 10:25-37. That time Jesus told him the story of the Good Samaritan. Explain that Jesus again asked a question, “Why do you call Me good?” Instead of talking about “doing,” Jesus wanted him to think about God. Jesus told him, “Only God is good.”

3. Read Luke 18:20-21. Tell how the man asked Jesus what to do. Jesus reminded him of some of the 10 laws which he should obey.

4. Write on the board the five laws the man said he had kept. Explain that these were the laws about how we live with others. He had kept these laws. He did not talk about the laws about God. Jesus knew obeying laws was

not enough.

5. Read Luke 18:22. Ask: *What did Jesus tell the man to do?*

Say: *The man kept the laws, but did not trust God to help him with what he needed every day. Jesus told him if he would sell all he had and give it to the poor he would find “treasure in heaven.”*

6. Read Luke 18:23. Say: *If the man would give away his money and follow Jesus, he would have eternal life.* Ask someone to act out how the man looked when he left Jesus. (Walk away with sad expression.)

Be sure to make clear that we receive life that lasts forever as part of God’s free gift. We cannot earn it by giving money away. We cannot let money take the place of God, as this man had done.

7. Read Luke 18:24-25. Discuss what Jesus meant by how hard it is for rich people to go into the holy nation of God. Explain we trust what we can see and own. Riches bring power and the ability to do as you please, to get what you want. But that is not the way to get life that lasts forever. Jesus talked about how a camel going through the eye (hole) of a needle was easier to do than for a man with great riches to go into the holy nation of God.

8. Read Luke 18:26. Ask: *What did Jesus’ followers say about who may be saved?* Explain that it was a time when people believed if you were wealthy, God was happy with you. If you were poor, God was not happy with you. The followers thought if this rich man who kept the laws did not have life that lasts forever, who could?

9. Read Luke 18: 27 together. Say: *Jesus told them, with God, anything is possible. God is the One Who saves. It is not what we do or what we have that saves. It is Who we trust. We cannot trust our treasure or riches.*

10. Read Luke 18:28-30. Ask: *What did Peter say that the 12 followers had done? (Left everything to follow Jesus.)* Ask: *Do you think Peter and the others were learning the lessons Jesus was trying to teach?* Explain that Jesus promised those who had left everything for God will receive a great treasure. Jesus told the

followers they would have much now, and they would also have life that lasts forever. The rich man wanted eternal life, but he was not willing to give up his wealth for it.

Encourage Application

11. Direct members to think of people they have heard of who are wealthy and powerful. Ask: *Do you know for sure these people are happy with their lives?*

12. Ask members what they have learned that lasts and makes them happy. Conclude with prayer.

Supplemental Teaching Ideas Connect with Life

•Ask: *If your house were to catch fire (or you heard a hurricane was coming), what would you carry out first, besides family members?*

Ask: *Could any of these things be replaced?*

•Bring pictures from the Sunday newspaper of different kinds of small kitchen appliances. Share an experience of someone thinking one of these appliances was a “must have.” Later, the item was put away in the kitchen cabinet and never used. Say: *This lesson teaches us true treasure is not what we own, but what God gives us.*

Guide the Study

•Prepare a poster of the 10 Laws from Exodus 20:1-17. Place the first four laws on one side and the last six laws on the other side. Ask members to note the laws on one side talk about God and the other six describe how we are to treat other people.

Read Luke 18:20-23. Ask members which laws Jesus used in talking with the leader. Point out the man said he kept all those laws since he was young. Make a check mark beside each one on the poster. Discuss if the class thinks it was possible for the man to have kept the first four laws about God.

Say: *Jesus told the man to do something and the man left very sad. What was that? (He was not willing to let go of his earthly riches.)*

•Read Luke 18:24-30. Bring a sewing needle to class and a picture of a camel (see images at right). Discuss how hard it would be for a camel to go through the eye of the needle. Read again verse 27. Ask class to think of some other things which are possible for God, but impossible for people. (Only God can save people from sin. People cannot save themselves.)

•Prepare a poster with the following words: *What Jesus' Followers Gave Up*

Ask class to list what the followers had given up to follow Him. Then write *True Treasure* and list what Jesus promised His followers would receive.

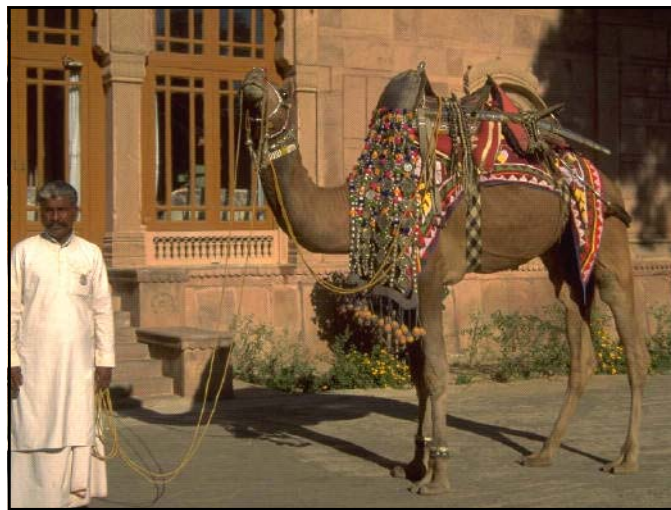
Encourage Application

•Remind class to think about what they said they would carry out in case of a fire. Say: *Jesus asked the rich young leader to give up his riches because they came between him and God.*

•Talk about the people who have won millions of dollars in the lottery, and a year later, you read how they have lost all the money. Point out that there are also people who use their money for good.

•Refer to “Things to Think About.” Read the Memory Verse together.

•Close with prayer, asking God to show members what stands between them and God.



Teaching Guide

Lesson 12: How to Show You Are Sorry

Lesson Focus

You can be saved from the punishment of sin when you are really sorry for your sins and show you are sorry.

Focal Text

Luke 19:1-10

Background Text

Luke 19:1-10

Memory Verse

“For the Son of Man came to look for and to save from the punishment of sin those who are lost.” (Luke 19:10)

Connect with Life

1. Invite someone to come to the board and direct them to draw an elephant with wings. Ask: *Could this animal fly?* Allow time for class response. Say: *We say it is impossible for an elephant to fly.*

Explain that the story today is about a man who makes changes in his life which would be impossible without the help of Jesus.

2. Say: *The last lesson was about a rich man who would not give up his money to follow Jesus. Today’s lesson is about a man who did what Jesus said was harder to do than going through the eye of the needle. He was able to change.*

Guide the Study

3. Read Luke 19:1-4. Show the location of Jericho on a map. Explain that Jericho was located on a major trade route leading to and from Jerusalem. Because it was lower than Jerusalem, many palm trees and good-smelling plants grew there. The name *Jericho* means *perfumed*.

4. Ask: *What does it mean that Jesus was “passing through” the town of Jericho?* (He was going to Jerusalem and the cross.) Point out even though He was passing through with many other people, He always had time for those who needed Him.

5. Ask someone to prepare to share with the class information about what Zaccheus did as a tax collector. Use the following:

Tax collectors were hated because they worked for the Roman government and because they cheated people and became wealthy. They did not have many friends. Other people did not like Jesus to become friends with tax collectors. In the Bible, tax collectors are often grouped with sinners, pagans, and immoral people. However, Jesus showed His concern for all people. Many of them were ready to repent. Earlier, Jesus had asked a tax collector, Matthew, who was known as Levi, to follow Him (Luke 5:27-32).

6. Ask someone to describe Zaccheus and the strange thing he did to be able to see Jesus. (He was too short to see above the crowd, so he ran ahead to climb a tree.) Take a survey to find out who in the class has climbed a tree and ask how old they were when they climbed trees.

Ask: *What would you do to see Jesus?*

7. Read Luke 19:5-7. Explain that Jesus stopped on His way to Jerusalem. Earlier, He had healed a blind beggar. Now He stops to talk with a rich tax collector.

8. Ask for two volunteers to act out Jesus' conversation with Zaccheus. Then use the following for class discussion:

—Describe how Zaccheus must have felt when Jesus said He was coming to his house.

—How would you feel if Jesus came to your house?

9. Describe what happened to Zaccheus when Jesus said He must come to see him. Ask: *What did the people say about Jesus going to the home of a tax collector?*

Discuss:

—Are there some people we would not want Jesus to go and visit?

—Are there some people we are not willing to eat with?

10. Read Luke 19:8-10. Discuss what Zaccheus told Jesus he would do. (Give half of what he owned to the poor and pay back four times to anyone he had cheated.)

Say: *The Old Testament rule was to give back what was owed, plus one-fifth (Leviticus 6:1-5).*

Discuss how this showed Zaccheus had changed.

Explain that Zaccheus was sorry for the bad things he had done.

11. Bring five \$1 bills. Demonstrate the amount Zaccheus was going to return with the dollars you brought. Hold up the \$1 that was taken wrongly. Hand someone \$4 to show the amount Zaccheus returned. Explain: *If Zaccheus had taken \$250 wrongly, he promised return \$1000!*

12. Discuss what Jesus said to Zaccheus: *“Today a person has been saved.”* Ask: *What was Jesus’ purpose in coming to the world?* (“The Son of Man came to look for and to save from the punishment of sin those who are lost” [Luke 19:10].)

Encourage Application

13. Name some things which change (seasons, weather, plants, food). List some ways people change (education, friends, jobs, weight, hair color). Talk about how the world has changed since your grandparents were born (airplane traffic, cell phones, computers, etc.)

14. Bring a picture of a caterpillar and a butterfly, or of a tadpole and a frog. (Or enlarge the illustrations/photos at right.) Discuss how the change in Zaccheus’ life was even greater than the caterpillar or tadpole.

15. Ask someone to be prepared to share their story of how God changed their life.

16. Close with prayer and thank God that our lives can change, and we can have life that lasts forever.

Supplemental Teaching Ideas

Connect with Life

•Ask: *Who do you know who has made the biggest change in his or her life since becoming a Christian?*

Guide the Study

•Read Luke 19:1-10. Use the following questions to discuss the meeting of Jesus and Zaccheus:
 —Why do you think Zaccheus wanted to meet Jesus?
 —Why did most people not like Zaccheus?
 —Why is it important that Jesus stopped and looked in the tree and called Zaccheus by name?
 —Why do you think Zaccheus welcomed Jesus to his home?
 —What do you think about Zaccheus paying back those

he had cheated?

—What do you think caused a change in the life of Zaccheus?

•Write on the board:

1. Zaccheus wanted to see Jesus when He came to Jericho.
2. Jesus wanted to see Zaccheus when he was in the tree.
 Read Luke 19:10 and discuss how this verse could be the theme for Jesus coming to the world.

•Compare Zaccheus and the rich leader from Lesson 11. Decide how they were alike before meeting Jesus, and how they were different after meeting Jesus.

Ask: *Why do you think Zaccheus trusted Jesus, but the rich leader did not?*

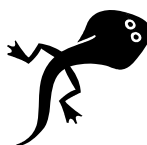
Encourage Application

•Remind class to think about what they said they would carry out in case of a fire. Say: *Jesus asked the rich young leader to give up his riches because they came between him and God.*

•Talk about the people who have won millions of dollars in the lottery, and a year later, you read how they have lost all the money. Point out that there are also people who use their money for good.

•Refer to “Things to Think About.” Read the Memory Verse together.

•Close with prayer, asking God to show members what stands between them and God.



Teaching Guide

Lesson 13: The Journey Is Complete

Lesson Focus

Jesus died and was raised again. This brings life that lasts forever for those who believe.

Focal Text

Luke 23:32-46

Background Text

Luke 23:13-49

Memory Verse

Jesus said to him, “For sure, I tell you, today you will be with Me in Paradise.” (Luke 23:43)

Connect with Life

1. Take off all but one set of footprints which were placed on the wall in Lesson 1. Leave the cross. Say: *This is where Jesus’ journey led Him.*

2. Show *The Jesus Film*, which portrays the events of Luke 23:32-46. (To order, see www.jesusfilm.org.) Or discuss movies which members have seen about Jesus’ death on the cross.

Guide the Study

3. Say: *Jesus arrived where He had planned to go. After meeting Zaccheus in Jericho, Jesus and His followers spent the week in Jerusalem.*

Invite the class to read all that Jesus did in Luke 19:28 to 23:56. The last day of Jesus’ life was a day with trials and death on the cross.

4. Read Luke 23:32-34. Say: *Jesus would die as if He were a criminal, as Isaiah 53:12 had said.* Explain that the place they took Jesus was called Calvary. The word means *skull* (the bone inside a man’s head). Some say this was the shape of the area or because it was a place where they put the skulls of those who had died.

5. Ask: *What are the first words we hear from Jesus on the cross?* (A prayer, “Father, forgive them.”)

Explain that Jesus prayed for the Roman

soldiers. He knew they were only obeying their orders.

Ask: *Was Jesus also praying for all those who had brought about His death?* Discuss how it was possible for Jesus to pray for those who had placed Him on the cross.

6. Discuss what happened to Jesus’ clothes. (The soldiers threw special stones on the ground to decide who would get them.)

Say: *The prayer Jesus prayed for their forgiveness was worth much more than His clothes. It was something which could not be won in a game, but was given for free.*

7. Read Luke 23:35-38. Say: *Many people watched these deaths. Some of those who came were His followers.*

Ask: *How do you think they felt?*

8. Say: *Others who watched Him die made fun of Him.*

Ask: *Who were they?* Make a list on the board (the crowd and Jewish leaders, Roman soldiers, one of the criminals).

9. Explain how the Jewish leaders laughed at Jesus because He said He was the Messiah. They said He could prove Who He was if He saved Himself the way He had saved others. Discuss how this is like the temptation by Satan of Jesus at the beginning of His work.

10. Discuss what would have happened if Jesus had “saved Himself.” (By saving Himself from the suffering of crucifixion and death, He would not have saved all of mankind from their sins. It was a sacrifice God required for mankind to be free from sin.)

11. Ask: *How did the soldiers make fun of Jesus?* (They put a sign on the cross which said, “This is the king of the Jews.” The soldiers thought Jesus should have the power to save Himself, if he really was “the king of the Jews.”)

Tell the class it was normal to put up a notice to say why a person was dying on a cross. The notice was in three languages: Hebrew, Greek and Latin. Everyone could read it. In this case, the sign told more truth than anyone knew at the time.

12. Explain why Jesus refused the usual drink (wine with a pain-killing drug in it) which a person could have before dying on the cross (Mark 15:23). He would experience the full pain of mankind's sins.

Later, the soldiers showed Jesus offered him sour wine (Mark 15:36). They knew Jesus would be desperate for a drink. But He refused again.

13. Ask: *In what way did one of the criminals make fun of Jesus?* (He said, "If You are the Christ, save Yourself and us." Once again, Jesus was asked to save Himself, and this would have kept Him from saving us.)

14. Read Luke 23:40-43. Discuss the change of one of the criminals. Ask: *What happened?* (One criminal noticed Jesus was different from the two of them. They were receiving punishment for their crimes. But he understood Jesus had done nothing to deserve death.)

15. Ask: *What did the criminal ask Jesus?* (He asked Jesus to "remember" him. He realized death was not the end. There must be something more.)

16. Say: *This is the second statement from Jesus on the cross.*

Ask: *What did Jesus tell this man?* (Jesus promised more than the criminal had asked. That criminal would be in Paradise that very day. And Jesus would be with him. *Paradise* is a word from the Persian language which means a *quiet garden*. It was a beautiful place, like the Garden of Eden.) Point out Jesus was concerned about all kinds of people, and even while dying on the cross, He showed that concern.

17. Read Luke 23:44-46. Ask the class to describe the time and weather conditions as Jesus died. The darkness was a contrast to Jesus, Who was the light of the world.

18. Bring a piece of fabric and rip it from the top to the bottom to show what happened in the temple. Explain this was a symbol of Jesus making a way for us to enter into God's presence.

19. Ask: *What was Jesus' third statement from the cross?* Explain Jesus quoted Psalm 31:5 as He died. It is said that Jesus, Who is called the "Living Word," spoke God's Word as He died. Jesus added the word *Father* to the prayer which many people prayed every night before going to bed.

Encourage Application

20. Discuss how Jesus' death paid the price for our

salvation. Remind the class that His death was not the end of the story. The Good News is Jesus did what He said He would do—He was raised again on the third day.

21. Refer to the cross on the wall at the front of the room. Above it, write *Journey Complete*. Take away the last pair of footprints.

22. Discuss the many words of hope found in this lesson. (The criminal turning to Jesus, Jesus' prayer of forgiveness, etc.)

Close with prayer for those who need this message of hope today.

Supplemental Teaching Ideas Connect with Life

- Invite members to tell when they first heard the story of Jesus' death. Discuss if it was difficult to believe Jesus would give His own life on the cross to save people from sins.

Guide the Study

- Read Luke 23:23-37. List the characters in the story. (guards, soldiers, the crowd, and the religious leaders)
Discuss how these people treated Jesus.

- Read Psalm 22:2-8. Compare the verses with Luke 23:32-36.

- Write on the board the three times Jesus was told to save Himself (Luke 23:35, 37, 39). Read Isaiah 42:1-9 and ask the class to discuss why Jesus did not try to save Himself.

- Read Luke 23:44-45. Add what Matthew 27:51 tells of an earthquake also happening. Explain there were three hours of darkness, and the temple veil was torn.

Encourage Application

- Ask: *Will you spend a few minutes thinking about the time when Jesus died?*

Sing a song such as "At Calvary," "At the Cross," or "Were You There?"

- Discuss Things to Think About from the Study Guide. Read the Memory Verse, and thank God for His Son, Jesus, coming to save us from our sins.

Teaching Guide

Optional Christmas Lesson: Good News of Great Joy

Lesson Focus

When we understand the Good News of the Christmas story, we will praise God.

Focal Text

Luke 2:1-20

Background Text

Luke 2:1-20

Memory Verse

“Today, One Who saves from the punishment of sin has been born in the city of David. He is Christ the Lord.” (Luke 2:11)

Connect with Life

1. Ask class members to share what they do at Christmas. Ask for favorite memories. Say: *The first Christmas was not a holiday celebrated by people all over the world. It happened on a quiet night in a small town far away.*

Guide the Study

2. Before class, wrap a box in Christmas paper. Inside, place Luke 2:1-20 from Study Guide (Luke 2:1-20). Ask someone to open the gift and show what is inside.
Say: *Children often ask for gifts at Christmas. Written on this piece of paper is the story of the greatest gift the world has ever been given. We give gifts to others because God gave us His Son, the best gift.*

3. Prepare a poster to display. Write **JOY!** in large letters at the top. Write these phrases:

Christ’s Birth Brings Great Joy Because...

- God kept His promise to send a ruler to be born in Bethlehem
- God showed His power to cause a virgin to give birth
- God comes to us in our everyday world
- God sent His Son for all peoples
- God sent His Son to be our Savior, Christ the Lord

4. Ask someone to read Luke 2:1-5. Ask the class to retell these verses in their own words. Explain further using the following information:

- At that time* means after the birth of John the Baptist.
- The name *Caesar* was the Roman emperor.
- The purpose for having their names written was to collect taxes.
- Quirinius governed Syria.

5. Point out how God used this event to bring Joseph and Mary to Bethlehem. On a map of the Holy Land, locate Bethlehem. The early preachers had written in the Old Testament that Bethlehem was the city where the Messiah would be born. Joseph’s family was from this city, which is sometimes called the City of David. Joseph was a descendant of King David.

6. Read Luke 2:6-7. Use pictures from children’s Sunday school departments; (or look them up on the Internet using Google Image, or bring appropriate Christmas cards). Ask if any mothers in the class have birthed babies anywhere except a hospital. Discuss the place where Jesus was born.

7. Define the words *manger*, *crib*, *inn*, and *swaddling cloths*, which are words class members will hear many times as the biblical Christmas story is told. Compare these words with the words used in the Study Guide.

8. Tell the class that some scholars think Jesus may have been born in a cave where animals are kept. Others say it could have been on the first floor of a house. At this time, people lived on the floor above the animals. There was no hospital and no one to help them. Say: *Jesus began His life in the poorest of places.*

9. Read Luke 2:8-14. Compare the simple place where Jesus was born with the drama of what happened where the shepherds were taking care of the sheep. Include information on lights, angels, and the angels’ message.

10. Explain these were the same hills where King David had taken care of sheep before becoming the king of Israel. These hills still had sheep and shepherds when Jesus was born.

Say: *These shepherds may have been looking after the sheep which would be sacrificed in the temple in Jerusalem. Describe them as tough men, usually not afraid of anything. Their job would not allow them to offer sacrifices at the temple. The angels came to tell*

these men about the birth of God's Son.

11. Ask the class to imagine how they would have felt if they had seen the shining-greatness of the Lord. Say: *This very bright light meant God was there.*

12. Say: *Angels are an important part of the Christmas story.* Be prepared to explain the role of angels in the Bible. Make clear when people die they do not become angels as some think. Show pictures of different ways artists draw angels.

Say: *All the angels in the Bible had names of men. They did not always have wings. They often looked like ordinary men. Their job as created beings was to be messengers for God.*

13. List on the board the times an angel said, "Do not be afraid" in the book of Luke: Luke 1:13; 1:30; 2:10. Ask the class the read these verses and beside each, write to whom the angel spoke.

Luke 1:13: The angel said to him, "Zacharias, do not be afraid. Your prayer has been heard. Your wife Elizabeth will give birth to a son. You are to name him John."

Luke 1:30: The angel said to her, "Mary, do not be afraid. You have found favor with God."

Luke 2:10: The angel said to them, "Do not be afraid. See! I bring you good news of great joy which is for all people."

14. Read together the angel's words to the shepherds from Luke 2:10-12. Point to the word *Joy* on the poster.

Say: *The angels had not come to hurt them, but to bring the greatest news with the greatest joy. The simple shepherds were told they could go and see the One Who saves.*

15. List these names for Jesus and their definitions:
Savior: One Who Saves from the punishment of sins; deliverer

Christ: from the Greek word for the Hebrew word for *Messiah* which means God's anointed One.

Lord: A name for God used in the Bible

16. Ask class members to find in verse 12 how the shepherds knew where to find Jesus.

17. Ask: *What happened when more angels appeared?* (They were giving thanks to God. They were saying, "Greatness and honor to our God in the highest heaven and peace on earth among men who please Him.")

18. Read Luke 2:15-20. Ask the class to describe what happened to the shepherds after the angels left. Inquire why the class believes the shepherds hurried.

19. Describe the scene when the shepherds came and found Mary, Joseph, and Jesus. Ask someone to read what Mary did. Ask: *Do you think Mary was the one who told Luke what happened?*

20. Say: *The shepherds went back to their jobs. They had been afraid, but showed their faith by going to see the Child for themselves. They returned full of joy.* Point again to the word *Joy*.

Encourage Application

21. Ask class to tell their favorite parts of this lesson. Ask: *Why does this bring "good news of great joy"?*

Close with prayer and ask the class to thank God for sending His Son.

Supplemental Teaching Ideas Connect with Life

- Prepare a poster with advertisements used at Christmas. Show a second poster with religious Christmas cards. Say: *This lesson tells the true story of Christmas.*

Guide the Study

- Bring the front page of a newspaper. With a large, bold marker, write **JOY!** across the front. Say: *Today, we study what is really "Good News of Great Joy."*

- In class, begin by reading Luke 2:1-20. Stop to sing a Christmas song which matches each part of the story: *Away in a Manger; O Little Town of Bethlehem; Joy to the World; Silent Night;* etc. (An online source for lyrics is www.christmas-tree.com/real/christmassongs.html.)

Ask members of the class to demonstrate the actions of the story. Bring costumes or small Nativity figures to tell the story.

Encourage Application

- Ask: *What do you fear the most? How does the fact that Jesus was born help you to overcome fears?* Ask members to share what brings them the greatest joy.

- Read Things to Think About and Memory Verse. Close by thanking God for what He did to bring good news of great joy to the world.

Additional Resource

Use a PowerPoint presentation for telling of the Christmas story in Basic English with pictures of the nativity from around the world and songs for the class to sing. Download at: <http://theedgeenglishinstitute.org/birthofjesus.pdf>