



Gospel of Luke: Meeting Jesus

ADULT BIBLE STUDY IN BASIC ENGLISH Teaching Guide

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Dallas, Texas

ADULT BIBLE STUDY IN BASIC ENGLISH
GOSPEL OF LUKE: MEETING JESUS
TEACHING GUIDE

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Bible Study in Basic English
GOSPEL OF LUKE: MEETING JESUS

Introduction for Teachers

James 3:1 places a heavy responsibility on teachers of God's word. As teachers of Bible Study in Basic English, you have a double challenge. Not only must you teach Bible truths, but also you have the burden (and joy) of helping class members to improve their skills in the English language. You are dually challenged, but twice blessed as well. This introduction provides information and suggestions on how to best use these teaching procedures to accomplish both purposes.

The target audience for Bible Study in Basic English falls into these general categories:

- ? ? International Sunday School classes
- ? ? Conversational English classes with a biblical emphasis
- ? ? Prison ministries
- ? ? Apartment ministries
- ? ? Second generation classes in non-English language churches whose members speak and read only English
- ? ? Home Bible study groups
- ? ? Christian Women's Job Corps Site classes
- ? ? Any other class setting in which members are not fluent in English

Bible study in Basic English is published by the Baptist General Convention of Texas and follows the same curriculum plan, but has no Texas emphasis. Teachers may wish to purchase Bible Study for Texas lesson comments and teaching guides (\$1.95 each per quarter) as additional resources. These may be ordered through your church or directly from the Sunday School/Discipleship Division, Baptist General Convention of Texas, 333 North Washington, Dallas, TX 75246-1798.

The approach taken in these lessons is to teach the Bible while increasing the speaking and writing skills of the students. The lesson comments are written at about the third-grade or fourth-grade level using simple words and short sentences. The writers have intentionally sacrificed style to facilitate readability and understanding for the students. The Bible text printed in the lessons is from the New Life Version of the Bible, a translation (not a paraphrase) which uses only an 850-word vocabulary. The New Life Version (NLV) is available from Christian Literature International, P. O. Box 777, Canby, Oregon 97013.

The New Life Version of the Bible often uses different wording to express terms familiar to most Christians. In the teaching procedures, generally, the terms will be expressed as they are used in the NLV, 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.

The teaching procedures are written at or below twelfth-grade level. Questions and statements within the procedures intended to be repeated to students, however, are simplified. The word *chalkboard* is used throughout the procedures to describe any wall or easel-type writing surface. Some charts and lists are suggested for the chalkboard, newsprint or an overhead projector. These may be used interchangeably, according to what is convenient and suits your preference.

Teaching procedures are designed to follow a particular format as described below:

Teaching Plan - A complete step-by-step set of teaching procedures that will fill a 45-minute class session, subdivided into these categories:

Connect with Life: One or more steps to connect a life situation to the Bible study; a tool to get the students' attention.

Guide the Study: Several sequential steps to aid in teaching important aspects of the focal text.

Encourage Application: A means of "bringing the lesson home," or applying the lesson to students' lives.

Additional Teaching Ideas - Three or more substitute or supplemental teaching ideas that may be used with the teaching plan at your discretion.

Some lessons include a set of core sentences and a page of simple pictures to summarize and illustrate the story. Suggestions for the use of these tools are provided in the teaching procedures, or you may devise your own methods. This type of activity works well for English as a second language classes, and is used on a trial basis for this first series of lessons.

Listed below are some suggestions for the successful implementation of these lessons:

1. *Plan carefully and prayerfully.* Read the background passages and look over the teaching procedures. Note any steps that require extra materials or preparation before class time and provide these. Pray regularly for your students and for yourself that you might be a positive witness to them.
2. *Be sensitive to your student's abilities and needs.* Your students may be at different levels of education (in any language), fluency in English, and understanding of the Christian faith. Your task is to discover where they are in these categories. Group students in classes according to their levels of knowledge, if possible. If all levels must be taught as one class, teach to the lower level but include an occasional activity that will appeal to more advanced students.

3. *Be a friend.* Become involved in students' lives. Learn all you can about their backgrounds, families, culture and experiences. Tell them something about your own family and events in your life. Visit in their homes, if possible. As a teacher, you want to give a lot of content information. However, it is important to remember that the students learn much from the way you demonstrate Jesus' love and concern. If you relate to your students in a caring, non-threatening, friendly way, students will be relaxed and will learn and enjoy the class more.
4. *Determine your focus.* Examine the lesson title, focal text, background text (if indicated) and study aim. All of these point to your purpose in teaching the lesson. Keep these in mind as you plan and teach. Choose the teaching procedures you think will best direct the lesson toward this focus.
5. *Teach for learning comprehension.* Students must understand if your teaching is to be of any value. Speak or read slower than your normal speech using natural intonation and pronounce each word distinctly. Ask questions to ensure understanding. Define or explain words or phrases new to students. Believe that every student wants to learn, has the ability to learn, and will learn.
6. *Be flexible.* The teaching guide is exactly what it says it is, a guide. Always feel free to adapt the suggested procedures to meet the needs of your students. For example, some class members may speak English well but still have difficulty reading and writing. For these students, try reading all of the focal text first while students listen only. Then read it again as the students follow the text in the lesson comments. Finally, let individual students try reading one or two verses aloud. Or, with some groups, the material provided for one lesson might need to be taught in two or more sessions to allow more time for student participation.
7. *Encourage learning.* Give sincere praise. Reinforce learners' strengths and verify correct responses. Remain positive in correcting their mistakes or incorrect answers to questions. We cannot expect them to have a Bible background or entertain the same beliefs that we have. If a student hesitates to answer a question, pause, and then give the correct answer yourself. The student is not embarrassed or does not "lose face." Let your students learn by encouragement, not criticism.
8. *Make learning fun.* Life is hard. Let your class be a bright spot in students' lives. Always act natural. Show enthusiasm, and keep a smile on your face. You don't have to be a stand-up comic to get smiles from your students. But do watch for opportunities to laugh with them, NEVER at them. A lighthearted environment encourages learning.

MEET THE WRITER

Bob Coder wrote the introduction and all thirteen lessons of the teaching procedures for this study. He and his wife, Lenora, live in Dallas and are members of the First Baptist Church of Richardson. After taking early retirement, Bob and Lenora served more than four years with the International Mission Board in London and Zimbabwe. They now teach English as a Second Language (ESL) classes at a Spanish language church near downtown Dallas. Bob wrote several quarters of lessons and teaching procedures for youth through the Sunday School Board (now Lifeway) during the 1970's and 1980's. The Coders have a son and three daughters and twelve grandchildren.

UNIT ONE – OUR RESPONSE TO JESUS’ MISSION

Lesson One

God’s Grace is for All People

Focal Text: Luke 4:16-27

Background: Luke 4:14-30

Memory Verse: Luke 3:6a “And all men will see God saving people from the punishment of their sins.”

Main Focus: Jesus brings God’s love and grace to all people.

Study Aim: To determine if I know the good news and if I share it with all people.

Teaching Plan

Suggest that students who arrive for class early look at the “WORD STUDY” section in the lesson comments for today’s lesson and read the definitions for each word.

Connect with Life

1. Ask students if they watch the news on television. Question them about what type of news is usually heard on newscasts. Lead them to identify most of the news reported as unpleasant or bad news.
2. Give students an opportunity to share some good news they have received recently; for example, a newborn baby, a new job for someone in the family, or a report of good health from someone who has been ill.
3. Question students as to which they would rather hear, good news or bad news. Explain that today we will hear about some good news that Jesus came to bring to all people.

Guide the Study

4. Comment that for the next 13 weeks, the Bible study lessons will come from the book of Luke. Give a brief biography of Luke, including information that he was probably a doctor, that he traveled with the

Apostle Paul, that he was not a Jew (he was a Gentile), and that he is also believed to have written the book of Acts.

5. To introduce the study, ask a student to read the section titled, “JESUS BRINGS GOOD NEWS,” from the lesson comments (page 8). State that this paragraph tells about today’s Bible study in just a few words.
6. Direct the students to listen as you (or an assistant) read(s) Luke 4:16-21 from the printed text on page 7. Remind students that Nazareth was Jesus’ hometown. (If a map of Galilee is available, point out the location of Nazareth.) Mention also that on the Day of Rest (the Sabbath), Jesus went to the Jewish place of worship (synagogue) “*as He had done before*” (v. 16). Explain that, just before this, Jesus had been going to other towns in the area. Say that, as He traveled around, He began to teach in the Jewish places of worship (synagogues) and everyone praised Him.
7. Remark that the Scripture Jesus read from Isaiah was very familiar to the Jewish people because it told about the One Who is coming (Messiah) Who would bring them freedom. Explain that the people, however, expected a strong leader who would free them from Roman rule rather than One Who would save and free them from the bonds of sin (a Savior). Say, “Imagine their surprise when Jesus, someone from their own town, announced that He was the One Who fulfilled the promise.”
8. Read Luke 4:22-27 from the focal text printed in the lesson comments (pg. 7) as students follow. Ask students to describe how the people in the Jewish place of worship (synagogue) responded to Jesus after He announced that He was the One Who is coming (Messiah) (v. 21). Then read Luke 4:28-30 from a Bible. Ask, “How did the people change their actions after He suggested that God’s grace was for all people and not just the Jews (vv. 25-27)?” Help them to understand that the people first accepted and were amazed by what Jesus said, but that they became angry when He included people who were not Jews (Gentiles) in God’s amazing grace.
9. Comment that the title for this lesson is, “GOD’S GRACE IS FOR ALL PEOPLE.” Ask a series of quick questions: “Whom does this include? Does it include men? Women? Farmers? Factory workers? Americans? Europeans? Asians? Africans? Rich people? Poor people? Me? You?”

People from your hometown?” Allow students to confirm that God’s grace is truly for all people.

Encourage Application

10. Refer to the “THINGS TO THINK ABOUT” section near the end of the lesson comments. Ask a student to read the first question. Encourage other students to help answer the question. Continue in the same manner to seek answers to questions (2) and (3).

Additional Teaching Ideas

Connect with Life: *Create Interest.* Tell students to find the introductory paragraphs on page 6 of the lesson comments. Read all of the questions in the first paragraph about hometowns. Permit several students to tell about their hometowns. Give your own testimony following the example related by the lesson comments writer in the last two paragraphs of this section. Conclude with the comment that this lesson tells of Jesus’ visit to His hometown and the way the people responded to Him.

Guide the Study: *Luke, the Writer.* As an additional introduction to the Gospel of Luke and its author, read Luke 1:1-4 from a Bible. Question students about Luke’s sources of information. Lead them to identify his sources as written accounts (v. 1) and word of mouth from those who were eyewitnesses to the events (v. 2). Note how Luke carefully investigated so that his information would be complete and accurate. Comment as well that he wrote an *orderly* account of the events. Explain that the name “Theophilus,” to whom he wrote the gospel, means “lover of God”. Remark that this may have been an actual person, but that it could also have been intended for anyone, then or now, who loved God.

Guide the Study: *New Words.* Ask students if there are any words in today’s study that they do not understand. Point out that words in the lesson printed in bold type are defined in the “WORD STUDY” list at the end of the lesson. If students mention words not on the list, write these words on the chalkboard. Offer a simple definition of the words. Suggest that students add them to the “WORD STUDY” list or write them in their notebooks.

Guide the Study: *Scroll Reading.* Enlist two people to do a dramatic reading of Luke 4:16-22. Let one act as the narrator and the other read the words of Jesus. Provide a scroll, either ready made or hand crafted from two short wooden dowels with a short roll of paper attached between the dowels. Explain that the word “book” in Bible text was actually a scroll. Type or write out Jesus’ words and stick them inside the scroll. Let the first person read the narrative portion of the scripture passage. The second will, at the appropriate time, take and unroll the scroll to read Jesus’ words (verses 18-19 and 21b). Instruct the person reading the words of Jesus to do so with gentle authority. Direct this person also to stand while reading the scroll, then sit to read verse 21b (as described in verse 20). Continue to refer to the scroll as an *early book* when talking with beginning level students. (Use this activity as a substitute for Step 6 of the teaching procedures.)

Guide the Study: *Story and Pictures.* Refer to the core sentences and picture sequence sheets that came with this lesson (pages i - iii). Make a copy of the picture sequence sheet for each student, or create an overhead projector slide of the pictures. Read the core sentences to the class. Then give a copy of the picture page to each student, or project the overhead slide onto a screen. Instruct students to follow the picture sequence, panel by panel, as you read the Bible story from the core sentences. Request a volunteer to retell the Bible story by looking only at the picture sequence page. Allow others to retell the parable if time permits.

Encourage Application: *Memory Verse.* Encourage students to develop the practice of memorizing Bible verses. Mention that each week a verse is printed in the lesson comments. Explain that the verse may not be from the focal passage, but that it is related to the lesson topic in some way. Suggest that students write today’s verse on an index card or note paper, and place it on a mirror or somewhere it can be seen and studied several times a day.

Answers to Questions: *To help the discussion.*

- (1) The good news is that God sent Jesus to be the Savior of the world.
- (2) God’s love and grace are for all people, not just the Jews.
- (3) The people of Nazareth became angry and rejected Jesus. Each person must choose the way he or she will respond to Him.

Ideas for Teaching Procedures:
Phyllis Merritt
North American Mission Board
Literacy Missions Associate

CORE SENTENCES AND PICTURE SEQUENCE PAGES

Select the most important thoughts from the Bible passage.

Write them down in order.

Illustrate each sentence in sequence. Stick figures are quite acceptable.

Computer art will sometimes work. Class members can be enlisted to illustrate the sentences.

Using Core Sentences and Picture Sequence Page

Reproduce the Picture Sequence Page so that everyone in the class can see it.

Copy it onto a large piece of paper, write it on a blackboard or dry erase board, or make an overhead cell.

For Beginning Classes

1. Teacher reads all core sentences, pointing to corresponding picture, while students listen and look.
2. Teacher reads each core sentence and points to the corresponding picture, while students repeat.
(Repeat, explain, act out as necessary for comprehension.)
3. Students retell the story in their own words as teacher prompts with pictures. This can also be used as a review or summary. Dictation or fill-in-the blanks can be made with core sentences for listening or writing practice.
(Option: Make a copy of core sentences for each student.)

For Advanced Classes

Teacher previews the lesson with use of the core sentences and pictures.

Students conclude the lesson by summarizing what they have learned.

Refer to the Picture Sequence Page as needed.

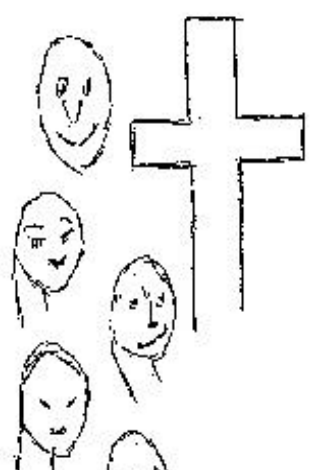
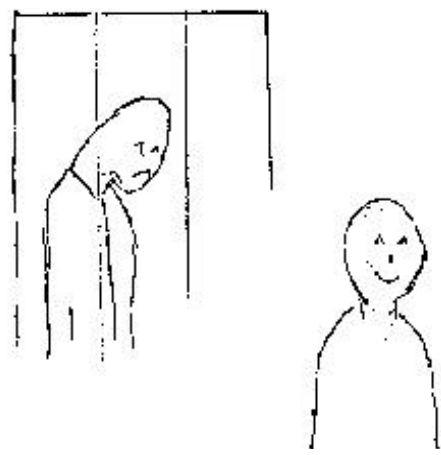
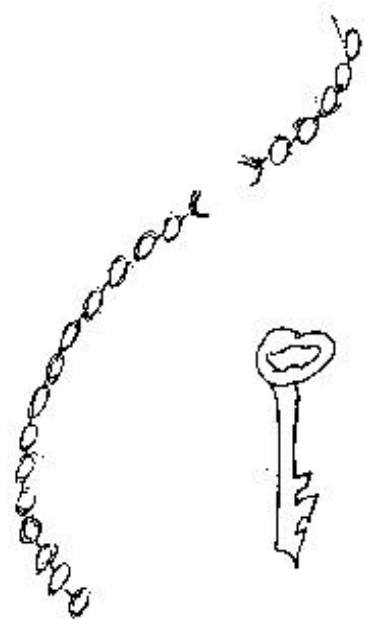
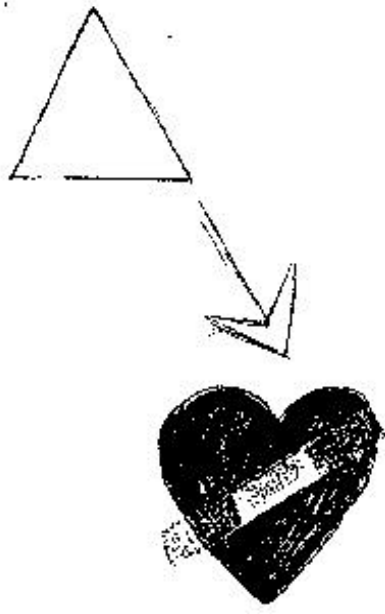
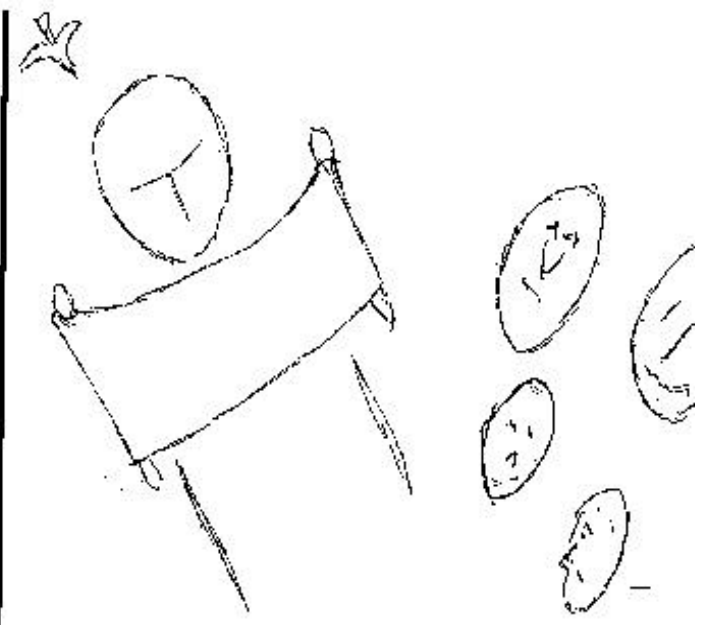
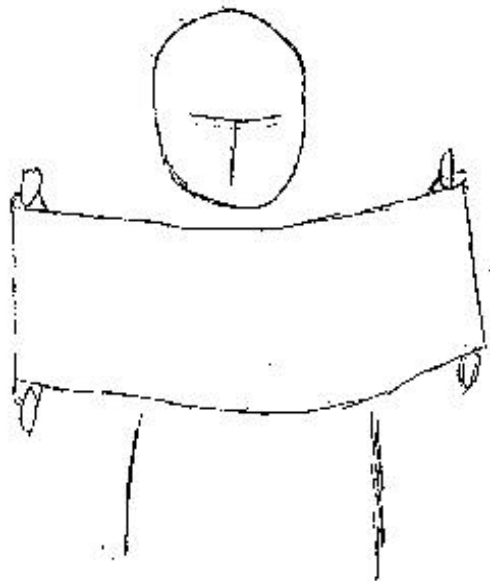
Or, create a learning environment by asking students what story the pictures are telling.

Lesson 1
Luke 4:16-27

Core Sentence for Pictures Sequence Page

1. Jesus read from the book of Isaiah.
2. He read, "The Spirit of the Lord is on me to preach the Good News to poor people."
3. He has sent me to:
 - * Heal those with a sad heart.
4. * Tell those who are being held that they can go free.
5. * Make the blind see.
6. * Free those who are being held because of trouble.
7. * Tell of the time when man can receive favor with the Lord.
8. Jesus said, "The Holy Writings you have just heard have been completed today."

Use these core sentences with the pictures on the next page.



Lesson Two

Answering God's Call

Focal Text: Luke 5:1-11,27-28

Background: Luke 5:1-28

Memory Verse: John 8:12 "Jesus spoke to the people saying, 'I am the Light of the world. Anyone who follows me will not walk in darkness. He will have the Light of Life.'"

Main Focus: Jesus calls us to leave everything else and follow Him.

Study Aim: To decide what Jesus is calling me to do.

Teaching Plan

Connect with Life

1. Ask, "What is it like to leave your home and move to a new city or even to a different country?" Encourage one or two students to tell about a time that they made such a move. Lead them to describe their feelings when leaving family, friends and familiar circumstances. Determine also their feelings of uncertainty going to a new place.
2. Comment that in today's lesson, Jesus asked four men to leave their homes and work to be His disciples as He traveled from one village or town to another.
3. Say, "Even today, Jesus sometimes asks people to leave everything and go to a new place to do God's work."

Guide the Study

4. Enlist a student to read Luke 5:1-3. Describe the scene for students this way: A large crowd had gathered around Jesus. They all wanted to hear what He was saying. Those at the back could not see or hear Jesus. They were pushing to get closer. Some of them were probably whispering, "I can't hear," or "What did He say?" The whispers and pushing movement made it difficult for anyone to listen.
5. Comment that Jesus wanted everyone to hear His words, so He asked Simon to take Him out in his boat a short distance away from the shore.

Ask, “Why do you think Jesus wanted to go out in the boat?” (Some answers might be: (1) to get away from the pressing crowd, (2) to allow the people to spread out so that more of them could see and hear Him, and (3) because His voice would carry better across the water.)

6. Direct students to listen as you (or an assistant) read Luke 5:4-11. To test students’ understanding after hearing the passage read, ask these questions:

- 1) How many fish did Simon expect to catch? (None.)
- 2) Why was Simon so amazed at the catch of fish? (He had never seen so many fish caught at one time before, and he knew that Jesus had performed a miracle.)
- 3) Why was Simon afraid? (He knew that Jesus had power that could come only from God.)
- 4) What did Simon do when the boats began to sink? (He fell to his knees and confessed to being a sinful man.)
- 5) What did Jesus tell Simon he would soon be catching rather than fish? (People.)
- 6) What did Simon, James and John do after they got back to the shore? (They left everything and followed Jesus.)

7. Again, ask students to listen as you read Luke 5:27-28. Use the lesson comments under “NO LONGER A MAN WHO GATHERS TAXES” to explain to students why tax gatherers were so despised by the Jewish people. Call attention to the statement in Luke 5:28 that Levi left everything and followed Jesus.

Encourage Application

8. Pose this question to students: “From this lesson, what type of people did Jesus choose to be his disciples?” Lead them to understand that Jesus’ disciples were not chosen from among the religious leaders of the time. Explain that they were just ordinary people who were willing to leave their old lives and put Jesus first, ahead of everything else.

9. Comment that Jesus still calls people today to follow him. Continue, saying that when he calls people, he calls them to a task. Ask, “Is there a task he is calling you to do?” Suggest to students that you will be happy to talk with them privately anytime they have a question about God’s call.

Additional Teaching Ideas

Connect with Life: *Want Ad.* Bring a want ad section from the newspaper to class. Show it to students and explain its purpose. Say, “I have a want ad that I would like to read to you. I wonder if anyone here might be interested in this job.” Read the ad, as follows:

Wanted. Several strong, healthy persons for new work. Will train for high-risk service position. No school education required. Long hours. No pay. Must leave home and family. Travel through several countries on foot (walking). Requires sleeping outdoors with no shelter. Must provide own food and clothing.

Ask, Would anyone like to apply for this position? Encourage discussion about why students would or would not be interested in this job. Then tell students that today’s lesson is about four men who were asked to take such a position, and immediately accepted it.

Connect with Life: *Pantomime.* Enlist someone to do a pantomime of a person catching a fish. Direct the actor to go through all the motions; that is, baiting the hook, casting, waiting a few moments, feeling the first nibble, jerking the line and showing excitement while reeling in the fish. Ask, “What did you see?” Permit students to respond. When they have correctly identified the pantomime scene, explain that the lesson today is about some men who worked as fishermen, going out in their boats and fishing with large nets.

Guide the Study: *Matching Quiz.* Make a quiz sheet for students to use in matching words and definitions from the “WORD STUDY” in the lesson comments. In a column on the left side of the sheet, number from 1 to 7 and list the words. In a second column, on the right side of the sheet, use letters from a to g and list the definitions in random order. Make a copy for each student. Instruct students to draw a line from each word to its correct

definition. Allow five minutes for students to complete the quiz, then compare answers to the “WORD STUDY” list.

Guide the Study: *Dual Names.* Explain how Simon and Levi sometimes went by other names, as follows: People in the Bible are often called by two or more names. Sometimes a person’s name was changed when an important event took place in his life. Two of the men in today’s lesson are called by different names elsewhere in the Bible. Jesus gave Simon the name “Peter” after Simon confessed that Jesus was the One Who is coming, or Messiah (Matthew 16:16-18). Matthew 4:18 connects the two names. Peter was also called “Cephas” and “Simeon.” These names have the same meanings as “Peter” and “Simon,” but in another language. Levi, the man who gathered taxes, was also known as “Matthew.” Both Mark (Mk. 2:14) and Luke (Lk. 5:27) called him “Levi” as he accepted Jesus’ call to be a follower (disciple), while the first gospel gave his name as “Matthew” (Matthew 9:9).

Encourage Application: *Discussion Questions.* Refer students to the “THINGS TO THINK ABOUT” section in the lesson comments. Ask a student to read the first question aloud. Encourage students to discuss and answer the question. Continue in the same manner with the other three questions by first letting a student read the question, then allowing time for discussion and answering.

Answers to Questions: *To help the discussion.*

1. Jesus gave the fishermen a miracle, the largest catch of fish they had ever seen.
2. Simon and the others took their boats to shore, left all and followed Jesus. It took a lot of courage to do that.
3. Levi made a lot of money in his job of collecting taxes. After Levi met Jesus, he did not worry about leaving everything behind. He knew that Jesus would take care of him and always be with him.
4. Yes, Jesus still calls people to follow Him today. He calls through his Word, the Bible, prayer and worship. Do you know someone Jesus has called? Is He calling you? If so, what do you think Jesus is calling you to do? You may want to talk with a Christian teacher or friend about it.

Lesson Three

Living as Forgiven People

Focal Text: Luke 7:36-50

Memory Verse: Luke 7:50: “He said to the woman, ‘Your faith has saved you from the punishment of sin. Go in peace.’”

Main Focus: The person who has been forgiven finds ways to show love and thanks.

Study Aim: To help us find ways to thank God for forgiving us.

Teaching Plan

Connect with Life

1. Explore the customs of different people groups around the world. To do this, first ask students to identify some American customs, especially any they find to be strange or unusual. Then suggest that students mention some customs of other countries around the world. To get their thoughts flowing, use examples given in the first two opening paragraphs to the lesson comments.

Guide the Study

2. Use the third of the three opening paragraphs in the lesson comments to review and lead into the study for today. Request a volunteer to read this paragraph.
3. Display a teaching outline of the lesson on a chalkboard, sheet of newsprint or poster board. Use the four sub-topic headings from the lesson comments as points for the outline. Add the scripture references to which these sections refer.
4. Refer to the first point of the outline. Read the scripture passage (Luke 7:36-38) aloud. Enlist someone to read all of the section, “SHOWING THANKS IN HER OWN WAY”, from the lesson comments. Repeat the question asked in the last sentence of that section, “How can we say thanks?” Suggest the following as some of the ways we can show gratitude to God for his forgiveness:

- 1) Share the gospel of Jesus Christ with the people of our state, nation and around the world.
 - 2) Minister to the needs of people in the name of Jesus.
 - 3) Help other people to be ministers in the church and in the world.
 - 4) Teach our families to know and love Jesus.
 - 5) Make our churches strong, and start new churches.
5. Direct attention to the second point of the outline, then read Luke 7:39. In a brief lecture, describe the wrongful attitudes of Simon and most of the other proud religious law-keepers (Pharisees). Use the lesson comments from “SIMON’S PROUD ATTITUDE” to explain Simon’s thoughts and his disregard for the usual Jewish customs when receiving Jesus into his home.
 6. Read the third point of the outline, “NEITHER ONE COULD PAY.” Then read Luke 7:40-43. Comment that both persons owed a debt they could not pay, yet the full amount each owed was forgiven by the lender. Say that both men should have been grateful to the lender. Point out that the woman in the parable showed her gratitude to Jesus, but that Simon, the proud religious law-keeper (Pharisee) did not.
 7. Summarize the meaning of the parable, as follows:
 - ? ?We all have a debt of sin that we owe to God.
 - ? ?Some of us may have sinned a little. Some may have sinned much. But how little or how much we have sinned is not important.
 - ? ?If we trust in Jesus, God forgives *all* of our sin.
 - ? ?Because we are grateful for God’s forgiveness, we should show our love for Him.
 9. Before reading the final Scripture passage, describe to students three Jewish customs which a host was expected to honor when a guest arrived:

- 1) *Feet washing*. The soil was very dry and dusty. People wore only sandals, so that washing the feet was a luxury as well as a necessity for comfort and health. It was therefore a responsibility of the host to provide water and see that a guest's feet were bathed. A servant usually did the washing and drying of the guest's feet.
- 2) *Kiss*. The host would normally greet a guest with an embrace and a kiss on the cheek or forehead. The kiss was an act of friendship and peace. To kiss the feet was an act of great respect and reverence.
- 3) *Drop of Oil*. The third courtesy of a host was to place a drop of sweet-smelling oil or perfume on the head of his guest.

10. Indicate the last item of the outline, "HOW THEN SHOULD WE LIVE?" Read Luke 7:44-50 to students. Contrast the actions of the sinful woman to those of Simon. Ask, Who do you think was forgiven most, Simon or the woman? Comment that the woman was aware of her sin and Jesus' forgiveness. Say that she poured forth her love in gratitude. Note that, in contrast, Simon denied his sinfulness and showed no love; therefore, was not forgiven.

Encourage Application

11. Direct students to think of themselves in relation to the people of the Bible lesson. Explain that you will ask some questions but that they should answer silently to themselves. Ask these questions: "Are you more like Simon the Pharisee or the sinful woman? Whom do you want to be more like? What steps can you take to receive God's forgiveness and show your love for Him?" Encourage students to think about these questions and to decide if there is more they need to do in response to the forgiveness God offers.

Additional Teaching Ideas

Connect with Life: Role-Play. Select two students to play the parts of *host* and *guest*. Direct the role players to use their real first names. Give these instructions to the host: "You have invited (guest role player's name) to be your guest at a meal. The guest has just arrived at your door. Pretend that you want to be a very good host. Go to the door, greet the guest, and do everything you can think of to make your guest relaxed and comfortable."

Instruct the guest player to politely accept or decline the host's acts of kindness. After the guest has been well tended, allow class members to evaluate the role-play and suggest other things the host could have done. Next, use the same two players (or enlist two new ones) to act out a similar scene. This time, however, whisper instructions to the host to receive the guest without shaking hands, offering a soft drink to the guest, or making any other attempts to be friendly or kind. When this scene has been acted out, ask the guest how she or he felt about the host's welcome. Lead the students to recognize that following certain customs and formalities is characteristic of a good host.

Guide the Study: *Word Study.* Refer students to the "WORD STUDY" section on page 17 of the lesson comments. Remark that it is important to understand the meanings of these ten words before beginning the study of today's lesson. Study one word at a time. Ask someone to read the word and its definition. Help with the pronunciation or further define the word as needed. Ask a student to find the word (in bold type) in the lesson comments and to read aloud the sentence in which the word appears. Continue to discuss the word and give examples of its use until students have a good grasp of its meaning, then go on to the next word. (This activity should be used before or immediately after "Connect with Life".)

Guide the Study: *Kingdom People.* Comment that in last week's lesson Jesus called three fishermen and a man who gathered taxes as His followers. State that in today's Scripture text Jesus forgave a sinful woman. Ask, Why did Jesus not bring proud religious law-keepers (Pharisees) and teachers of the Law (scribes) into His holy nation (kingdom) rather than common people? (The religious leaders did not believe that Jesus was from God and refused to admit their sinfulness, while the common people were more willing to trust Jesus and admit their sin.)

Lesson Four

Sent to Do the Lord's Work

Bible Text: Luke 10:1-17

Memory Verse: John 6:29 "This is the work of God, that you put your trust in the One He has sent."

Main Focus: All Christians are sent into the world to do the Lord's work.

Teaching Plan

Connect with Life

1. Prearrange to have someone bring a message to you just as the class begins. Instruct this person to wear or carry a large sign with the word "Messenger" on it. Advise the messenger to be sure that the sign is visible to the class.
2. Receive the message and, as the message carrier leaves, say, "Thank you, messenger." Open the message and, with a look of amazement, read it to the class: "The holy nation of God is near you."
3. Pause briefly. Then say, this lesson is titled "Sent to Do the Lord's Work." Ask, "Who carries a message?" If no one answers, remind students of the sign displayed by the person who brought you the message. Say, "In the Bible study today, Jesus sent out messengers with the same message we received in the class today." Recall the message, "The holy nation of God is near you."

Guide the Study

4. Divide the class into two groups. Give each group an assignment typed or written on a sheet of paper. Instruct both groups to be ready to report in ten minutes. Provide a note pad and pens or pencils for one person in each group to write out the group's answers. Monitor the groups to offer advice as needed. Instructions for the groups are given below:

Group 1

Use Luke 10:1-4 and the section “JESUS SENDS OUT THE SEVENTY” in the lesson comments to answer these questions:

- 1) *Verse 1.* Why did Jesus send the messengers out two by two?
- 2) *Verse 2.* What was Jesus’ first instruction to the messengers?
- 3) *Verse 3.* Who were the “lambs” and who were the “wolves?”
- 4) *Verse 4.* Why did Jesus tell the messengers to carry no money or extra clothing, and not to greet people along the road as was the custom?

Group 2

Use Luke 10:5-12 and the section “GOING INTO THE HOUSES AND CITIES” in the lesson comments to answer these questions:

4. *Verse 5.* What was the first thing the messengers were to do upon entering a house?
 5. *Verse 7.* Why do you think Jesus wanted the messengers to stay in the same house?
 6. *Verse 8.* Why did Jesus tell the messengers to eat whatever was set before them?
 7. *Verses 10-12.* What were the messengers to do when the people in a town did not welcome them?
5. After about ten minutes, call for reports, first from Group 1 and then from Group 2. Call for one volunteer to read the Scripture text assigned to that group. Then request another volunteer to read each of the questions along with the group’s answer to that question.

6. Direct students to listen as you read Luke 10:13-16. Give a brief lecture to cover these verses, with these points:

? ? Jesus named three towns that had not accepted Him and the holy nation of God (kingdom of God). These were Chorazin, Bethsaida, and Capernaum.

? ? These were Jewish towns in Galilee with a background of Jewish history to help them understand Jesus' message. They also had seen Him perform miracles. Even with these advantages, they did not believe in Jesus.

? ? Tyre and Sidon, on the other hand, were not Jewish towns and were known for their wickedness. Even without the Jewish background for understanding, Jesus said that these towns would have believed Him and turned away from their sins (repented).

? ? Because the three Jewish towns did not accept Jesus, they would be judged by history and would have no future. The religious leaders and people of these towns who had not trusted Jesus would be judged on the day men stand before God (Day of Judgment).

? ? In verse 16, Jesus tells the seventy messengers that they represent Him; therefore, anyone who listens to them listens to Him. And those who do not listen to His messengers do not listen to Him either.

7. Mention that in verse 17, the workers returned from the field to rejoice with the Master over the harvest. Comment that the messengers who had gone out returned with great joy because of the good results of their journey.

Encourage Application

8. Ask, Does Jesus still need messengers today? To confirm that the answer is "yes," note that the world population has grown far beyond that of the First Century. Explain that there are more than six billion people in the world today. Compare that to a population in the time of Jesus that may have numbered only in the millions. Say, "There is much grain ready to gather, but the workers are still few."

9. Present this question to the class: Do we have a responsibility to be messengers for Jesus? Refer to the last paragraph under the introduction to the lesson on Page 24, which begins with, “The call to be a Christian...” Permit a student to read that paragraph aloud. After the student finishes, repeat the last line, “They told the people that Jesus was coming soon.” Say, “Isn’t it our responsibility to tell people that Jesus is coming *again* soon?”
10. Suggest that class members brainstorm to name some ways they can be messengers for Jesus.

Additional Teaching Ideas

Connect with Life: Training. Ask, Have any of you ever had a new job? (All that have ever worked should answer yes.) Then ask, What was the first thing that happened the day you went to work? Pursue this question until someone mentions some aspect of training. Develop the point that some training is almost always required before you can begin work on a new job. Suggest that it may be as simple as someone showing you which button to push on a machine or you may be sent to a school or class for special training. Comment that in today’s Bible study, Jesus chooses seventy messengers, and that He gives them special instruction and training before He sends them out to do His work.

Guide the Study: What If...? Read Luke 10:1 aloud. Then give this scenario: “Suppose that Jesus was very busy teaching and performing miracles. He just didn’t have time to stop and tell the messengers what to do on their trip. How well do you think the messengers would have succeeded on their mission?” Allow time for discussion. Then instruct class members to listen as you read Luke 10:2-12. Ask students to identify all of the training instructions Jesus gave to the messengers. List these on the chalkboard as they are mentioned. Add any that are overlooked by the students. Encourage the class to ask questions, and provide any explanations needed.

Encourage Application: Speaking out for Jesus. Reread Luke 10:16. Lead class members in a discussion of whether this Scripture applies to Christians today.

Lesson Five

What Can I Do?

Focal Text: Luke 10:25-37

Memory Verse: The man said, “You must love the Lord your God with all your heart. You must love Him with all your soul. You must love Him with all your strength. You must love Him with all your mind. You must love your neighbor as you love yourself.” Luke 15:27

Main Focus: We are to love every person Jesus loves and show that love.

Study Aim: To determine if I know how to love as Jesus does and decide on ways to go and do in Jesus’ name.

Teaching Plan

Connect with Life

1. Select three persons to serve on a panel. Seat them in front, facing the class. State that you will give them a question to discuss and that you will be the moderator, or discussion leader. Explain that they will have five minutes to discuss the question, and that they should try to come to an agreement on the answer. Write the question “Who is my neighbor?” on the chalkboard or display it on a poster board.
2. Involve the panel in a discussion of the question, “Who is my neighbor?” To get started, ask one of the panelists to suggest a possible answer to the question. Encourage all three panelists to offer opinions, but allow only one to speak at a time. As moderator, keep the discussion moving and on the right track, but let the panelists decide on their answer. Simply ask questions or make comments to help them along. Direct a spokesperson for the panel to summarize the panel’s answer. Ask the rest of the class whether they agree or disagree with the panel’s conclusions.
3. Remark that the Bible study today provides an interesting story to help answer the question, “Who is my neighbor?” Suggest that the panel may change its answer after they hear the parable in today’s lesson.

Guide the Study

4. Remind students that the lessons for the last four weeks have been from the book of Luke. Review the lesson titles and contents briefly. State that today's lesson begins a new unit, but that the five lessons of the unit will continue to be from Luke's gospel. Refer to the introductory page for Unit 2 in the lesson comments. Ask students to quickly scan the lesson titles and unit information.
5. Request a volunteer to read Luke 10:25-28 from the scriptures printed in the lesson comments. Direct others to follow along as the volunteer reads.
6. Comment that the man who stood and asked the question was a teacher of the Law (Scribe). Remark that the man was an expert in Jewish religious law. Explain that teachers of the Law copied, studied and interpreted the laws that had been handed down from the time of Moses. Mention that all of these laws together are usually called "the Law of Moses," or briefly "the Law."
7. Lead the class in a group discussion of the questions below. (Possible answers are provided in parentheses for the teacher's benefit only.)
 - 1) Luke 10:25. What is *life that lasts forever*? (Eternal life; never-ending life; spiritual life that goes on after physical death; continual life in fellowship with God.)
 - 2) Luke 10:25. What must you do to have *life that lasts forever*? (Believe that Jesus is Christ, the Son of God, and make Him Lord of your life. Or, as Jesus advised the Scribe, obey the Law of Moses in every detail and without fail for all of your life; but, as Jesus knew, this is impossible for any human to do.)
 - 3) Luke 10:26. Why do you think Jesus asked the man questions about the Law? (Because he was an expert in the Law and should have known the correct answers to the questions.)
 - 4) Luke 10:27. Where do you think the man got his answer to Jesus' question? (It was a summary of all the elements of the Law.)

8. Display a map of Palestine in New Testament times. If a large, printed map is not available, draw a simple outline map on the chalkboard. Point out for students the main features of the area, such as the Mediterranean Sea, Jordan River, Sea of Galilee, and important biblical cities. Identify especially the territories of Galilee, Samaria and Judea.
9. Provide background information to explain the hatred that existed between the Jewish and Samaritan peoples, as follows: The Jewish people, who lived in the land, were invaded in 722 B. C. and were defeated by Assyria. The Assyrians moved many of the Jews to other lands. Then they brought people of other races in to live among the Jews who were left there. The Jewish people married the people of other races. Because of these mixed marriages, the Jews looked upon Samaritans as impure, and the Jews and Samaritans came to hate one another.
10. Read Luke 10:29-37 aloud. Recall the panel discussion at the beginning of the class. Ask the panelists if they now feel any differently about their answer to the question, “Who is my neighbor?”

Encourage Application

11. Direct students to look at the three questions in the “THINGS TO THINK ABOUT” section of the lesson comments. Ask for volunteers to give their answers.

Additional Teaching Ideas

Connect with Life: *Emergency!* Read the following case study to students, and ask the questions that follow: At 5:30 Friday afternoon, Antonio guided his car down the freeway. He was on his way to pick up his wife at her office. They had dinner reservations at 6:00 p. m. at a restaurant, and were to meet some friends there. Antonio had just enough time to pick up his wife and get to the restaurant by 6:00. Suddenly, just ahead, Antonio saw two cars crash together. The accident looked bad. Thoughts began to flash through Antonio’s head: “Surely someone was hurt in such a hard collision. But why should I stop? I don’t know how to direct traffic or help people who are hurt. What could I do? Besides, if I’m late, my wife and friends will be worried and angry! And it’s too risky to stop in this fast-moving

traffic.” Were Antonio’s thoughts reasonable, or was he being selfish? What should Antonio’s first concern be in this situation? How do most people react in cases like this?

Guide the Study: *Story and Pictures.* Refer to the core sentences and picture sequence sheets that came with this lesson (pages iv – v). Make a copy of the picture sequence sheet for each student, or create an overhead projector slide of the pictures. Note that the core sentences are divided into three sections, the middle section of which is the Parable of the Good Samaritan. Read the first section of core sentences to the class. Then give a copy of the picture page to each student, or project the overhead slide onto a screen. Instruct students to follow the picture sequence, panel by panel, as you read the Parable of the Good Samaritan from section 2 of the core sentences. Pause, then read the conclusion of the story in the last section of core sentences. Request a volunteer to retell the Parable of the Good Samaritan by looking only at the picture sequence page. Allow others to retell the parable if time permits.

Encourage Application: *Then and Now.* Write on a sheet of newsprint: “Life is so different today that the teachings of the Good Samaritan story no longer apply.” Ask students whether they agree or disagree with the statement. Encourage discussion, first of *how* things are different now, then of what conditions are the same and, finally, whether these differences change the value of the parable to people today. Lead students to understand that, though circumstances change, Bible truths are good for all times.

Encourage Application: *Who Is Your Samaritan?* Tell the students to find the “WHAT CAN I DO?” section of the lesson comments. Remark that this is a modern story by the lesson comments writer that is like the parable of the Good Samaritan. Invite students to tell their “Good Samaritan” story of someone who has shown kindness to themselves or others

Lesson 5

Luke 10:25-37

Core Sentences for Pictures Sequence Page

A man asked Jesus a question. He was trying to trap Him, "What must I do to have life that lasts forever?"

Jesus asked him a question. "What does the law say?"

The man said, "Love God with all your heart, soul, strength and mind. Love your neighbor as you love yourself."

Jesus said, "This is right. Do this and you will have life."

The man wanted to look good. He said, "Who is my neighbor?"

Jesus answer:

1. A man was going down from Jerusalem to the city of Jericho.
 2. Robbers came out after him. They took his clothes and beat him. He was almost dead,
 3. A religious man saw him and went by on the other side of the road.
 4. A man from the family group of Levi came near him and kept on going on the other side of the road.
 5. A man from the country of Samaria came by. He went up to the man and showed loving-pity.
 6. He poured oil and wine on the places where he was hurt.
 7. He put him on his donkey and took him to a place where people stay for the night.
 8. He gave the owner money to care for the man. He told him he would give him more if he needed it.
-

Jesus asked, "Who was a neighbor?"

The man who knew the law answered. The one who showed loving-pity on him."

Jesus said, "Go and do the same."



Lesson Six

What Is More Important - Rules or People?

Focal Text: Luke 13:10-17

Background Text: Luke 6:6-11; 13:10-17; 14:1-6

Memory Verse: Whatever you do, do everything to honor God.

I Corinthians 10:31

Study Aim: To see ways we may be letting rules and customs keep us from helping people as Jesus would.

Teaching Plan

Connect with Life

1. Display a large sheet of newsprint on which you have written the following:

Name some of your rules and traditions for:

Greeting People	Weddings	Loyalty to Country
Older People	Marriage	Driving
Raising Children	Dating	Funerals

Divide the class into three buzz groups. Assign three of the above categories to each group. Select one column or one row per group. Or, if you prefer, let each group choose just one category with which to work. Provide a pencil and paper for each group to use to list the rules and traditions mentioned by its members. Suggest that rules or traditions of other countries may be listed, but that the country or people group should be identified along with the rule or tradition.

2. Allow several minutes for the groups to get organized and complete their lists. Call for reports from each group. Comment that this activity shows that we live by many rules and traditions. Ask, “But what is more important, rules and traditions—or people?” Direct students to find the lesson title and think about the question it asks. Say, “Let’s look at the Bible study now to find the answer.”

Guide the Study

3. Select a student to read Luke 13:10-13 from the focal passage printed in the lesson comments. Comment that, for the Jewish people, the Day of Rest (Sabbath) was a time to do no work and to worship God, much the same as Sunday is to us. Explain that the Jewish religious leaders, however, had many rules and traditions for the Day of Rest (Sabbath) that were not important; yet, the people were expected to follow them. Say, “One of the rules was that a person could not be helped to get better from an ailment of any kind on that day.”
4. Write this question across the top of the chalkboard: “Do you think it was okay for Jesus to heal the woman on the Day of Rest (Sabbath)?” Explain to the students that you will take a poll to find out how many think the answer is *yes* and how many believe it is *no*. Below the question on the chalkboard write, “Yes” on the left side and “No” on the right side. Call for all who want to answer *yes* to raise their hands. Count, then enter the total number of *yes* answers on the board. Go through the same process for the *no* answers. Indicate the “No” answers and remind students that, during Jesus’ ministry, the religious leaders thought that it was wrong to heal anyone on the Day of Rest. Point to the “Yes” answers and comment that most people today think that it is okay for doctors and nurses to help someone who is sick or hurt on any day of the week, including holy days and holidays.
5. Write two words halfway down on the chalkboard, “Help” on the left side and “Need” on the right side. Draw an arrow from “Help” to “Need” to illustrate that it is no problem here getting help when you have a need. Ask, “But what if there is a rule or law that no one can work on Sunday?” Draw a heavy line down the center of the chalkboard between the two words. Point out that there is now a problem on Sunday and you can no longer get help when there is a need. Ask, What can be done if someone is very sick or is injured in an accident—without breaking the rule? Say, “Let’s look at our Bible text to see what Jesus did in this situation and why.”
6. Suggest that students follow silently as you read Luke 13:14-17 from the focal passage printed in the lesson comments. Describe the ruler or leader of the Jewish place of worship (synagogue) as a very important person. Explain that he was in charge of the worship services and chose

the persons who would lead in prayer, read from the Holy Writings (Scripture) books (scrolls), or teach. Note that the ruler spoke to the people, not to Jesus. Say, “He told them to come and be healed during the week, not on the Day of Rest (Sabbath).” Comment that the woman did not ask to be healed; yet, the ruler acted as if she was to blame.

7. Call attention to the way Jesus responded to the ruler’s anger. Describe how he compared the way the Jews treated their animals to how they treated people. Explain that the Jews cared for their oxen and donkeys on the Day of Rest (Sabbath), but would not help a person in need.

Encourage Application

8. Comment that people sometimes forget what is important in life. Say, “We often follow rules and traditions so exactly that we are rude and unkind to other people in doing so.” Say, “There is one rule that is very important, and that is to always make *people* more important than *rules*.”

Additional Teaching Ideas

Connect with Life: *Sentence Strips*. Make and display around the room a variety of sentence strips related to rules. Write your own or select from these: You have to play by the rules; You can’t keep changing the rules; I don’t make the rules; The Golden Rule: Do unto others as you would have them do unto you; That’s the rule; Rules are made to be broken; Who makes the rules?; You can’t make up the rules as you go; What are the rules of this game?; Rule No. 1: There will be no more rules; You know the rule; You can’t bend the rules; We all have to go by the rules.

As class members arrive, invite them to read the sentence strips aloud. Ask if they have ever heard any of these expressions. If needed, help them to understand what the terms mean.

Connect with Life: *Rules*. Raise the question, “Why must we have rules?” Permit several class members to express their thoughts. Then ask, “What about traditions?” Say, “First, let’s see what a tradition is.” Let someone read the definition of *traditions* from the “WORD STUDY” on page 42 of the lesson comments. Ask, “Are traditions good or bad?” After some discussion, tell students that there are no correct answers to this question, but that traditions have both good and bad points at times. Lead into the Bible

study by asking: “Are there times when a rule or tradition should be broken?” Wait for students to comment, then go directly into the lesson.

Connect with Life: *Family Traditions.* Question class members about their family rules and traditions. Encourage discussion with questions such as these: “What are some of the rules and traditions you have in your family? Who makes the rules? Do you have many or few family traditions? How strict are family members in following them? How do you feel about the fairness of the rules and traditions in your home? How do other family members feel about them? Can you think of a time when someone was allowed to break a rule rather than hurt another person?”

Guide the Study: *Synagogues.* Lead students to understand the importance of the synagogue in Jewish life. Enlist a student to read the second paragraph under “HELPING PEOPLE” on page 39 of the lesson comments. Call attention to the next few paragraphs in that same section which explain Jesus’ frequent use of the synagogue. Remind students of Lesson 1 in the previous unit of study in which Jesus read the book (scroll) in the synagogue of His hometown, then told them that He was the One Who speaks for God (Messiah).

Encourage Application: *Sunday.* Involve students in a discussion of how rules and traditions apply to Sunday. Ask them to name some of the laws, rules and traditions that we have in this country related to Sunday. Suggest that students from other countries may also mention the rules and traditions of their people. Ask such questions as: “Who should be allowed to work on Sundays: pastors, doctors and nurses, police, or fire fighters? Who else? Should gas stations, grocery stores, department stores, and pharmacies be allowed to open on Sundays? Should we have laws to keep businesses closed, or is it our responsibility as Christians to not shop on Sundays? What do you think about people who work in their gardens or yards on Sunday? How do you feel about people who are not Christians working on Sunday?” Summarize by saying that there are no right or wrong answers to these questions, but that it is what we feel in our hearts that is important to remember. Conclude by reminding the class of what God said in Deuteronomy 5:12, “Remember the Day of Rest, to keep it holy, as the Lord your God told you.” Or read it from your favorite version.

Lesson Seven

Jesus Lives!

Focal Text: Luke 24:13-35

Background: Luke 24:1-53

Memory Verse: They said, “For sure the Lord is risen and was seen by Simon.” Luke 24:34

Study Aim: How can we understand and share the good news of the resurrected Jesus?

Teaching Plan

Connect with Life

1. Relate this story to the class:

Two businessmen, Paul and George, were out walking on the streets of their city at lunchtime. They talked as they walked. Before long, they met a third man going in the same direction. The man greeted them cheerfully and began to talk with them as they walked. They agreed that the weather was nice, and talked about the benefits of walking for health. They were all dressed casually because of the warm day. Soon, they said goodbye and headed back to their offices.

That night, Paul called George on the telephone. “Do you know who that man was that we walked and talked with at lunch?” Paul asked. “No,” answered George, “Do you?” “I do now,” replied Paul. “I was just watching the evening news on television, and there he was all dressed up in his business suit,” he continued. “It was the mayor of our city! I guess we just didn’t recognize him in casual clothes.”

2. Comment that sometimes we meet people we once knew and don’t remember them at first. Say, “Or because they are dressed differently, we don’t recognize them.” Explain that today we will learn about two men who knew Jesus but didn’t recognize Him as they walked along the road together.

Guide the Study

3. Select a student to read Luke 24:13-27. Use information from page 45 of the lesson comments section, “THEY WERE NOT SURE,” to examine this part of the focal text. Further explore the material with these questions and remarks:

Verse 13. Emmaus was about seven miles from Jerusalem. This seems like a long way to walk to us because we need only to walk to the car or bus stop to go somewhere. But, even today, some people in poorer countries must walk very long distances to schools, shops and even to find and bring water back to their homes.

Verse 16. Why did the two followers not know who Jesus was? Ask: “Was the late evening sun in their eyes? Were their eyes cloudy from tears and dust? Were they just not expecting to see Jesus Whom they knew had died three days earlier? Or, did Jesus look different in some way?” Explain that we really don’t know, but Jesus seems to have somehow masked or hidden their ability to recognize Him.

Verses 17-18. After Jesus asked them what they were talking about, the two followers “...stood still and looked sad.” Today, we might say they *stopped in their tracks*, as if to say, “Where have you *been*?” or “You’ve been in Jerusalem and you didn’t *hear* about this?”

Verse 19. Jesus asked, “What things?” But he knew exactly what had happened in Jerusalem. He had been there. It happened to Him! Why, then, did He ask the two followers to explain what had happened? (Jesus needed an opening to lead them from what they knew to the truth of what the early preachers, or prophets, had said about Him.)

Verses 21-27. Read Luke 9:22-23 from a Bible. Jesus had tried to teach His followers all the things that would happen to Him and what they were to do. But they did not listen. They kept on wanting Him to be a strong military leader and earthly king Who would free them from rule by the Romans.

4. Request another student to read the rest of the focal text, Luke 24:28-35. Comment that when they got to Emmaus, Jesus acted as if He would continue on. Say, “But the two followers seemed to be anxious for Him

to stay, so He did.” See the section entitled, “THE GREATEST BIBLE STUDY,” on page 47 of the lesson comments for other thoughts to include in your discussion.

5. Review the questions under “THINGS TO THINK ABOUT” on page 48 of the lesson comments. Allow students to respond to and discuss the questions.

Encourage Application

6. Pose the question, “How did the attitude change in these two followers from the time they left Jerusalem until the time they returned there?” Question the followers about how the two felt as they walked down the road to Emmaus. Compare their sadness then to their joy when they learned that Jesus was really alive. Comment that they could not wait to tell the other followers, and that they made the two-hour walk back to Jerusalem after dark to share their experience.
7. Ask, “do you have that joy in your life now?” Or, “are you still walking down the road filled with sadness?” Say, “You cannot help but have joy when you let Jesus come into your heart.” You may want to add a note of testimony; such as, “I not only have that joy, but I have so much that I want to share the joy with others.”

Additional Teaching Ideas

Connect with Life or Encourage Application: *Proof of the Resurrection.* Ask: “Why do we believe that Jesus was raised from the dead? Why do we believe in the resurrection?” Encourage students to suggest reasons to believe that the resurrection really happened. Then offer these proofs of the resurrection:

The Empty Tomb. The Jewish religious leaders made sure that Jesus’ body was sealed in the tomb. A heavy stone covered the entrance. They also placed guards by the tomb to make sure that no one removed the body. On the third day, Mary Magdalene, the other women, Peter and the other follower all saw inside the empty tomb. Jesus was not there. He had risen.

Written Proof. The writings of the New Testament have never been proved wrong. They were written by several different good and honest people. Most of these writers actually saw and experienced the events about which they wrote.

People Who Saw Jesus. The Bible records at least ten times that people saw Jesus after He died on the cross. More than five hundred people saw Him. The word of only one or two honest persons is usually enough to prove a case in court. Five hundred people could not all be wrong.

Change in the Followers. The followers (disciples) did not believe Jesus when He told them He would die and rise again on the third day. After He did die, they were a sad, disappointed and confused group of people. They were afraid of the Jewish religious leaders. When Jesus appeared to them on the third day, they changed dramatically. They became strong and bold. They were no longer afraid. They spoke of their faith openly, and stood up against the religious leaders. They would not have changed so much if they were not absolutely certain of Jesus' resurrection.

Guide the Study: *Monologue.* Enlist someone to do a monologue of Cleopas. This person could be a class member, a youth, an adult friend, or yourself. Instruct this person to develop the monologue from the focal text for today's lesson, Luke 24:13-35. Provide a copy of the focal text to the person in advance to allow him or her time to write and practice the monologue. If that is not possible, just ask the person to scan the focal text verse by verse and put the thoughts (from the viewpoint of Cleopas) into his or her own words for an impromptu monologue.

Encourage Application: *Run Tep's Story.* Direct students to read silently the story of Run Tep in the lesson comments. Watch for signs indicating that the students are through reading. Then ask, "What have you learned from Run Tep's story?" Look at the students and question them, "Do you have a story like this to tell?" Encourage students to be ready to tell their stories (give their testimonies) so that others can learn about Jesus. If one or two students are willing to share their testimonies, let them do it now.

Encourage Application: *He Lives!* Enlist one or more persons to play and sing the hymn, "He Lives." This may be done using a piano, guitar or other instrument, or even without musical accompaniment. If no musical talent is available, simply read the hymn poetically.

Lesson Eight

Who Is Invited?

Focal Text: Luke 5:29-32, 14:12-15

Background: Luke 5:27-32, 14:1-24

Memory Verse: “I have not come to call good people. I have come to call sinners to be sorry for their sins and to turn from them.” Luke 5:32

Main Focus: Jesus was friendly with people who were unwanted. He loved all people.

Teaching Plan

Connect with Life

1. Involve the class in a discussion of the people they know, especially their close friends. Ask a series of quick questions, such as these: “What age are your friends? What race? What is their educational level? Do they have more money or less money than you? What is their work? What are their hobbies or interests?”
2. Allow students to respond briefly. Suggest that they compare their friends to themselves. Ask, “How are they like you?” Then, “How are they different from you?” Lead them to realize that most people choose friends who look and act much like themselves, who have about the same education and income levels, and who enjoy the same things.

Guide the Study

3. Ask, “Does anyone remember Levi?” Remind students of the study five weeks ago when Jesus called His first followers. Say, “First there were the three fishermen, Simon (Peter), James and John; then, He asked Levi, who gathered taxes, to follow Him.” Remark that we meet Levi again in the lesson for today.
4. Invite class members to join with you in reading Luke 5:29-32 from the lesson comments. Direct them to follow, reading aloud, as you lead.

5. Explain the Bible text with these comments:

? ?Levi had a new friend, Jesus. He wanted his old friends to meet his new Friend. Levi arranged a big meal, or banquet, for his friends with Jesus as the guest of honor. Levi's friends were mostly tax gatherers or others who did not follow all of the strict rules made by the religious leaders. Remind students of how the Jewish people hated the tax gatherers. Mention also that the people who did not follow their rules were considered "sinners" by the religious leaders.

? ?The teachers of the Law (scribes) and the proud religious law-keepers (Pharisees) were there. They were not invited but, as was the custom, they stood around and watched. They had been following Jesus, trying to make Him look bad to the people.

? ?The religious leaders did not think Jesus should eat with tax gatherers and sinners. To do so suggested approval of their ways. They asked Jesus' followers why they would eat with these sinners.

? ?Jesus knew what the religious leaders were saying and thinking. They thought they were good because they followed all of their religious rules. They considered themselves better than the tax gatherers and sinners. Jesus told them that He had not come to call good people because people who are well do not need a doctor. What He came for was to call sinners to turn away from their sins and be right with God.

6. Read Luke 14:1; 7-11, part of the background passage, from a Bible. Ask, "What point did Jesus make in this parable?" (In God's kingdom, those who think themselves important will be humbled. And those who are humble will be made important.)

7. Let a student read Luke 14:12-15 from the lesson comments. Explain verse 12 in this way: If a host asked someone to move from one of the best places to one of lower rank, then the person moved may later invite that host to a supper and put him in a place of low rank. Say, "Thus the first host will be paid back."

8. Question students about the statement made by Jesus in verse 13. Ask, "Do you think Jesus really wants us to invite the poor, the lame, and the blind into our homes?" Explain that the Jewish religious leaders looked

down on and ignored these unwanted people, and did not allow them to take full part in religious matters. Comment that the point Jesus was making is this: Anytime we include less fortunate people in our lives and activities, we will have the present joy of giving as well as the even greater spiritual reward in heaven (verse 14).

Encourage Application

9. Comment that there are many ways we can respond to these teachings of Jesus. Refer to the introduction on page 49 of the lesson comments about a church that serves a weekly dinner to the homeless as one of those ways. Mention the points listed under “THINGS YOU CAN DO” on page 54 as other possibilities. Remark that if we are open to fellowship with the unwanted people of our cities, opportunities will come. Note also that we can make our own opportunities by actively looking for ways to be friends with the unwanted.

Additional Teaching Ideas

Connect with Life: *Watchers.* Ask students if they have a place where they can have a big cookout and invite several friends. Direct students to imagine this scene: You decide to have a big banquet in this place; for example, your backyard patio. You invite several friends. Your guests arrive and you seat them around the tables you have set up. You serve the food and the guests begin to eat. Then you look up and notice your neighbors watching you and your guests over the fence. Some people you don’t even know are standing around watching and talking amongst themselves. Ask: “Could something like this happen in America today? How would you feel? What would you do?” Say, “This sort of thing is unlikely today, but it was a custom in biblical times for uninvited guests to stand around and watch as the invited guests ate.”

Guide the Study: *Two Banquets.* Divide the students into two groups. Provide a pencil and notepad to each group for writing down their answers to the questions. Give written instructions, as follows:

Group 1. Read Luke 5:29-32 (page 50) and the section, “JESUS INVITES EVERYONE,” (pages 51-52) in the lesson comments.

Answer the following questions:

- 1) Why did Levi invite his guests to the supper?
- 2) What type of people did Levi invite as his guests?
- 3) Who else was present at the supper?
- 4) What did the religious leaders complain about?
- 5) How did Jesus respond to the religious leaders' question?

Group 2. Read Luke 14:12-15 (page 50) and the section, "JESUS AND THE PROUD RELIGIOUS LAW-KEEPERS," (pages 52-53) in the lesson comments. Answer the following questions:

- 1) Who was the man who invited Jesus to his house?
- 2) What type of people were there as guests?
- 3) Whom did Jesus suggest the man *not* invite to a meal? Why?
- 4) Whom did Jesus suggest the man invite to a meal? Why?
- 5) What did Jesus promise the man as a result of inviting those who were poor, lame and blind to his meals?

After about ten minutes, request someone from each group to read the focal text, then to read each question and the group's answer. (Substitute this for teaching steps 4-8.)

Encourage Application: *Telling Friends.* Say, "Notice that Levi invited his friends to the banquet very soon after he began to follow Jesus. What does that suggest as a method of introducing Jesus to your friends?"

Lesson Nine

What Are You So Happy About?

Focal Text: Luke 15:11-32

Background: Luke 15:1-32

Memory Verse: “I tell you, there will be more joy in heaven because of one sinner who is sorry for his sins and turns from them, than for ninety-nine people right with God who do not have sins to be sorry for.” Luke 15:7

Main Focus: God loves all people, those who worship Him and those who do not. He is happy to forgive those who return to Him.

Teaching Plan

Connect with Life

1. Bring a camera and take a picture of the class. Comment, “I have taken a snapshot of you, but I would like to have a snapshot of God too. How can I do that?” Pause to see if anyone will venture an answer. Perhaps one of the students will say that it’s impossible to take a picture of God. If not, provide that answer yourself. Then say, “We can’t take a photograph of God with a camera but, in today’s lesson, we do have a good picture of what God is like.”

Guide the Study

2. State that this study comes from one of the favorite chapters of the Bible, Luke 15. Explain that there are three different parables (or stories) in this chapter. Write at the top of the chalkboard:

The Lost Sheep	(Luke 15:3-7)
The Lost Coin	(Luke 15:8-10)
The Lost Son	(Luke 15:11-32)

Identify the theme of all three parables as God’s love for all people and His special joy when just one person turns away from sin. Say, “To fully understand the story in today’s lesson, we need to look at the entire chapter.”

3. Tell students to listen carefully as you read the first two verses of the chapter. Read Luke 15:1-2 from a Bible. Note that tax gatherers (tax collectors) were always put into the same group as sinners by the proud religious law-keepers (Pharisees) and the teachers of the law (Scribes). Ask, “What were these religious leaders complaining about?” (Jesus allowed tax collectors and sinners to listen to His teachings, and He even ate with them.)
4. Comment that, in response to the complaints by the religious leaders, Jesus told the three parables. Refer to the chalkboard and indicate that the first is the Parable of the Lost Sheep. Read Luke 15:3-7 from a Bible to relate this parable. Identify the second as the Parable of the Lost Coin, and read from the Bible Luke 15:8-10. Note the emphasis in both parables on how God rejoices over the one sinner saved.
5. Now turn attention to the focal text. Point to the third parable listed on the chalkboard. Say, this is often called, “The Parable of the Prodigal Son.” Define *prodigal* as meaning *reckless or wasteful spender*. State that this parable can be divided into three parts. List the three parts at the bottom of the chalkboard, as follows:

The Lost Son (Luke 15:11-19)
The Loving Father (Luke 15:20-24)
The Older Son (Luke 15:25-32)

Explain that in the parable, the lost son represents the tax gatherers (tax collectors) and sinners while the older brother is identified with the proud religious law-keepers and teachers of the Law (Pharisees and Scribes).

6. Remind students to keep the meaning of *prodigal* (reckless or wasteful spender) in mind as they listen to the story. Let one student read Luke 15:11-19 from the lesson comments as the rest of the class listens. Use the sections, “GOD’S LOVE” and “GOD’S LOVE REACHES OUT TO US,” from the lesson comments (pages 57-59) to elaborate on this part of the focal text.
7. Suggest that there are many lessons taught in these few verses. Ask students to identify some of the lessons they might learn from the passage. Write their responses on a sheet of newsprint. Mention any of the following lessons not named by students:

- ? ?Be satisfied with what you have.
- ? ?Be happy that you have a good home and loving parents.
- ? ?God gives us the freedom of choice, but we are responsible for the choices we make.
- ? ?You must make your own decision to turn away from sin.
- ? ?Admit your mistakes (sins) and ask forgiveness.
- ? ?Sin results in bad things happening to a person.
- ? ?Reckless living results in failure.
- ? ?You can rise above your failures.
- ? ?God will be happy when you turn away from sin.
- ? ?Sinners who repent are greatly blessed.

8. Advise students to listen as you read the second part of the parable. After reading Luke 15:20-24, make these comments:

? ?The father did not wait for the son to come to him. He ran to meet the son and greeted him happily by gathering the son into his loving arms.

? ?Before the son could finish the speech he had prepared asking forgiveness, the father forgave him and began to prepare a feast in his son's honor.

? ?The three things the father called for had special meaning. The best coat (robe) stood for honor, the ring meant authority, and the shoes indicated the status of a son (slaves did not wear shoes). Thus, the father gave back to him the same status he had before he left.

9. Request a student to read the third part of the parable (Luke 15:25-32) from the lesson comments. Ask: Whom does the older brother remind you of? Whom have we studied about recently who followed Jesus around and complained about His dealings with tax gatherers and sinners? Assist students to identify the Jewish religious leaders (Pharisees and Scribes) as the ones represented by the older brother.

Encourage Application

10. Say, "See what a beautiful story this is." Ask, "Do you think this parable gives us a good snapshot, or picture, of God?" Comment that, rather than The Parable of the Prodigal Son, or Lost Son, many Bible teachers prefer

to call it “The Parable of the Loving Father.” Ask, “Which name do you think fits the story better?”

11. Refer students to the questions under “THINGS TO THINK ABOUT” on pages 59-60 of the lesson comments. Request volunteers to suggest answers to questions 2 and 3. Encourage all students to *silently* compare themselves to the two brothers and to answer questions 1 and 4.

Additional Teaching Ideas

Connect with Life: *Lost.* Ask, “Have you ever lost something and couldn’t find it anywhere?” Say, “You look again and again in all the places where you think it might be, and it just isn’t there.” Comment that, after searching for a long time, maybe days later, you finally find it. Ask, “Remember how relieved and happy you were to find what was lost?” Say, “The lesson today is about lost things...and *lost people*. Define *lost people* as those away from God.”

Guide the Study: *Two Sons.* Prepare a chart to contrast the two sons. Use two sheets of newsprint, one for the younger son and one for the older son, placed side by side as follows:

Younger Son

Returned home in shame.
Admitted his sin.

Wanted only to work as a servant.
Begged his father for forgiveness.
Received his father’s forgiveness.

Older Son

Was proud of his faithful service.
Thought he had earned a place in his father’s household.
Bragged about his obedience.
Became jealous and angry.
Refused his father’s plea to join the celebration.

Remind students that the younger son represented the tax gatherers and sinners whom Jesus wanted to save, while the older son represented the proud religious law-keepers and teachers of the Law (Pharisees and Scribes) who thought they had already earned their salvation by righteous living. Compare the listed characteristics of the older son to those of the religious leaders.

Encourage Application: *Self-evaluation.* Comment that the father in the story loved both of his sons. Explain that God, the Father, in the same way, loves all of us, His children. Say, He wants us to accept His love and grace. Then, We can come to Him in humility and ask His forgiveness of our sin, as the younger son did, or we can reject His love as the religious leaders did. Ask (thoughtfully), “What will you do?”

Lesson Ten

Using Money

Focal Text: Luke 16:13, 19-31

Background: Luke 16:13-31

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

Main Focus: Loving things is a poor substitute for loving God and people.

Teaching Plan

Connect with Life

6. Read to students the first part of the case study below:

Su Lin had two bosses. Half of the time she worked for one boss and half of the time she worked for the other. The first boss was very kind and helpful but was starting a new business. He could pay her only \$8.00 an hour. The second boss was very rich and paid \$10.00 an hour. This boss, however, was mean to Su Lin and expected her to work very hard. She did not like him. She kept working at that job only for the money.

There came a time when both bosses wanted Su Lin to work for them all of the time. She had to decide between a job that she enjoyed and one that paid more. It was not an easy choice to make. She really needed more money to live comfortably.

Involve the students in a discussion of the choices by asking these questions: Should Su Lin take the job she enjoys but that doesn't pay as well? Or, should she go to work for the boss she doesn't like so that she can make more money? What would you do?

7. Allow time for discussion of Su Lin's choices, then read the second part of the case study to tell what choice she made.

Su Lin thought that it was more important to be happy with her work than to have more money. She went to work full time for the kind and helpful boss. She enjoyed work and life even though she had less money to live on. But Su Lin had a surprise a few weeks later. Her boss gave her a raise of \$3.00 an hour. The boss said that his business had increased because of Su Lin's good work. Now she makes \$11.00 an hour. That is more than she made working for the boss she didn't like. Now Su Lin knows that she made the right choice.

3. Advise the class that today’s study from the book of Luke is a lot like the story about Su Lin. Explain that it teaches how we must all make a choice between loving God or loving money and wealth.

Guide the Study

4. Display a visual presentation of key words for each lesson of the unit, as follows:

UNIT KEY WORDS

Unit 3: Choosing What Is Best

Lesson #	Earthly Priority	Godly Priority
Lesson 10	Wealth	Love
Lesson 11	Indifference	Gratitude
Lesson 12	Importance	Humility
Lesson 13	Self-serving	Faithfulness

This visual may be an overhead projector slide, a poster, or simply the chart written on a chalkboard. Use the display in this session to introduce the unit. Refer to it at the beginning of Lessons 11, 12, and 13 to remind students of the unit theme and to tie the lessons together.

5. Invite the students to read aloud along with you Luke 16:13 from the focal text printed in the lesson comments. Remark that the last sentence is the “Memory Verse” for this lesson. Note that it is really only a part of the verse and is very short. Encourage students to memorize that one line during this session. *Challenge* them to learn the entire verse at home.
4. Ask students to recall the story of Su Lin and compare it with verse 13. Comment that both illustrate that being faithful to God (the Good Boss) will result in greater blessings than being a slave to money (the bad boss).
5. Direct students to read silently Luke 16:19-31. Allow no more that five minutes for them to read the Scripture text, then proceed to Step 8.
6. Project onto a screen or distribute copies of the Picture Sequence Sheet that came with this lesson. Instruct students to look at the pictures and

follow the story as you tell it one picture at a time. Read the following core sentences (sentences in basic English that tell the story):

- 1) There was a rich man who dressed in purple, ate good food and lived like a king.
 - 2) There was a beggar named Lazarus who was put at the door of the rich man. He wanted to eat pieces of food that fell off the table of the rich man. Dogs came and licked his sores.
 - 3) The poor man died and was taken by the angels into the arms of Abraham.
 - 4) The rich man died and was buried.
 - 5) In hell, the rich man was in much pain. He looked up and saw Abraham with Lazarus beside him. (Refer back to Picture No. 3.)
 - 6) He cried out to Abraham, “Send Lazarus to bring me some water on his finger.”
 - 7) Abraham said, “You had good things when you were living (refer back to Picture No. 1) and Lazarus had bad things (refer back to Picture No. 2). Now Lazarus is well cared for and you are in pain. There is a deep place between us. No one can move back and forth.
 - 8) The rich man told Abraham, “send Lazarus to warn my five brothers to be sorry for their sins and turn back from them.”
 - 9) Abraham said, “If they do not listen to Moses and the early preachers, they will not listen even if someone is raised from the dead.”
9. Invite someone to look at the Picture Sequence visual and retell the story panel by panel. As time permits, allow other volunteers to tell the story in their own words.
10. To summarize the lesson, request a volunteer to read the four points listed under “TO REMEMBER” on page 67 of the lesson comments.

Encourage Application

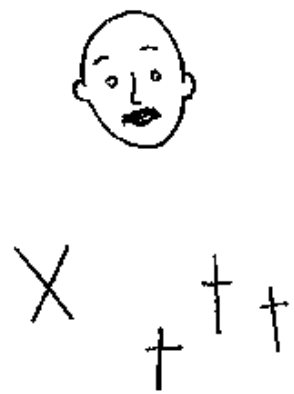
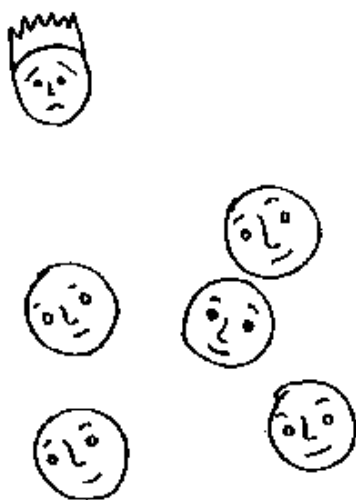
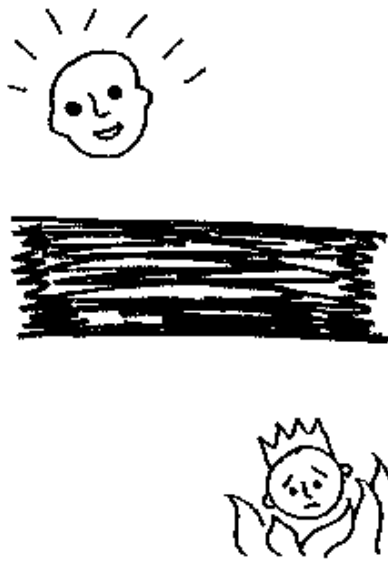
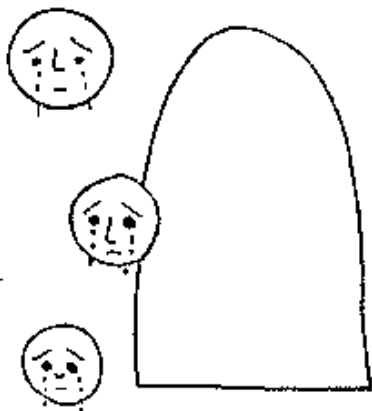
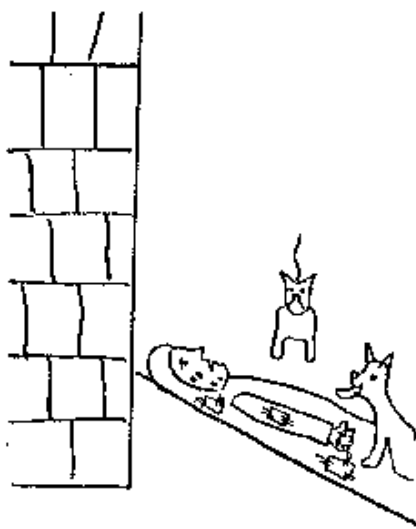
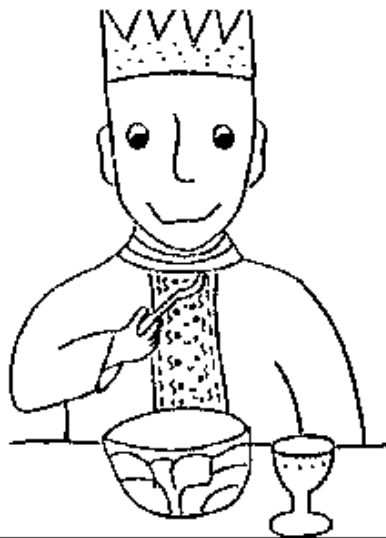
11. Encourage students to be active givers and helpers in doing God's work. (But show understanding if language barriers or other factors prevent their doing so at this time.) Refer to the "WHAT CAN YOU DO?" section on pages 66-67 of the lesson comments for some suggested ways to become involved. Mention other needs or suggest that students contact the pastor or a staff member to learn what needs in the church or community fit their interests and abilities.

Additional Teaching Ideas

Connect with Life or Encourage Application: *Stewardship.* On the chalkboard, write these two sentences: "Having money and things is a sign of God's approval." and "Being poor is a sign of God's disfavor." Question the students as to whether they agree or disagree with these two statements. To guide the thinking of any who agree with either question, give as examples (1) someone who inherits a fortune and lives foolishly, or (2) a person who is wealthy but greedy, and who never helps other people. On the other side, mention a poor person who works very hard but who makes little money; yet, goes to church, reads the Bible and prays regularly, and helps the neighbors in any way possible. Lead class members to understand that it is not whether you are rich or poor, but how you use what you have and what is in your heart that matters.

Guide the Study: *Graphic.* Use the graphic representation included with this lesson to summarize the story about the rich man and Lazarus. This may be done by using an overhead projector, making photocopies to give to the students, or by copying it onto a poster. Advise students to follow the diagonal lines to see what happened to the rich man and to Lazarus. Note also the barrier that exists between this world and the spiritual world as well as the one between heaven and hell.

Encourage Application: *Use of Money.* Write this statement on the chalkboard: "I will look at how much I love God and people and how much I love money." Suggest that students also read the introduction on page 62 of the lesson comments. Encourage them to think about what is important to them and to make any changes needed in their lives.



Lesson Eleven

Thanking God

Focal Text: Luke 17:11-19

Memory Verse: “Always give thanks for all things to God the Father in the name of our Lord Jesus Christ.” Ephesians 5:20

Main Focus: Followers of Christ are grateful for life. They know life is a gift from God. They do not keep wanting more and more.

Study Aim: Learn to thank God for all He gives you.

Teaching Plan

Connect with Life

Explore students’ attitude about gratitude by asking questions like these: How do we show our gratitude when someone does something nice for us? How often do you say “thank you” to another person? How can you make it sound as though you mean it when you say “thank you”? How do you feel when someone says “thank you” to you? What do you say or do when you are overcome with gratitude to someone?

2. Now ask students how often they say “thank you” to God. Say that you do not want them to answer out loud, but that you do want them to think about their answer as they study the Bible text today.

Guide the Study

3. Refer to the “UNIT KEY WORDS” chart prepared in Lesson 10. Review the unit theme and least week’s key words. Define today’s words as: *Indifference*—Not caring what happens, having no feelings either for or against something. *Gratitude*—Being thankful.
4. Divide the class into four listening teams. Hand out pieces of paper on which you have written these assignments:

Team 1. From what country was the man who came back to thank Jesus? (Verse 16)

Team 2. What countries was Jesus passing between? (Verse 11)

Team 3. Where was Jesus going? (Verse 11)

Team 4. What was wrong with the ten men? (Verse 12)

Read Luke 17:11-19 from the focal text printed on page 69 of the lesson comments. Read slowly to allow the teams to listen for answers to their questions.

5. Call for reports from the listening teams in this order: Team 3, Team 2, Team 4, Team 1. Expand upon the answers after each team reports, as suggested below:

Team 3 Confirm team's answer that Jesus was on His way to Jerusalem when the ten men with the bad skin disease (leprosy) came near Him and stood a short distance away.

Team 2 Remind students of the story of the Good Samaritan studied a few weeks ago. Use a printed map or rough map drawn on the chalkboard to show the locations of the two countries. Recall also the hatred Jews and Samaritans had for each other. Suggest that the ten men had banded together because of their common disease. The disease caused them to forget their differences.

Team 4 Use the material under "A CALL FOR HELP" on page 70 of the lesson comments to describe the terrible disease of leprosy from which the ten men suffered. Explain also how people of Bible times feared the disease.

Team 1 Use the material in the lesson comments under "ONE RETURNS" on pages 71-72 of the lesson comments to explain how the one (a Samaritan) returned while the other nine (probably all Jewish) went their way without thanking Jesus.

6. Explain that Jesus did not heal the ten immediately. Say that He knew that the Law of Moses required persons healed from this kind of skin disease to go and show themselves to the priests. Note that Jesus sent them to the priests before He healed them. (See “A KIND COMMAND FOR TEN MEN” on page 70 of the lesson comments for additional information.)
7. Select a student to read the section titled, “A CLEAN BODY AND A CLEAN HEART” on page 72 of the lesson comments. Add your comments to emphasize that all ten of the men had faith in Jesus’ ability to heal them, but that only the Samaritan had the kind of faith needed to be saved from sin.

Encourage Application

8. Refer students to the earthly priority word *indifference* on the Key Words chart. Write this statement on the chalkboard: “If you are not for Jesus, you are against Him.” Ask students if they agree with that statement. Allow time for responses, then ask students to explain why they do or do not agree. Lead students to understand that indifference to Jesus is the same as being against Him. Say that if you really believe and trust in Jesus, you cannot be indifferent but are led to follow and worship Him.

Additional Teaching Ideas

Guide the Study: *Core Sentences.* Listed below are nine core sentences for this lesson. Core sentences simply take the most important thoughts from the passage, in order, and state them in basic English. Make a sentence strip for each of the core sentences (without the sequence numbers), as follows:

- 1) Jesus was going to Jerusalem. He was between the countries of Samaria and Galilee.
- 2) Ten men with a bad skin disease came to him as he was going into one of the towns.
- 3) They stood a little way off and called out, “Jesus! Teacher! Take pity on us!”
- 4) When Jesus saw them He told them, “Go and show yourself to the religious leaders.”
- 5) As they went, they were healed.

- 6) One came back when he saw that he was healed. He got down on his face at the feet of Jesus and, with a loud voice, thanked Him.
- 7) Jesus asked: “Were not ten men healed?” “Where are the other nine?”
- 8) “Is this stranger from another country the only one who turned back to give thanks to God?” He asked.
- 9) Jesus told the man, “Get up and go your way. Your trust in God has healed you.”

Lay the sentence strips in random order on a table. Provide masking tape for taping the strips to a wall. Pick two or three students to take part in the activity. Instruct them to tape the sentence strips to the wall in order, so that from top to bottom, they tell the story of the ten men with the bad skin disease. Ask one of the students to read aloud the story from the sentence strips.

Encourage Application: *Steps to Salvation.* Suggest that by following the nine verses in the focal text, we have a guide as to how to be saved. Direct class members to look at the verses in the focal text. Explain that you will allow time for them to read a verse, then you will comment on the point suggested by that verse. Draw your comments from the following:

- Verse 11. Jesus is always near.
- Verse 12. We should approach Him with humility.
- Verse 13. We must admit our sinfulness and ask Him to take pity on us.
- Verse 14. We must trust in what He tells us to do.
- Verse 15. We are to be thankful for what he does for us.
- Verse 16. Worship from the heart is a natural response of gratitude.
- Verse 17. Jesus is disappointed that some do not respond to Him.
- Verse 18. Jesus accepts even those we sometimes leave out.
- Verse 19. Our trust in Jesus will save us.

Give a brief testimony, if you wish, of when you trusted in Jesus and how you are thankful (like the Samaritan with the bad skin disease) for the change it has made in your life.

Encourage Application: *Gratitude.* Instruct students to find the “THINGS TO THINK ABOUT” section on page 72 of the lesson comments. Invite volunteers to answer the questions. Offer your own answers if needed. Also encourage students to use the box provided at the top of page 73 to see how well they have expressed their gratitude to others. Provide pencils if this is to be done during class time.

Lesson Twelve

Knowing Our Need

Focal Text: Luke 18:9-14

Background: Luke 18:1-14

Memory Verse: “I ask each one of you not to think more of himself than he should think. Instead, think in the right way toward yourself by the faith God has given you.” Romans 12:3b

Main Focus: We show we do not have false pride and we do have real humility when we see our own need of God’s mercy and show mercy to others.

Study Aim: We can come to God only because of God’s mercy. He does something for us that we cannot do for ourselves.

Teaching Plan

Connect with Life

1. Involve students in a discussion about importance. Ask, “What makes people important in the world?” Help them to identify such factors as wealth, friends, knowledge, appearance, abilities, personality, boldness, hard work, interests and ambition. Write the factors on the chalkboard as they are named.
2. Ask, “How do you think God looks upon importance?” And then (pointing to the list on the chalkboard), “Will any of these earn God’s approval?” Comment that what matters to God is not how important you are in the world, but that it is how humble you are toward Him and toward other people. Refer to the definition of *humble* in the “WORD STUDY.” Suggest examples of being humble are the way a servant comes before a king, the way a soldier shows respect to a general, or how an employee acts in the presence of the company president.

Guide the Study

3. Display the UNIT KEY WORDS chart prepared in Lesson Ten. Relate this lesson to the unit and identify this week’s key words as “Importance” and “Humility.” Define *importance* as being greater or better than other people or things and *humility* as being humble or lowly.

4. Enlist one student to read the “Memory Verse” (Romans 12:3b) from page 74 of the lesson comments. Say, Keep this thought in your mind as we read the Bible text for today.
5. Let a different student read each of the six verses of the focal text (Luke 18:9-14) from page 75 of the lesson comments. Help with pronunciations as needed.
6. Contrast the two men with a chart. Use an overhead projector or write the chart on the chalkboard (or newsprint), as follows:

Proud Religious Law-keeper

Prayed to himself
 Thought he was better than others
 Boasted about his goodness
 Did not ask for forgiveness of sins
 Continued in sin

Man Who Gathered Taxes

Prayed to God
 Confessed to being a sinner
 Looked down in humility
 Asked God to have pity on him
 Was forgiven of his sins

Encourage students to ask questions or make comments about the two men.

7. Ask, “How does the way we feel about ourselves affect our prayer life?” (If we feel important, we pray to ourselves and other people. If we are humble, we pray to God and ask for mercy.)

Encourage Application

8. Refer to the “TO REMEMBER” section on page 79 of the lesson comments. Instruct students to follow silently as you read aloud. Read the four statements, pausing briefly between each statement.

Additional Teaching Ideas

Connect with Life: *Rope Trick.* Provide a piece of rope several feet in length. Request a volunteer to come forward to do a rope trick. Suggest to the class that there are many things you can do with a rope; you can tie things together, suspend things in the air, or pull something from one place

to another. Say that today (volunteer's name) is going to try something a little more difficult to do. Hand the rope to the volunteer with these instructions: "You may use nothing but this rope. You may pull the rope, push it, bend or twist it, but you cannot tie it to or wrap it around anything else, nor may you step on it. What you are to do is to use this piece of rope to lift yourself up off the floor." Encourage the volunteer to try but, of course, the feat will prove to be impossible. Thank the volunteer for trying, and explain that there are some things it is impossible for us to do. Say, "We can come to God only because of God's mercy. He does something for us that we cannot do for ourselves."

Guide the Study: *Illustrated Story.* Listed below are nine core sentences that briefly tell the story of the two men praying. Create a picture sequence sheet with drawings in nine panels corresponding to the nine core sentences. (See Lesson Ten for an example.) Use simple line drawings for the illustrations. If you wish, enlist someone who is more creative to do the drawings. Suggestions for the artwork are given in brackets following each core sentence (don't worry, the worse your drawings, the better they will be remembered.) The core sentences are as follows:

- 1) Jesus told a picture-story to people who trusted in themselves and thought they were right with God. [A few persons in flowing robes with halos over their heads standing apart from a crowd of people.]
- 2) Two men went to pray in the house of God. One was a proud religious law-keeper. The other was a man who gathered taxes. [Two men approaching the house of God, one standing erect, with halo, the other bent over in humility.]
- 3) The proud religious law-keeper stood and prayed, "God, I thank you that I am not like other men." [Man with halo standing near an altar praying.]
- 4) The man also said: "I am not like those who steal. I am not like those who do sex sins. I am not like this tax gatherer. I go without food two times a week so I can pray better. I give one-tenth part of the money I earn." [Close up of man with halo proudly pointing to himself.]

- 5) The man who gathered taxes stood a long way off. He would not lift his eyes toward heaven. He hit himself on the chest and said, “God, have pity on me. I am a sinner.” [Man at back of synagogue with head bowed low, beating chest.]
- 6) Jesus said, “This man went back forgiven.” [Man heading toward house with head high.]
- 7) He also said “The other man was not forgiven.” [Man with head low, looking sad, and broken halo at his feet.]
- 8) Jesus said, “Whoever makes himself look more important than he is will find out how little he is worth. [Important looking man looking into hand-held mirror thinking of dollar signs but seeing only two one-cent coins in mirror.]
- 9) “Whoever does not try to honor himself will be made important.” [Humble-looking man peering into hand-held mirror but seeing his reflection in the mirror wearing a cape and crown of royalty.]

Make enough copies of the picture sequence sheet for each student. Direct students to follow the picture sequence sheet panel by panel as you read the core sentences. Then ask a student to retell the story from the picture sequence sheet only.

Encourage Application: *Memory Work.* If your class members are mostly internationals and have Bible translations in their own languages, ask some of them to read the “Memory Verse,” Romans 12:3b (or, they may read the whole verse) in their native tongue. Suggest that they memorize the verse in their own language as well as in English.

Lesson Thirteen

Living as Followers of Jesus

Focal Text: Luke 22:39-48, 54-62

Background: Luke 22:39-62

Memory Verse: “Father . . .not what I want, but what You want.”

Luke 22:42

Main Focus: Jesus shows the kind of faithfulness God wants us to have. Judas and Peter did not have this kind of faithfulness.

Study Aim: To decide to grow in faithfulness to the Lord.

Teaching Plan

Connect with Life

1. Greet students and talk casually with them about the week’s activities. When it is time for the class to begin, try to lead naturally into the study. Say, “From what some of you have been telling me, it’s been a very busy week.” Ask, “Do you ever want to just leave everything and go away to a place where you can be alone?” Encourage students to tell about where they go to be alone or how they deal with stress.
2. Comment that there were times when Jesus wanted to get away from the crowds for rest and quiet too. Note that today’s lesson is about one of those times. Explain that Jesus was in Jerusalem, that He knew He was about to die on the cross, and that He went to a favorite place to pray that God would give Him courage and strength to face this difficult time.

Guide the Study

3. Refer to the “UNIT KEY WORDS” chart prepared in Lesson Ten. Note that this is the last lesson of the unit. Review the unit theme and key words for the three previous lessons. Introduce the key words for this lesson as: *self-serving* - looking after your own interests rather than those of God or other people; *faithfulness* - always being loyal and true to God.
4. Give the class some brief background information to this lesson, including the following:

? ? Since arriving in Jerusalem, Jesus had been teaching in the temple every day.

? ? Every evening, Jesus would take the long walk back to the Mount of Olives with His followers to spend the night.

? ? On this day, Jesus shared a traditional meal (the Passover Supper) with His followers. This took place in the large upper room of a friend's house.

5. Call on a student to read Luke 22:39-48 from the first part of the focal text printed in the lesson comments. Use the material under the subtitle "RIGHT CHOICES THAT MAKE FAITH STRONG" on pages 82-83 of the lesson comments to bring out the four factors (place, prayer, purpose and help from God) that lead to a strong faith.
6. Comment that sometimes our faith is not as strong as we think it is. Read from your Bible Luke 22:31-34. Remark that Peter thought his faith was strong enough that he would go to prison or die with Jesus if necessary. Say, "But Jesus knew that Peter's faith was not yet that strong."
7. Request a student to read Luke 22:54-62, the second part of the focal text printed in the lesson comments. Note that Peter did exactly as Jesus said he would and denied three times that he knew Jesus.
8. Direct class members to find and read silently the section on pages 83-84 of the lesson comments titled "CHOICES THAT KEEP US FROM BEING FAITHFUL." Ask students to identify which of the three factors (flesh, money or fear) caused (1) Peter and (2) Judas to be weak in their faith.
9. In advance, reproduce enough copies of the attached fill-in-the blanks quiz for everyone in the class. Distribute the copies and a pencil to each student. Instruct them to enter each one of the words from the word list at the bottom of the quiz sheet into one of the blanks. Emphasize that each word in the list must be used, and that words may be used only once.
10. Allow time for students to complete the quiz, then ask a volunteer to read the finished version sentence by sentence.
11. Mention that this lesson ends the study of Luke, but not the writings of Luke. Explain that the next study theme comes from the book of Acts, which is the other book that Luke is believed to have written.

Encourage Application

12. Ask: How strong is your faith in God? How would you feel about going to prison or facing death for Jesus? How often do you “pray that you will not be tempted?” Encourage students to follow the example of Jesus to strengthen their faith by:

? ? Finding a place and a time to pray.

? ? Praying with a purpose.

? ? Relying on the power of God to get them through difficult times.

Additional Teaching Ideas

Connect with Life: *Dreaded Event.* Ask, “When have you had some event coming up that you feared?” Encourage students to mention such times as a visit to the doctor, an upcoming operation, a job interview, making a speech to a large group of people or delivering unpleasant news to someone. Say, “Suppose you knew that you would die tomorrow.” Question students about how they would feel and what they might do. Comment that, in the Bible study today, Jesus faced death. Explain that He knew He would suffer much pain, that His friends would say they didn’t even know Him, and that He would die on the cross. Help students realize that this was a very difficult time for Jesus, and that He was both tired and hurt by His friends’ lack of faithfulness.

Connect with Life: *Friends.* Question students about their friends. Discuss whether they have very close friends with whom they can talk about personal things, or just neighbors and coworkers who are more casual friends. Ask, Have you ever had a friend who betrayed you in some way or who let you down when you trusted them? Remark that today’s Bible study tells of a time when two of Jesus’ friends did that. Explain that one friend took money to help Jesus’ enemies capture Him, and another would not even admit that he knew Jesus.

Encourage Application: *Self-evaluation.* Encourage students to compare their own faith to that of Jesus’ followers. Read Paragraph No. 4, “Time to Choose” at the bottom of page 84 of the lesson comments. Suggest that students answer the questions under “THINGS TO THINK ABOUT” now or at home later.

Fill in the Blanks

1. Jesus came out of the room and went to the Mount of Olives. The _____ went with Him.
2. He told them, “Pray that you will not be _____.”
3. He walked away from them and got down with His face on the ground and _____, “Father, if it can be done, take away what must happen to Me. Even so, not what I want, but what You want.”
4. An _____ from heaven came and gave Him _____. His heart was troubled and He prayed more. Water ran from His face like blood and fell to the ground.
5. When Jesus finished praying, He found His followers _____. He said to them, “Why are you sleeping? Get up and pray that you will not be tempted.”
6. _____ came while Jesus was speaking and came near to kiss Him.
7. Jesus said, “Are you handing over the Son of Man with a _____?”
8. They led Jesus away to the house of the head _____ leader.
9. _____ followed a long way behind and sat with those who built a fire in the yard.
10. A woman and two men asked Peter if he knew Jesus. _____ times Peter said he did not know Jesus.
11. Peter heard a _____ crow and remembered that Jesus said he would say three times that he did not know Him. Peter cried with a troubled heart.

Word List

angel	Peter	sleeping
followers	prayed	strength
Judas	religious	tempted
kiss	rooster	three