Teaching Guide

The Gospel of Luke: Jesus’ Personal Touch

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Adult Bible Study in Simplified English
Teaching Guide

The Gospel of Luke: Jesus’ Personal Touch

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Welcome!

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

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

Which Bible translation does this material use?

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

The New Life Version is also available online at www.biblegateway.com and www.studylight.org.

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

Pray and Prepare

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

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

About the Writer

Marcia Miller is a graduate of the University of Texas and Southwestern Baptist Theological Seminary. Marcia started doing missions as a young Girls’ Auxiliary member at her home church, First Baptist Church, Dallas. She has served as a volunteer missionary in Canada and the United States. She has worked as a Service Corps Volunteer with the International Mission Board in Southeast Asia (Malaysia and Singapore) and in the Caribbean Christian Publications office, where she wrote and edited Sunday School lessons for young children and their teachers. Marcia has written several Student Guides since 2007. This is her first time to write a Teaching Guide.
**General Suggestions**
1. Provide language edition Bibles so students can read the focal passage in their native languages.
2. Beginning students may require three sessions to complete one lesson.
3. Review the Word List before beginning the study. Provide Study Guide pages so the class may keep vocabulary studies in their notebooks.
4. Prepare 9-12 core sentences which tell the most important part of the Bible focal text. Illustrate each sentence with stick figures and symbols in *picture sequence* form (see details below).
5. Prepare lesson outlines or written materials before class—make your own cling sheets by cutting apart white plastic garbage bags and writing on them with markers. The plastic bags will cling to the wall.

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

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

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

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

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

**Procedure**
1. Introduce the story by following your prepared script of sentences (for consistency) and pointing to the pictures as you speak. This will give students the main idea and help them think in chunks of language (as in real-life language use).
2. Introduce the new words as you again reference the pictures. Use props and/or dramatization as needed to establish understanding. Work on individual sounds and word stress as students repeat new words.

3. Lead students in repetition of the story, one sentence at a time, working on sentence stress and intonation.

4. Lead the class in one more repetition of the story (going straight through and continuing to refer to the pictures throughout the story).

5. Ask the class to tell you the story as you cue the story sequence by pointing to the pictures. (You become “stage prompter” at this point.)

6. Then ask for a single volunteer to tell the story. (This may open the door for several more proficient students to use what they know.)

7. Divide the class into small groups of 3-5 students to give each person practice in telling the story. (Inevitably, the most eager student will go first, followed by another “semi”-eager student. By the time it is the least proficient student’s turn, he/she will have learned a lot by listening, will have observed a good model at least a couple of times, and will have bolstered courage for risk-taking.)

8. Follow with questions to review the story (begin by naming the setting, the characters, etc.—easy questions).

9. Conclude with life application questions that require some thought and give students opportunity to express opinions, emotions, and their own ideas.

Lesson Expansion
If the setting and circumstances permit, use these ideas:
—Sequencing pictures (a set for each pair of students) while listening to you or to a taped voice tell the story
—Picture sequencing without hearing the story told
—Matching pictures and sentences
—Scrambled sentences to arrange in order (writing numbers or letters in front of sentences to show sequence; cutting up sentences and moving around to position correct order)
—Strip story (cutting up sentences, issuing one strip per student, asking students to arrange themselves in order, having them retell the story by contributing the portion on their paper strip)
—Cloze (supplying a written copy with every nth word blank; students work in pairs to fill in the missing words)
—Dictation (teacher or student telling the story while students write what they hear)
—Provide a copy of the sentences for each student. Ask that they read the story to a partner.
—Ask students to write the story in their own words.

Bible passage as content for reading

Procedure

1. Tell the parable or story using pictures. Use animation and simple sentences.

2. Ask questions about the main idea of the story.

3. Read story aloud while students follow along and underline unknown words. Go over the meaning of these words with the whole class.

4. Intermediate or advanced students: Have students read silently a second time to look for answers to two or three questions about details that you have written on the board. Ask students to discuss their answers with a partner. Then go over answers with the whole class.

5. Beginning or low-intermediate students: Read the story again and ask students to repeat it with you line by line.

6. Invite the class to read the story with you in unison.

7. Ask pairs to read the story to each other.

8. Ask for volunteers to tell the story in their own words.

9. Make drawings large enough for the back row to see.

10. Select a list of new words in the story—unfamiliar words that the students would not likely be able to figure out from context (generally 8-10 new words per lesson).

11. List the new words in categories: verbs, nouns, adjectives, adverbs. When listing verbs, you may write both simple present and past tense forms (e.g., eat/ate, walk/walked). Basic beginners would do well to tell the story in present tense, but high beginners could work in present tense, then retell the story in past tense.

Checklist for Successful Classrooms

Right Kind of Input

1. New language in every lesson

2. Input that is slightly above the students’ current level of proficiency

3. Content relevant to the students’ real-life needs and interests

4. Language learned in meaningful chunks, not words in isolation

5. Comprehensibility achieved by use of the following:
   —Real or authentic materials
   —Simplified language (rephrasing, repeating, clear enunciation)
   —Demonstration and multiple examples rather than explanation
   —Lots of gestures and nonverbal language
Low Anxiety Environment
Students should not be afraid to make mistakes or take risks in language learning. The following factors contribute to a relaxed and comfortable atmosphere and build a sense of community:
—Personally greeting and bidding farewell to students
—Sincere and frequent affirmation
—Minimal error correction from the teacher
—Frequent reference to the culture(s) of the students
—Smiles and laughter that are commonplace
—Connecting with students through eye contact and positioning yourself on students’ eye level
—Calling students by name

Checklist for Real-Life Interaction
1. Pace activities with a balance of noisy/quiet and still/active
2. Attention to different learning styles (visual, auditory, tactile, kinesthetic)
3. Variety in grouping (predominately pairs and small groups of three or five; using whole class in initial presentation and again for feedback and wrap-up at the end)
4. A focus on a task or message rather than form (grammar)
5. Provision for all four skills (listening, speaking, reading, writing)
6. Avoidance of questions for which answers are known
7. Use of information gap activity in which partners have different pieces of information and must ask each other questions in order to fill in their gaps of understanding
8. Other useful activities: surveys, interviews, role-play, problem-solving, and interactive games
9. Review previous material.

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

Online Resources and Study Helps

- **EasyEnglish** is a form of simple English developed by Wycliffe Associates (UK). Their website: [www.easyenglish.info](http://www.easyenglish.info) contains Bible commentaries, Bible translations, Bible studies, and other materials written in simple English. They are free for you to download and use.

- Additional teaching help is provided in the Internet edition of the Baptist Standard [www.baptiststandard.com](http://www.baptiststandard.com). Go to the website, then to Resources, then Bible Study.

- Use the following free helps: Additional adult Bible study comments by Dr. Jim Denison, “Teaching Plans,” and “Teaching Resource Items” available for each lesson online at [www.baptistwaypress.org](http://www.baptistwaypress.org).
Preparation

For the next five weeks, this unit will study how Jesus came to meet the needs of people.

Lesson One—Healing
Lesson Two—Hearing
Lesson Three—Loving
Lesson Four—Knowing
Lesson Five—Seeing

Not only did Jesus perform miracles in the lives of the people who came to Him, He showed His disciples how to minister to others. This training is the handbook of the ages. Even today it is a guidebook on how to meet the needs of others in order to lead people to God.

Did You Know…?

The story of Jesus healing the leper is also told in Matthew 8:1-4 and Mark 1:40-45.


Guide the Study

1. Begin the Bible study with prayer: Thank You, God, for healing our bodies and our souls.

2. Call attention to the title of today’s lesson: Healing Body and Soul. Remind the class members that the mission of Jesus was to meet the needs of the people AND to bring them to God.

3. Lead a discussion of the memory verse. Point out that the people were surprised and gave thanks for what they had seen. We should recognize what God has done in our lives and thank Him for the gifts He has given us.

Connect with Life

4. Talk about how God can help people become healed from addictions, such as alcohol, drugs, over-eating, and other things that keep us from spending time with Him. On a marker board write down these addictions. Allow class members to talk about their personal experiences.
Guide the Study
5. Talking Points: The first man was a leper. His skin disease was frightening to children. Adults were afraid of catching it. He was an outcast to society. But Jesus reached out and touched this unclean man. The man had not felt the human touch for many years. Suddenly, he was touched. The man had faith in Jesus. Because of faith he was made whole.

6. Ask a class member to read Luke 5:16.

7. Talking Points: After healing the leper, Jesus did not take a victory lap. He did not want people to cheer for what He had done. Instead, Jesus went away from the crowd. He went to spend time with His Father. Jesus prayed. It is good to go away from the noise of the crowd. Jesus knew the importance of “Be still and know that I AM God.”

8. Talking Points: Many people came to Jesus to be healed. Some came just to see miracles in action. It was difficult to get close to Him. A group of men were so intent on getting their friend healed that they came with a creative plan. They put their friend on a cot, cut a hole in the ceiling and lowered the sick man to floor. These men had faith that Jesus healed the sick. Jesus saw their faith and forgave the sins of the sick man. Then He healed the man. It took faith to come to Jesus.

Connect with Life
9. Talking Points: When we come to Jesus He will meet our needs and heal our bodies and our souls. How can we ask God to provide that healing to us and to the people we know? Do we rely on Him enough?

10. Pray with the class: Help me become a person who prays for the sick.

Supplemental Teaching Idea
Encourage Application
♦ Make copies of the Rx: Dr. Luke marker board to give to the class members. Encourage them to take notes. At the end of the lesson ask the students to share those notes with the class. Lead the class members to discuss what they learned from this lesson about healing.
Did You Know…?
♦ The story of the centurion (Luke 7:1-10) is also written in Matthew 8:5-13.
♦ The story of the widow’s son is not in the other Gospels.

Prior Preparation
♦ Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson each one will have a greater understanding of how God hears us.
♦ On a marker board draw a large red heart. Write: “A Heart Full of Love.” Leave enough room so that in class the members will be able to name those in the stories of today’s lesson who loved others. Have available a black marker and a blue marker.

Connect with Life
1. Begin the Bible study with prayer: Thank you, God, for hearing our prayers.
2. Start the Bible study by saying "The heart is a symbol of love."
3. Ask class members: Whom do you love? (Children, spouses, friends, pastor, etc.)
4. Using the blue marker, write some of the class members answers from number 2 around the heart.
5. Read together the Memory Verse.

Guide the Study
6. Talk about the town of Capernaum. Point out its location on the northwest end of the Sea of Galilee. Discuss how this was the hometown of the Disciples Peter, Andrew, James and John. This town became headquarters or much of Jesus’ ministry.
7. Tell the class: Many people from this area came to Jesus. Many wanted their miracle. Many were curious. They wanted to see what Jesus would do next. Jesus became very popular.
8. Explain how the army captain, a Roman soldier and the leader of 100 Romans, was an outsider. He was not popular. The Jews did not like the Roman army occupying their town. The army captain wanted to show respect to the townspeople. He sent Jewish leaders to ask Jesus to perform a miracle. He wanted his servant to be healed. The servant was probably a Jew.
9. Ask: Why would Jesus go to see the Roman? (Because he had faith in Jesus’ ability to heal the sick. The Roman showed how it is good to tell Jesus of the needs of others. Pray for others. God listens to those who pray.)
10. Using the black marker, write the words “Roman Army Captain” on the marker board.
11. Say: When we ask, God will hear our prayers. It takes faith to know that our prayers will be answered.
12. Point out that in this Jewish town, a Roman was asking for help for his servant, and this event was being told to the world by an educated Greek physician.
13. Remind the class that the Roman was not allowing custom or rules of behavior to keep him from asking for help.
14. Say: This shows us how Jesus came to bring all people to God; not just the Jews, not just educated people, but for all who will come to Him.
15. Introduce the story: On another occasion, Jesus came upon a funeral march. A mother’s son had died. The husband had already died. Now the son was dead. Now the mother had no one to take care of her.
16. Remind the class that the son already died. He was ready to be buried. Jesus intervened. He told the dead man to rise up. And the man got up from the burial box.
17. Using the black marker, write the words “The Man who Died.”

**Encourage Application**

18. Say: *When we pray for others, God will hear our prayers. He will answer those prayers.*

19. Ask class members to give examples of when they prayed that for the healing of others.

20. Using the black marker, write the names of the people the class members prayed for on the maker board.

21. Pray with the class: *Help us to be aware of the needs of others so that we can pray for them.*

**Supplemental Teaching Ideas**

**Encourage Application**

- Prepare a heart cut out of felt or paper for each class member. Have them write down the name of someone they know that has health needs. Encourage them to pray for the sick, the doctors and nurses, and the other care givers who are helping the person in need of healing.
Did You Know…?

♦ The story of the lawyer’s question (Luke 10:25-28) is also written by Matthew 22:34-40 and Mark 12:28-34.

♦ The story of the Good Samaritan appears only in Luke.

Prior Preparation

♦ Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson each class member will have a greater understanding of how much God loves us.

♦ On a marker board, draw a large stick-figure of a person. With a red marker draw a heart in the appropriate place. Have the marker ready to be used during class time.

Connect with Life

1. Start the Bible study with prayer: Thank You, God, for loving us with no limits to Your love.

2. Ask a class member to read today’s Memory Verse (Luke 10:27).

3. Using the marker draw a circle around the stick figure’s heart. Draw a box around the entire figure to represent the soul. Draw a circle around the figure’s upper arm to represent the strength of a person. Draw a circle around the figure’s head.

Guide the Study

4. Ask: How much do you love yourself?

5. Ask: Does God love you more than you love yourself? Why should you love others as you love yourself?

6. Ask, as Jesus was asked: Who is my neighbor?

7. Allow class members to answer the question. Lead the class to discuss that ‘my neighbor’ does not mean just the man who lives next door or the widow across the street.

8. Remind the class that, when Jesus was asked the question, He did not answer by saying who is a neighbor. Jesus told a parable, a picture story, an oral explanation. This story is one of the most familiar stories in the New Testament.


10. Talking Points: This verse tells what happened. Luke 10:31 tells us about the religious man who walked past the man, as if he wasn’t there. Can you imagine this man then saying, “God I didn’t see anything”?


12. Talking Points: It was a man from another country, a man from Samaria, who stopped and helped the hurt man. Does being from somewhere else excuse a person from coming to the aid of another?


14. It is here when Jesus begins to answer the question: Who is my neighbor?

15. Jesus tells the man to go and do as the Samaritan did. “Go and do the same.”

Encourage Application

16. Return to the marker board. Underneath the stick figure write the words: They will know we are Christians by our love.

17. Discuss ways that each of us can show God’s love by our deeds and by how we treat others.
18. Pray with the class: *Teach us to be like the Good Samaritan that others will see God’s love through us.*

**Supplemental Teaching Ideas**

**Encourage Application**

- Prepare to teach the class members the chorus: “They will know we are Christians by our love, by our love, they will know we are Christians by our love.” If you do not know this song, use a web site such as www.YouTube.com or www.songlyrics.com. Search the site for the lyrics and music to the song. Print enough copies so each class member will have one.
- Remind the class that they are showing God’s love by their actions not just their words.
Did You Know…?


Prior Preparation

Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson each one will have a greater understanding of how God knows us as we are and shows us how to become the person He wants us to be.

In a gift or shopping bag place items which show things we need (food, water, clothing) and things we want (iPod and other electronics, car, exotic trip, etc.) These things can be represented by toys or pictures cut from magazines. On pieces of paper name some of the things which can depict greed. These are the over-priced toys such as a private airplane, a $6 million dollar mansion, a large diamond ring.

Draw a line down the center of a marker board. On one side of the line write the word NEED. On the other side write the word GREED.

Connect with Life

1. Have students pick out items from the gift bag that you brought to class. Discuss which are NEEDS, which are WANTS and which are GREED.

2. Point out that the NEEDS of life are the basics—water, food, clothing, shelter and air. The WANTS are things which we can afford but must decide if purchasing the item will be a wise use of money and will it make us happy. The “GREEDS” are things which we want but cannot afford. “Greeds” are purchases bought with the attitude of I want what I want and I want it now.

3. Have a class member read today’s Memory Verse (Luke 12:34).

4. Say: God knows what we need and what we want. And He gives us those things which He knows we can use wisely.

Guide the Study

5. Say: Jesus told the story of the rich man who decided he needed more space to store his grain. He had so much grain that he could live on what he had. The man was proud of the things he had acquired; He retired early so he could spend what he had. It was time for the rich man to have fun. He ate, drank and was merry. He thought he would live forever. God thought differently. The man died.


7. Point out that Jesus went on to say that we are not to worry about where we will get our next meals. God gave us that which we have to eat today. We should praise God for the food He has given. We should praise God for the clothes He has provided for us. He should praise God for the housing He has made available to us.

8. Talking Points: Everything we have is ours because God knows our needs and meets those needs.

9. Remind the class of the long-time tradition of a family sitting down and eating dinner together. The meal began with a family member praying. This prayer thanked God for the food He has given. We should praise God for the clothes He has provided for us. He should praise God for the housing He has made available to us.

10. Talking Points: One of the first prayer experiences a child might have is to learn “God is great. God is good. Let us thank Him for our food.”

11. Talking Points: Unfortunately many families are so busy a family eating a meal together is difficult to schedule.
12. Ask class members if they have regularly scheduled family meals. Does someone pray?

13. Introduce the class to the idea, “The family that prays together, stays together.”

**Guide the Study**


15. Ask: *What good does it do to worry?* Talking Points: Birds do not worry. Flowers do not worry. Worrying does not make us taller, or smarter, or happier.

**Connect with Life**

16. Discuss why we thank God for meeting our needs and giving us the things we want. It is because of our certainty that God will provide that we do not have to worry about where we will get the things we need. It is because of our faith in God that we have been given what we have. All the things belong to Him. They are loaned to us, but are His.

17. Talking Points: God’s love for us that we are given everything we need in our lives. It is important to trust in His love.

18. Pray with the class: *Help us to learn to be happy with the things God gives us, for He knows what we should have.*

**Supplemental Teaching Idea**

**Encourage Application**

- Provide each class member with a flower – real, artificial, or cut from a piece of fabric or paper – attach a piece of paper that says, “There is no need to worry. I have faith in God.”
Lesson Focus
When Jesus healed a woman on the Day of Rest He showed the hypocritical nature of those who value the rules over people.

Focal Text
Luke 13:10-17

Memory Verse
“For God so love the world that He gave His only Son. Whoever puts his trust in God’s Son will not be lost but will have life that lasts forever. (John 3:16)

Did You Know…?
♦ The story of Jesus healing the woman on the Day of Rest appears only in Luke 13:10-17.

Prior Preparation
♦ Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson each member will have a greater understanding of how God sees us.
♦ Using a black marker, write “Things We Know about GOD.” Underneath write the words: Healing, Hearing, Loving, Knowing, Seeing. Take to class the black marker as well as a marker of a different color.
♦ Prepare a page from a calendar. On each Sunday write CLOSED.

Guide the Study
1. Begin the Bible Study with prayer: Thank You, God, for seeing our needs and giving us the things that we need.

2. Talking Points: This is the fifth and last Bible study for this unit, Meeting Personal Needs. We have talked about how God heals us, hears us, loves us, knows us and today we are focusing on how God sees us. We need to think about our relationship with God and how by faith we are to come to Him. We are to depend upon Him.

3. Using the marker board, discuss with the things we have talked about these last four weeks. Give the class members the opportunity to add their own descriptive words. This list could include such words as forgiving, giving, protecting and saving. Using the second marker write the additional words on the board.

4. Explain that there was a rule which said that no one could work on the Day of Rest.

Connect With Life
5. Show the class the calendar. Ask: What if a hospital had a sign on the door which read, “Closed on Sundays”? What would happen if doctors, nurses, and other hospital workers could not work on Sundays? Could they tell the man having a heart attack to come back tomorrow? Could they tell the woman about to deliver a baby to wait another day?

6. Talking Points: Jesus saw a woman who could not stand up straight. She needed His healing.

7. Talk about how Jesus broke the rules of the times by healing this woman. This made the temple leaders angry. They did not like Him working on the Day of Rest.

8. Talking Points: Jesus saw the needs of this woman and provided a cure. He did not tell her to come back another day. He met her where she was and healed her.

9. Talking Points: When the woman saw that she could stand, she thanked God for healing her.

Connect with Life
10. Remind the class that God is watching over us every day. He does not take the day off. He is watching us and guiding us every day of all the years of each person’s life.

11. Say: God sees us. He knows what we need. He gives us the things we need. He hears us when we pray. He heals us when we are sick. God loves us more than we will ever understand.

12. Talking Points: It was all right for people to feed their animals every day of the week. The animals got hungry every day. They needed water every day. Still the rule was a person could not work on the Day of Rest. Because of this rule, Jesus was not supposed to heal on the Day of Rest.
13. Ask: Was this a good rule or a bad rule? Discuss why this is true.

**Encourage Application**

14. Have a class member read today’s Memory Verse (John 3:16).

15. Talking Points: How can a person live forever? We must ask God to forget about the things we have done wrong. We must believe in Jesus.

16. Talking Points: “There is not one person who is right with God. No, not even one.” (Romans 3:10) All people sin.

17. Talking Points: “For all men have sinned and missed the shining-greatness of God.” (Romans 3:23) Sin keeps us from God.

18. Talking Points: “You get what is coming to you when you sin. It is death! But God’s free gift is a life that lasts forever. It is given to us by our Lord Jesus Christ.” (Romans 6:23) God will not count our sins against us if we go to Him and ask forgiveness.

19. Talking Points: Jesus saves. Salvation cannot be bought. Salvation cannot be earned. Salvation cannot come when we do good works. Only Jesus can save us.

20. Say: *As God watches us, we must keep our eyes on Him.*

21. Read the words to the hymn “Turn Your Eyes upon Jesus”:

   “O soul, are you weary and troubled?
   No light in the darkness you see?
   There’s light for a look at the Savior
   And life more abundant and free.
   Turn your eyes upon Jesus,
   Look full in His wonderful face.
   And the things of earth will grow strangely dim
   In the light of His glory and grace.”

22. Pray with the class: *Thank You, God, for seeing us as we are and loving us enough to give us life that lasts forever.*

**Supplemental Teaching Idea**

**Guide the Study**

◆ Cover a piece of cardboard with a piece of wrapping paper. On stripes of paper write these sentences:
   1. God heals us when we are sick.
   2. God hears us when we pray.
   3. God loves us when we are unlovable.
   4. God knows us and all that we do.
   5. God sees us and loves us anyway.
Lesson 6: Sacrifice or Security?

Did You Know…?

Preparation
♦ We are beginning a new unit, Unit 2: Making a Personal Choice. For the next four weeks we will study how we make the personal decision to follow Jesus.
  1. Sacrifice or Security
  2. Pride or Humility
  3. Riches or Relationships
  4. Turn Around or Turn Against
♦ At the end of this study each class member should have a better understanding of what it means to follow Christ.

Prior Preparation
♦ Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson each member will have a greater understanding of how the cost of following Jesus might be great.
♦ On a marker board, write “CHOICES” at the top of the board.

Guidance
1. Begin the Bible Study with prayer. Thank You, God, for sending Jesus to die for our sins. Help us to prepare to follow Jesus no matter what it might cost us.

2. Talking Points: This is the first lesson for this new unit, Making a Personal Choice. Choosing to be a Christian is something each person must do. You cannot be a Christian because you were born in a Christian family. You cannot be a Christian because the majority of the people in your community are Christian. You become a Christian by accepting Jesus as your personal Savior.

3. Talking Points: We make choices every day. What choices do we make?

4. Ask the class to name some of the choices they have already made today. Write on the marker board: Daily Choices and then write some of the class member’s answers (What to have for breakfast, what to wear today, when to leave home to come to church.)

5. Talking Points: Some choices are Long Term Choices. These choices include where to live, what our career will be, who our friends will be. Write down some of the suggestions made by the class.

6. Talking Points: Some choices are Eternal Choices. We have the choice of where we will spend eternity.

Guide the Study
7. Ask: What did Jesus say about the cost of following Him?

Connect with Life
9. Ask: Is it possible to love God more than family or our own life?

10. Talking Points: Is Jesus saying we should not love our family? Of course not. If we love God we will love our family members more. We will become better sons and neighbors. Through God we learn to love others better.

11. Have a class member read the Memory Verse: “In the same way, whoever does not give up all that he has cannot be My follower.” (Luke 14:33)

12. Talking Points: What are some of the sacrifices you might have to make to follow Jesus? Are there things that you must give up? Drugs, alcohol, friends who are negative influence on your life and how you live?

13. Talking Points: Some cultures do not accept the Christian faith as an acceptable way of life. The followers of Jesus in these areas of the world make sacrifices every day.
what he did. He went about doing good. And the Chinese people honored their beloved physician.

Bill Wallace had to choose between sacrifice and security. He chose to give his all to God.

For more information about Bill Wallace, see www.bpnews.net and type the name Bill Wallace in the search box.

Guide the Study

16. Talking Points: What is the purpose of salt? It is the most used seasoning in food. Most people use salt or a salt substitute daily. The American diet of pre-packaged foods uses salt to keep the food fresher longer. Many Americans cannot imagine eating French fries without pouring salt on them.

17. Pray with the class: Thank You, God, for helping us make the right choices in life.

Supplemental Teaching Idea
Connect with Life

Are there class members who come from a culture where it is against the law or tradition to be a Christian or to attend a church service? Give these class members the opportunity to tell their stories of being bullied or of family members or friends who were punished for their faith in Jesus. Do not push them to talk if they are reluctant. Be sensitive.

If one or two class members tell their stories, support them. Promise to pray for them. (And keep the promise you make.)

If no one wants to talk about their personal story, tell the class about Bill Wallace, an American Baptist missionary to China.

Bill Wallace (1908-1951) was a medical doctor who chose to go to China rather than stay in the United States. He worked in a hospital in Wuzhou, in the southern part of China. He was not welcomed with open arms. But he made his rounds, he was kind to all, he showed the Chinese people the love of God by the way he treated others. During World War II the town of Wuzhou was bombed by the Japanese. Dr. Wallace was urged to leave the area. He declined. He knew the bombing victims needed a doctor to help them. Bill Wallace was that doctor. The Chinese people were amazed that an American Christian would stay to help with the tragedy of being bombed.

In 1948 Dr. Wallace caught typhoid fever. Once again he was urged to leave China. Many thought he should return to the US. Again, Dr. Wallace got well and kept on making his hospital rounds. He again refused to leave China.

In 1950 the Korean War began. Christian missionaries were not wanted in China. Dr. Wallace was arrested. He was tortured. The people in Wuzhou were encouraged to speak out against their doctor. Not one person would come forward.

Dr. Bill Wallace died while in prison. He was a hero. He was a martyr. He did not ask to be praised for
Lesson Focus
Each person must come to God in prayer with a humble heart.

Focal Text
Luke 18:9-17

Memory Verse
“Jesus called His followers to Him and said, ‘Let the little children come to Me. Do not try to stop them. The holy nation of God is made up for ones like these.’” (Luke 18:16)

Did You Know…?
♦ Only Luke writes about the Pharisee and the tax collector. Matthew, Mark and John do not include this parable in their writings.

Prior Preparation
♦ Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson that each class member will have a greater understanding of how to approach God in prayer.
♦ Prepare to have a marker board and markers available for class time.

Guide the Study
1. Begin class with a prayer: Lord, teach us to pray with a humble heart.

2. Talking Points: Two men go to Temple to pray. One man is a Pharisee. He is a leader of the temple. It is his job to lead the people as they worship God. He makes his presence known so that people will follow his example. The people were not surprised that he was there.

3. Discuss with the class what kind of example the Pharisee was setting. He was praying loudly. He used the word “I” many times. He was the center of his prayer. He spoke about the good acts he had done. He talked about the money he given to the temple. He reminded God, and the people who were listening to him, how he kept all the Jewish laws. The Pharisee was praising himself for doing the things that he was supposed to do. The Pharisee showed great pride in all that he had done.

4. Ask: Do we need to tell God of the good that we have done? Is God impressed with our good actions?

5. Talking Points: Two men go to the temple to pray. The second man collected taxes for a living. The tax man was able to charge the people whatever amount he wanted them to pay. The tax man was not a popular man. It was a surprise to see him at Temple. The tax man stood away from the other worshippers. He quietly prayed. He bowed his head. His words were for God to hear and not for other people. His prayer was a plea to God. The tax man showed great humility as he came to God.

Connect with Life
6. On a marker board write the words PRIDE and HUMILITY.

7. Lead a discussion on the definitions of these words.
Pride: self-important, arrogant, conceited.

8. Write the suggested definitions on the marker board.

9. Talking Points: Two men go to Temple to pray. One has the attitude, “It is all about me.” The other man has the attitude, “I will praise God for what He done and what He will do.”

10. Ask: Which is the best way to come to God?

Guide the Study
11. Talking Points: As Jesus was speaking to His followers people began bringing their children to Him. Parents wanted their children to know Him, to see Him, to love Him. There were some men who tried to keep the children away from Jesus. Why would a man like Jesus want to be bothered by small ones?

12. Talking Points: Jesus said, “Let them come to Me.”

Connect with Life
13. Many times when a president or other political leader, or a well-known preacher, or a public personality comes to town, parents will take their children to see their heroes. Sometimes the parents can get close enough that the famous person will hold the child so a picture can be taken.
14. Have a class member read today’s Memory Verse: “Jesus called His followers to Him and said, ‘Let the little come to Me. Do not try to stop them. The holy nation of God is made up of ones like these.’” (Luke 18:16)

Guide the Study
15. Talking Points: The people of Israel were God’s chosen people. He promised the Jews that He would send His Son to come to live among them. The Son would teach the people how to live. One of God’s special preachers said, “Nations will come to your light. And kings will see the shining-greatness of the Lord on you.” (Isaiah 50:3)

16. Talking Points: People were proud of their special place in God’s plan for His world. Some thought that being chosen meant they were better than the other nations. These people were not always the best examples to represent God. God loved them despite what they became. God sent His Son to be the long-awaited Messiah. That Son was Jesus.

17. Talking Points: Just as God loved His people, Jesus loved the children who were brought to Him.

Connect with Life
18. Talking Points: Small children came to Jesus with open hearts. A child’s faith is simple. Their love is great. A child can show an adult how to be humble, without pride.

19. Pray with the class: Thank you, God, for hearing us when we pray. Help us to come to You with humble hearts.

Supplemental Teaching Idea
Connect with Life
♦ Take several hand mirrors to class. Let the class members look at themselves in the mirror.
♦ Encourage them to primp, pose, practice their smiles. As they are acting out, have someone read the words of the Mac Davis song: “Oh, Lord, it’s so hard to be humble when you’re perfect in every way, I can’t wait to look in the mirror, because I get better lookin’ each day ... Lord, it’s hard to be humble but I’m doing the best I can.”
Lesson Focus
By putting God first in my life I will have a life that lasts forever.

Focal Text
Luke 18:18-30

Memory Verse
"Jesus said, 'God can do things that man cannot do.'" (Luke 18:27)

DID YOU KNOW …?
♦ The words of Jesus on keeping the law also appear in Mark 10:17-22.
♦ The image of the camel going through a needle’s eye is also recorded in Mark 10:23-31.

Prior Preparation
♦ Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson each class member will understand that there is nothing more important than a personal relationship with God.
♦ On a marker board write the last five commandments:
  1. Do not kill other people
  2. Do not do sex sins
  3. Do not steal
  4. Do not lie about other
  5. Do not want the things that your neighbor has
♦ On separate pieces of paper write the first five commandments.
  1. Worship only the One true God
  2. Do not make idols
  3. Do not use the Lord’s name in a false way
  4. Remember the Day of Rest and keep it special
  5. Honor your parents

Guide the Study
1. Begin the Bible Study with prayer: God, help us to put You first in our lives.

2. Talking Points: A rich man comes to Jesus. He asks what else he can do to find the life that lasts forever. The man needed a “To Do” list. He was looking for a way to earn eternal life. The man thought he was doing the right things.

3. Talking Points: Centuries before this time God had given the Jews the Ten Commandments. These ten laws were the bases for all other laws.

4. Explain that the five laws written on the marker board are the last five of the ten. These rules teach us how we should relate to other people.

5. Using the marker board read the last five commandments, making a check each law. Say: I have honored my parents. I have not killed anyone. I do not take part in sex sins. I do not steal other people’s things. I do not tell lies about others.

6. Talking Points: The man must have felt there was something missing in his life. Had he graded his life he probably would have given himself a “B” but he needed to make an “A.”

7. Talking Points: But what of the first five laws? These first five rules teach us how we should relate to God. The man who came to Jesus did not obey these rules.

8. Using the pieces of paper that was prepared before class, have class members read the first five commandments.

Connect with Life
9. Ask: When was the last time you killed someone? When was the last time you used God’s name in a bad way?

10. Discuss how the first five laws are difficult to obey. They are about relationships. Keeping good relationships with others is not always a simple thing.

11. Talking Points: Laws six through ten are about our actions. It is easier to not kill or to not steal than it is to put God first in your life.

Guide the Study
12. Talking Points: The rich man was sad as he walked away. He was sad because he allowed making money and having things to be more important than having a relationship with God.
13. Talking Points: Many people think that rich people are God’s favorites. He has rewarded them with money and power and many things. Are rich people happier than poor people? Research says that having money does not mean having a more meaningful life.

14. Ask: If rich people cannot be saved, what hope is there for everyone else? Talking Points: God’s love provides for salvation for all who come to Him.

15. Talking Points: People who have many things might find it more difficult to put God first because they have more earthly treasures. Those who have little and less to give up.

16. Talking Points: God meets our needs. He knows what we need and when we need it.

17. Ask: Is putting God first an easy thing to do? Talking Points: This means putting Him before family and friends and job and things. Sometimes it seems impossible to put God first. But for those who do, the reward is great. That reward is the gift of a life that lasts forever.

18. Talking Points: There is no “To Do” List. Salvation comes to those who put God first.

Connect with Life

19. Discuss changes we need to make in our lives before we can truthful say that God is first, then people, then things.

20. Pray with the class: Help me, God, to learn to put You first in my life.

Supplemental Teaching Idea

Encourage Application

◆ Take enough needles so that each class member gets one. Provide thread so they can thread the needle. There will be different skill levels. For some this might be an easy thing to do. There might be class members who sew all the time. Others might find it more difficult. Perhaps someone has never tried to thread a needle. There might be someone with a vision problem and find it difficult to see the eye of the needle.

◆ Encourage class members to put their needle on their clothing. This will serve as a reminder to put God first.
Lesson 9: Turn Around or Turn Against?

Lesson Focus
We must respond to our personal invitation to come to Jesus.

Focal Text
Luke 19:1-10

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

Did You Know…?
♦ The story of Zaccheus climbing up a sycamore tree is found only in Luke.

Prior Preparation
♦ Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson each class member will come to know Jesus as Savior.
♦ On a marker board, write the words to the Zaccheus Song:
  “Zaccheus was a wee little man,
  And a wee little man was he.
  He climbed up in a sycamore tree
  For the Lord he wanted to see.
  And as the Savior came that way,
  He looked up in the tree.
  He said, ‘Zaccheus, you come down,
  For I am going to your house today,
  For I am going to your house today.’”
♦ If you don’t want to teach the music to the song, practice saying the song to a rap beat.
♦ Refresh your memory on the hand movements if you choose to teach them to the class.

Guide the Study
1. Begin the class with a prayer: Guide us, Lord, as we come to You so that we will have a life that lives forever.

   ◆ He was short.
   ◆ He was a tax man. No one likes the tax man. He could demand people to pay whatever he wanted from them.
   ◆ He was greedy.
   ◆ He was chief tax gatherer so that men worked for him, and they had to pay Zaccheus some of what they collected.
   ◆ He was rich.
   ◆ He had heard about Jesus and wanted to see Him.
   ◆ He was determined. He was willing to suffer the indignity of climbing a tree for just a look at Jesus.
   ◆ He had no reasonable expectation of actually coming face to face with Jesus.

3. Ask: What do you think Zaccheus was thinking when he decided to climb a tree? What do you think was missing in his life?

4. Talking Points: Zaccheus had money and the things that money could buy. He had power. Most people probably thought Zaccheus had it all. But he must have been an unhappy man. Perhaps he knew there had to be something more to life.

5. Talking Points: The day Jesus came to town was like no other day. The crowd stood by the side of the road. They wanted to see Jesus. Probably there were some who were hoping to reach out and touch Jesus.

Connect with Life
6. Talking Points: The team that wins the Super Bowl or World Series expects a parade to honor the win. The players and coaches ride in convertibles and they wave to their fans. The crowds cheer for the victors. The people get as close to the team as they can. Many fans go with the hope of being able to get close enough to actually “high five” one of the players. Many fans, however, stay home and watch the parade on television. They are thinking the cameras get better views than a person standing on the street.

7. Ask: Would seeing Jesus be more exciting than seeing a football team or a baseball team? If you were told that Jesus was coming to town, would you go and see Him or would you want to stay home and watch it on TV?
Guide the Study

8. Talking Points: When Zaccheus saw the crowd he decided to climb a tree so he could get a better view.

9. Ask: Of all the people there that day, why would Jesus stop to talk with a much disliked tax man?

Connect with Life

10. Using the marker board that you prepared, sing or rap The Zaccheus Song.

11. Have a class member read today’s Memory Verse: “For the Son of Man came to look for and to save from the punishment of sin those who are lost.” (Luke 19:10)

Guide the Study

12. Talking Points: Jesus met Zaccheus where he was. Zaccheus got more than he thought he would get. He was hoping for a look at the Son of Man everyone was talking about. Instead he got to speak to Jesus face-to-face. And then there was more. Jesus was coming home with Zaccheus. They would be eating together. Jesus would be spending the night at Zaccheus’ house.

13. Ask: What do you think Zaccheus thought when Jesus said, “I am coming to dinner?”

Connect with Life

14. Ask: If Jesus knocked on your front door, what would you say? Would you be prepared to meet Him?

15. Talking Points: Salvation is a gift from God to all who will believe. It cannot be earned. It is free. All a person has to do is believe on Him and say, ‘I want that gift.’

Guide the Bible Study

16. Talking Points: After Zaccheus spent time with Jesus a surprising thing happened. Zaccheus was a changed man. He wanted to put God first in his life. He wanted others to see what God can do to change a man’s heart. He wanted the people he had cheated to forgive him. He gave half of his money to the poor. He returned the money he had taken in greed. He showed others that he had a life changing experience.

17. If God can change the life of a sinner like Zaccheus, He can change a life like yours.

18. Pray with the class: God, I am a sinner. I ask You to forgive me. I know You died for me. You rose from the dead. I trust You. I will follow You as my Lord and Savior. Guide my life. Help me to do all that You want me to do. Amen.

Supplemental Teaching Idea

Encourage Application

- Bring to class a tree limb. Have class members write their names on paper that has been cut in the shape of leaves. Tape the names on the limb. Will class members go out on a limb to put God first in their lives?
Teaching Guide
Adult Bible Study
in Simplified English

The Gospel of Luke:
Jesus’ Personal Touch
Unit 3: Answering
Personal Questions

Lesson 10:
Questions About
Who Is Boss

Lesson Focus
When asked about the power of religious and civil authorities Jesus pointed to God as the ultimate authority.

Focal Text

Memory Verse
“Jesus came and said to them, ‘All power has been given to Me in heaven and on earth.’” (Matthew 28:18)

DID YOU KNOW …?

Prior Preparation
◆ Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson each class member will learn to seek God as the ultimate power over all things.
◆ Take your cell phone or some other electronic devise with you to class.
◆ Take some dollars with you to class.

Connect with Life
1. Begin the class with prayer: Help me, God, to learn to trust You and allow You to be the supreme authority in my life.

2. Have a class member read today’s Memory Verse: “Jesus came to them and said, ‘All power has been given to Me in heaven and earth.’” (Matthew 18:28)

3. Show an electronic device to the class. Push the power button. Discuss how the pushing the power button turns the device on. When it is on the device is able to do what it is meant to do. Push the power button again and the device turns off. When it is turned off the device is useless. The person pushing the button is the person in control.

Guide the Study
4. Talking Points: Jesus began His earthly ministry in Capernaum and then He moved to Jerusalem. Many of His followers moved with Him. He was very popular. But when Jesus got to the temple he became angry. Instead of a house of prayer He found that the temple had become a marketplace. People had started selling animals to be sacrificed. And then the list of things being sold became longer and longer. It was not pleasing to God to see that His house was being used for activities other than worship.

Connect with Life
5. Remind the class of the Memory Verse. This verse shows us that Jesus had the right to express His anger and to do something about it. He had the power.

6. Talking Points: Buying, selling, trading in the Temple was stopping people from worshipping, praising and singing.

7. Ask: If Jesus came to our church would He be pleased with all the things we are doing? Is there something we should do to change what we are doing?

Guide the Study
8. Talking Points: Jesus had come to Jerusalem to teach people how much God loved them.

9. Talking Points: At first the temple leaders accepted Jesus as a Good Teacher. As Jesus’ popularity grew the Temple leaders liked Him less and less. They were afraid the new teacher would become more popular and they would lose the power they had over the people who came to worship.

10. Talking Points: Temple leaders knew who Jesus was. They remembered the remarkable child who came and learned and asked questions. He also taught them.

11. Talking Points: Temple leaders did not like Jesus because He was teaching forgiveness; He was healing on the Day of Rest. He was clearing out those who were using the temple for purposes other than praying. He was telling people to follow Him.
12. Talking Points: Temple leaders questioned Jesus. Instead of answering the question, Jesus asked them a question: Why did they accept John the Baptist? Jesus knew what was in the hearts and minds of those who were questioning Him. Jesus was not going to fall into their trap.

13. Talking Points: John the Baptist was called to prepare the way for Jesus’ ministry. This was part of God’s plan for His world.

Connect with Life
14. Place several dollars on a table.

15. Ask: Who are these men on the dollar bills? Do we worship the men pictured on the money? Do we worship the money? Why is money important to our daily lives?

Guide the Study
16. Talking Points: The temple leaders asked Jesus about paying taxes. Should they pay taxes to a government that was miles away and that obviously did not interested in returning anything for the money paid?

17. Talking Points: Jesus told the leaders they should give what was asked of them to the earthly government and they should give to God what He asked of them.

Connect with Life
18. Talking Points: Jesus says we should pay taxes. We cannot decide where the tax money goes and how it is spent. Jesus says we should give what we have to God. We give money to the church. The church might spend money on things we do not approve of. What is an appropriate response if we disagree with our church budget?

Guide the Study
19. Talking Points: The temple leaders did not like Jesus. They did not like the way He answered their questions. They were afraid to ask Him more questions because He was so wise in the way He responded. They knew when to stop trying to trap Jesus. They listened to Him.

20. Pray with the class: Lord, we want You to have power over our lives because we trust You to know what is best for us.

Supplemental Teaching Idea
Encourage Application
* Play a game of “Who Do You Trust?”
  * Do you trust the man who quietly comes to church, bows his head, and silently prays OR do you trust the man who loudly reminds God of the things he has?
  * Do you trust the person on a pension who faithfully tithes to the church OR do you trust the rich man who with great fanfare donates enough money to get his name on the new worship center?
  * Do you trust the women who provide afternoon snacks for the children in the neighborhood OR do you trust the men who find time to go to deacon meetings but don’t have time to visit church members who are in the hospital?
  * Do you trust the One who died so you will have life that lasts forever OR do you trust the one who promises you great riches if you send money?
* Ask: Which of these people show lives that reflect the power of God in their lives? How do others see you and how you manage your time, money and skills?
Lesson 11: Questions About the Future

Guide the Study
1. Begin the class with a prayer: Help us, God, as we learn more about your plan for the future and how we can face the future with faith not fear.

2. Talking Points: Some people were talking about the Temple. They were so proud of it. The stones used in the construction of the structure made it a magnificent building. It was the house of God, a house of prayer. It was where they came to worship God. The Temple was built in BC 587 to replace the first Temple that was destroyed when the Babylonians destroyed Jerusalem and took the Jews into captivity. The Jews built the second Temple thinking that it would last forever.

3. Ask: Do buildings ever last forever?

4. Talking Points: Jesus said this Temple would not last forever. He predicted that it would be destroyed. This prediction was fulfilled AD 70 when the Romans seized Jerusalem.

5. Ask: If people knew when the Temple was going to be destroyed would they have invested so much time and money in its construction?

Connect with Life
6. Ask: If you knew what the future will be, would you make plans and prepare for it? Would you sit down and wait to see what will happen, doing nothing?

7. Talking Points: A poem written by Norman J. Clayton (1903-1992) includes these words: “If we could see beyond today, as God can see … We cannot see what is before and so by faith we cling the more He leads us until this life is o’er, Trust and obey.”

8. God has a plan and we must be ready to obey Him so that we can find our place in that plan.

Guide the Study
9. Talking Points: Jesus knew what was about to happen. He knew He was going to die. He knew He would rise from His tomb. He knew He would return to heaven. He also knew that His followers did not know things would change. They would face challenges. He warned His followers to keep the faith and obey Him, and they would make it to the end.

Connect with Life
10. Talking Points: Many times when survivors describe how they felt during a major earthquake they will say, “I thought it was the end of the world.”
11. Have a class read today’s Memory Verse: “When you hear of wars fighting in different places, do not be afraid. These things have to happen first, but the end is not yet.” (Luke 21:9)

12. Ask: Is the end of the world near?

13. Display the headlines collage that you brought to class. Discuss how these headlines show that the world is in a fragile position. There have always been wars, and earthquakes, and disasters, both natural and manmade.

14. Talking Points: We do not know when the world will end. No one does. We just know that it will happen because Jesus said He would return.

15. Taking points: God is in control. We must have faith in Him. We must trust and obey.

16. Pray with the class: God, help us to have faith today so we can live without fearing the future.

**Supplemental Teaching Idea**

**Connect with Life**

- On a marker board, write: FAITH WITHOUT FEAR.
- Explain that Stephen was the first person to be identified as a Christian. He was not well liked because he told others about Jesus. A group of men decided to stone Stephen to death.
- Then explain that one person who witnessed the stoning was a man named Saul. Saul saw the faith of Stephen. Saul became a believer. He changed his name to Paul and became a missionary. Paul went on three missionary trips.
- Finally, explain that one of the men who travelled with Paul was Luke. After Paul was arrested he was taken to Rome for trial. Luke went with him. Later, Luke was to write the Gospel of Luke, the story of Jesus and His ministry, and the Book of Acts, the story of the early days of the Christian church.
- Ask: How different would the world be if Stephen had not had faith enough to face the future without fear?
Lesson 12: Questions About Who Jesus Is

Teaching Guide
Adult Bible Study
in Simplified English

The Gospel of Luke:
Jesus’ Personal Touch
Unit 3: Answering
Personal Questions

Lesson Focus
Jesus is King of Kings and Lord of Lords, and should be worshipped.

Focal Text

Memory Verse
“They all said, ‘Then You are the Son of God?’ He said, ‘You say that I am.’” (Luke 22:70)

DID YOU KNOW …?
♦ The story of Jesus being put on trial and appearing before Pilate is also told in Matthew 26:57-68 & 27:1-26, Mark 14:53-65 & 15:1-14, and John 18:19-40.
♦ However, the other three Gospel writers do not tell of Pilate sending Jesus to Herod (Luke 23:6-16).

Prior Preparation
♦ Pray daily for your Bible class. Name them one by one. Pray that from this week’s lesson each class member will be able to answer the question Jesus asked, “Who do you say I am?”
♦ Write on a marker board the names of Jesus according to Isaiah 9:6.
♦ Make sure you have the marker available during class time.

Guide the Study
1. Pray with the class: Be with us, God, as we learn to worship You.

2. Read to the class Isaiah 9:6.
3. Ask: What other names are there for Jesus? (Son of God, Son of Man, King of Kings, Lord of Lords, Messiah, and Savior. Write their answers on the marker board)

4. Talking Points: One night Jesus was arrested. He knew that the time had come for Him to fulfill the prophecy of Isaiah 53:8-9.

5. Talking Points: Jesus was taken to the court of the religious leaders. They asked Him if He was Christ, the Messiah. These men were not asking in a friendly way. They did not want to become followers. They were not looking for the truth. They asked because they were trying to trap Him.

6. Talking Points: Jesus knew what was in the minds of these men. He knew what to say without falling into their trap. By answering with a question, Jesus was following in the teaching style of the religious leaders.


8. Talking Points: The Jewish leaders were angry. They did not want Jesus to interfere with their power. They did not want the responsibility for what was to become of Jesus. They decided to take Jesus to Pilate, the Roman ruler.

9. Talking Points: The Jewish leaders lied, trying to show Pilate that Jesus was a threat to Rome. Pilate saw this as a religious problem. He did not want the responsibility for Jesus. When someone mentioned that Jesus was from Galilee, Pilate saw his way out of the situation. He said Jesus had been taken to the wrong court. Pilate sent Jesus to Herod.

10. Talking Points: Herod was happy to hear the case. He was hoping to see Jesus perform a miracle. But Jesus did not give Herod his miracle and that made him mad. Herod and his soldiers made fun of Jesus. They bullied Him. They dressed Him up in a fancy robe and hailed as a king. Herod sent Jesus back to Pilate.

11. Talking Points: Pilate found another solution to the Jesus problem. He got the religious leaders and some of the people who were in Jerusalem for the religious holiday, Passover, to come to him. He told them Jesus was not guilty of a crime. Pilate said he would punish Jesus and then release Him.
Connect with Life
12. Ask: Have you ever been bullied? Allow time for class members to talk about their experiences should they want to.

Guide the Study
13. Talking Points: The people wanted to see Jesus die. So Pilate came up with another solution. He gave the Jews a choice. Because it was Passover, Pilate could release one man who was to die. Pilate gave the Jews a choice between Jesus and Barabbas. Barabbas was a murderer. Jesus had not killed anyone. Pilate thought the Jews would choose to release Jesus rather than Barabbas. Pilate was wrong. The people demanded to release Barabbas and put Jesus to death. Three times Pilate said Jesus was not guilty. Three times the people yelled, “Kill Jesus.” Pilate had said he would do what the people wanted. So he said Jesus would die.

Connect with Life
14. Ask: Did Jesus have to die?

15. Talking Points: Jesus could have saved Himself. But He had to fulfill the promise of salvation. To save us He had to give his life.

16. Ask: Do you love Him enough to follow Him?

17. Ask: Will you follow Him, giving up everything?

18. Pray with the class: Thank You, Jesus, for loving us so much that you died for us.

Supplemental Teaching Idea
Guide the Study
◆ Using a marker board write the essential elements of Isaiah 53:8-9:
   1. Arrested
   2. Judged
   3. His followers left Him
   4. He was there to take away the sin of the world
◆ Point out that this is exactly what happened.
Lesson 13: Questions About the Promised Messiah

Lesson Focus
There is hope through conversations with Jesus and what we can learn from His words.

Focal Text

Memory Verse
“They did not find His body. They came back saying they had seen angels in a special dream who said that He was alive.” (Luke 24:23)

DID YOU KNOW …?

♦ Luke’s is the only Gospel to give details about the events on the Road to Emmaus. Mark’s Gospel sums up this incident in two verses. (Mark 16:12-13)

Prior Preparation
♦ Pray daily for the members of your Bible class. Name them one by one. Pray that from this week’s lesson they will learn that there is hope in the words, “He is alive.”
♦ On a marker board write “JESUS IS ALIVE.”

Guide the Study
1. Pray with the class: God, help us find the hope that is in the words ‘JESUS IS ALIVE.’
2. Ask: Who is Cleopas? (He was a follower of Jesus and was very sad as he walked to Emmaus knowing that Jesus had been put to death.)
3. Talking Points: The walk from Jerusalem to Emmaus took about two hours. On Sunday after Jesus died, Cleopas and another person were making that walk. They were talking about the things they had seen over the past few days.
4. Point to the marker board. Underneath the words JESUS IS ALIVE write down the things that had happened: “Jesus had been arrested and tried. He was sentenced to die. He was bullied. He was nailed to a cross. He died. He was placed in a grave.”
5. Talking Points: These are the things Cleopas knew had happened. These were the things the travelers were talking about. They were trying to make sense of it. They had lost hope that Jesus was The Messiah they had thought He would be.
6. Talking Points: Another man joined them. They thought He was a stranger. They did not know who He was. They told the stranger all that had happened. They even told Him about the women going to the grave and finding it empty. Jesus was not there.
8. Talking Points: The followers did not understand the meaning of the empty grave or the angels that they saw. It was a mystery to them. They could not explain it, but they knew what they knew.

Connect with Life
9. Talking Points: In today’s media world with all the news, all the time, 24/7, when a major event happens we all suddenly become experts on the issues. We quote the same sources. Sometimes we even quote ourselves. But what do we really know?
10. Ask: How do you feel when you are telling someone about a world event?
11. Ask: How do you feel when someone starts a sentence with the phrase: “Unless you have lived under a rock these past days, you have heard …”? Explain this phrase to students.

Guide the Study
12. Talking Points: As was the custom, Jesus asked questions to answer them. Jesus asked, “Didn’t these things have to happen in order for Him to come to be Who He said He was?”
13. Talking Points: Cleopas invited Jesus inside for supper and to spend the night. As they sat down to eat, Jesus took over the role of host. He broke the bread they were to eat. It was then that Jesus was recognized. Their hearts were filled with joy.
14. Talking Points: Cleopas immediately got up and ran back to Jerusalem. He had to tell the other followers. His encounter with Jesus confirmed the Good News that Jesus had risen from the dead. Jesus is alive!

15. Lead the class to sing “He Lives.”

“I serve a risen Savior,
He’s in the world today,
I know that He is living,
Whatever men may say,
I see His hand of mercy,
I hear His voice of cheer.
And just the time I need him
He’s always near.
He lives, he lives,
Christ Jesus lives today,
He walks with me and he talks with me,
Along life’s narrow way.
He lives, he lives,
Salvation to impart!
You ask me how I know he lives,
He lives within my heart!”

Connect with Life

16. Ask: Is your heart filled with the joy of knowing Jesus?

17. Ask: Do you want to share that joy with others? Why or why not?

18. Pray: Thank You, Jesus for dying for us, so that we might live.

Supplemental Teaching Idea

Encourage Application

» Provide copies to each class member of the following speech choir song. Have someone be the soloist. Divide the class into two sections.

Soloist: And Jesus was arrested and tried, He was placed on a cross to die.

Group 1: Jesus died, Jesus died
Group 2: Some cheered, some cried

Soloist: They took Him from the cross to a grave.
Group 1: He did not stay
Group 2: He arose

Soloist: Because He arose He saved all who believe

Group 1: Jesus died
Group 2: For you and me

Soloist: From our sins we are free
Did You Know?
♦ The Christmas Story is also included in Matthew 2:1-12.

Prior Preparation
♦ Pray daily for each member of your Bible class. Name them one by one. Pray that through this week’s Bible study they will learn to celebrate the joy of the birth of Jesus.
♦ Collect Christmas cards and sort the cards into three groups: the shepherds watching their flocks; the angels proclaiming the birth of the baby Jesus; Mary, Joseph, and the baby in the manger.

Guide the Study
1. Pray with the Bible class: Open our hearts, Dear Lord, as we learn about the birth of Your Son, Jesus.

2. Show the class the pictures/Christmas cards of the shepherds watching their flocks.

3. Say: The night was calm. The sheep were sleeping. The shepherds were sleeping, but awake enough to be prepared if one of the sheep was to walk away from the flock.

4. Talking Points: Shepherds were hired to watch the flocks of several men of Bethlehem. A good shepherd was always watching, even though his eyes were closed.

5. Show the class the pictures of the angels as they filled the sky.

6. Say: Suddenly, everything changed. The sky was full of angels. They were singing, “Glory to God in the highest and peace on earth for all men.”

7. Talking Points: “Glory to God” is a praise song to God. The angels were acknowledging that God had given a great gift to the people.

8. Talking Points: The angels came to the shepherds and told them that a special baby had been born in Bethlehem. This angel told the shepherds they should go and see this special child. The angels said this Child is Christ the Lord.

9. Ask: If an angel came to you and said you should go see a newly born child, would you go?

10. Talking Points: There were many things the shepherds could have thought about before leaving their sheep. They were probably glad for something to happen to break the boredom of watching sheep sleep. They would probably wonder what would happen if it was discovered that they had left their jobs. They might have wondered if all this was for real, or if it was a dream.

11. Talking Points: The shepherds ran to see the baby. Would you run to Him if you were told the long-awaited Messiah had been born?

12. Talking Points: The shepherds ran through town looking for the child. They told everyone they saw about the angels. They found Mary and Joseph with the baby. They were spending the night in a stable. Mary had made a crib for the child out of the place where the hay for the cattle was. When the shepherds told Mary about the angels, she knew that her child was God’s special gift to the world.

13. Talking Points: For many years God’s special preachers had told about the One to come to save the world. Mary was the one God had chosen to take care of His Son.

14. Say: When an angel came to Mary and told her she was about to give birth to a special child, she was filled with joy. She was filled with fear because she was not married. She was filled with questions, such as “Why me?”
15. Ask: How would you have reacted if an angel came to you and said you were going to have a baby boy?

**Guide the Study**

16. Talking Points: Many years before this night, God’s special preachers said it would happen. Isaiah 7:14 says: “For the Lord Himself will give you a special thing to see. A young woman who has never been with a man will give birth to a son. She will give Him the name Immanuel.”

17. Talking Points: The shepherds saw the angels. They heard the angels sing. Because the shepherds trusted what the angels said and did as they were told they were the first to see the One Who came to save the world. The shepherd’s story shows us that we should trust and obey God. If we do, we will see great things.

18. Pray with the class: *Help us, God, to trust and obey You.*

**Supplemental Teaching Idea**

**Encourage Application**

- Have enough Christmas cards available for each class member to have one. Give each member the opportunity to decide who they would want to send a card to.
- Have them talk about the person they selected. Allow them to tell who the person is and why they are important to them.
- Ask them why they chose to send a card to that person.
- Point out that sending religious Christmas cards is a way of expressing their faith in Jesus to friends and neighbors.