

Teaching Resource Items
for

Guidance for the Seasons of Life

These items are selected from “Teaching Plans” in
Guidance for the Seasons of Life—
Adult Bible Teaching Guide.

They are provided to make lesson preparation easier and faster
for handouts and similar items.

(An item is not provided for every lesson, since every lesson’s “Teaching Plans”
does not include items that lend themselves to handouts.)

See
Guidance for the Seasons of Life—
Adult Bible Teaching Guide.
for guidance in using these items.

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Teaching Resource Items

1. For Lesson Three, Teaching Plan—Varied Learning Activities, Step 7, *Questions About Family Experiences*
2. For Lesson Four, Teaching Plan—Varied Learning Activities, Step 6, *Interview Questions*
3. For Lesson Five, Teaching Plan—Varied Learning Activities, Steps 1-2, *Group Instructions*
4. For Lesson Six, Teaching Plan—Varied Learning Activities, Step 8, *A Faithful God*
5. For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 5, *Don't Wait to Be Asked*
6. For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 1, *Scripture Search*
7. For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 5, *Think of a Time*
8. For Lesson Nine, Teaching Plan—Lecture and Questions, Step 1, *Questions About Caring*
9. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 1, *Monologues*
10. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 4, *Group Assignments*
11. For Lesson Eleven, Teaching Plan—Varied Learning Activities, Step 6, *Questions on 1 Samuel 8:1-9*
12. For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 9, *How I Want to Be Remembered*
13. For Lesson Thirteen, Teaching Plan—Varied Learning Activities, Step 7, *Group Assignments*

Questions About Family Experiences

- How has your family influenced your experiences and helped shape your destiny?
- How do you feel about the way your family has affected you?
- How does reading Joseph's story affect the way you think about your family?

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***Item One, For Lesson Three, Teaching Plan—Varied Learning Activities,
Step 7, Questions About Family Experiences***

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Interview Questions

- a. (to the servant) What did you think when Abraham asked you to leave him, go to his homeland where his people were, and find his son a wife?
- b. (to servant) You arrived in town as it was getting dark and the women were coming out to draw water. Why did you ask God for such a specific request when you asked God to have the right girl offer to water your camels after agreeing to give you a drink?
- c. (to servant) What did you think as you watched Rebekah draw water to water ten camels?
- d. (to Rebekah) I understand that you watered this man's camels and you had to fill your water jar between 80 and 100 times. What did you think when this man asked you for a drink? Why did you offer to water his camels, too?
- e. (to Rebekah) What were you thinking and feeling as you listened to this man tell your family his story and then ask to take you to a strange land to live the rest of your life with people you did not know?

***Item Two, For Lesson Four, Teaching Plan—Varied Learning Activities,
Step 6, Interview Questions***

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Group Instructions

What is the difference between wishing for something and longing for it?

List things that people might long for.

Has there been a time in your life when you or someone you knew, “wept bitterly,” because of an unmet longing?

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***Item Three, For Lesson Five, Teaching Plan—Varied Learning Activities,
Steps 1-2, Group Instructions***

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A Faithful God

- a. Someone's child recently died
- b. Someone lost their home in foreclosure
- c. Someone has experienced divorce
- d. Someone has learned their remaining parent has Alzheimer's

For your assigned situation, write how you could show that God is faithful.

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***Item Four, For Lesson Six, Teaching Plan—Varied Learning Activities,
Step 8, A Faithful God***

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Don't Wait to Be Asked

Are you serving as best as you can?

What initiative do you need to take this week?

What “little” thing can you faithfully do?

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***Item Five, Lesson Seven, Teaching Plan—Varied Learning Activities,
Step 5, Don't Wait to Be Asked***

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Scripture Search: Numbers 13:1-2, 17-33; Joshua 14:6-10

- (1) What were the qualifications for Moses' assignment?
- (2) What age were the spies?
- (3) What was the basic assignment, in a nutshell, that Moses gave?
- (4) What was the territory to be spied out?
- (5) What specific directions did Moses give?
- (6) How long were the spies gone, and what did they do while on the spying trip?
- (7) What did Caleb—or the other spies, depending on your assignment—report about the land?
- (8) What was the recommendation of the report?

***Item Six, For Lesson Eight, Teaching Plan—Varied Learning Activities,
Step 1, Scripture Search: Numbers 13:1-2, 17-33; Joshua 14:6-10***

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Think of a Time

- (1) Think of a time, as a child, when your parents frustrated you.
 - (2) Think of a time, as an adult, when your parents frustrated you.
 - (3) Think of a time when you showed restraint (or can show restraint in the future) when frustrated and even so treated your parents with respect.
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***Item Seven, For Lesson Nine, Teaching Plan—Varied Learning
Activities, Step 5, Think of a Time***

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Questions About Caring

- (1) How do/did your parents care for your grandparents?
 - (2) How do/did they care for you and any other siblings you have?
 - (3) Are there similarities between the two? differences?
 - (4) How do you care for your parents?
 - (5) How do you care for your children, or how do you think parents should care for their children?
 - (6) How are your ways and your parents' ways similar? different?
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 - (4) How do you care for your parents?
 - (5) How do you care for your children, or how do you think parents should care for their children?
 - (6) How are your ways and your parents' ways similar? different?
-

***Item Eight, For Lesson Nine, Teaching Plan—Lecture and Questions,
Step 1, Questions About Caring***

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Monologues

Speaker One: My child was on a destructive path, but how could I give her advice when she knew I also had had my own moral lapses? If only

Speaker Two: Because I was burdened with other responsibilities, I simply did not see that there was trouble in my family until it was too late. If only

Speaker Three: I knew there were problems, but our family was not the kind who talked about them. If only

Speaker Four: Yes, I made mistakes—as any parent does—but I tried to follow God every day in being a good parent. Nevertheless, my child was bent on a destructive path. Yet, in the middle of the night, I wonder, if only

Teacher: These speakers probably said some things that made us cringe, for most parents have some regrets. No family is perfect. Few situations hurt more than a fractured family. Yet even King David, “the man after God’s own heart,” suffered a fractured family, and his painful story can increase our wisdom in our own circumstances.

**Item Nine, For Lesson Ten, Teaching Plan—Varied Learning Activities,
Step 1, Monologues**

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Group Assignments

Group 1: Read 2 Samuel 13:1-22.

What were the consequences (in these verses) for Tamar and for Absalom?

Seeing the consequences, if David had said, *If only . . .* which of the bulleted items on the board might he have applied to his own behavior?

Group 2: Read 2 Samuel 13:23-39.

If David had said, *If only . . .* which of the bulleted items on the board might he have applied to his own behavior?

Group 3: Read 2 Samuel 14:1, 21-24, 28-33.

Who failed to do his part in meaningful reconciliation—David, Absalom, or both? (Note that the kiss in verse 33 was probably a ceremonial kiss.)

If David had said, *If only . . .* which of the bulleted items on the board might he have applied to his own behavior?

***Item Ten, For Lesson Ten, Teaching Plan—Varied Learning Activities,
Step 4, Group Assignments***

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Questions on 1 Samuel 8:1-9

- a. What was the reason for Samuel stepping aside from his role as judge?
 - b. What was Samuel's plan for succession?
 - c. What was the problem with Samuel's plan?
 - d. What was the solution proposed by the people?
 - e. What was Samuel's reaction?
 - f. What was God's response?
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 - b. What was Samuel's plan for succession?
 - c. What was the problem with Samuel's plan?
 - d. What was the solution proposed by the people?
 - e. What was Samuel's reaction?
 - f. What was God's response?
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***Item Eleven, For Lesson Eleven, Teaching Plan—Varied Learning
Activities, Step 6, Questions on 1 Samuel 8:1-9***

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How I Want to Be Remembered

Take time to reflect, and then list at least three things for which you would like to be remembered.

Make a list of life values you want to pass along to your children, grandchildren, and/or friends.

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Take time to reflect, and then list at least three things for which you would like to be remembered.

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Item Twelve, For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 9, How I Want to Be Remembered

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Group Assignment: 1 Corinthians 15:35-44

What did Paul say about bodily resurrection in these verses?

What conclusions we can draw from these verses?

What questions remain?

Group Assignment: 1 Corinthians 15:50-57

What did Paul say about bodily resurrection in these verses?

What conclusions we can draw from these verses?

What questions remain?

***Item Thirteen, For Lesson Thirteen, Teaching Plan—Varied Learning
Activities, Step 7, Group Assignments***

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