

Teaching Resource Items
for
Leviticus, Numbers, Deuteronomy: Preparing for a New Life

These items are selected from "Teaching Plans" in
Leviticus, Numbers, Deuteronomy—Adult Bible Teaching Guide. They are provided to make lesson
preparation easier for hand-outs and similar items. Instructions for use are found in
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Lesson One

Teaching Plan—Varied Learning Activities, Step 5, Chart

More About Offerings					
Scriptures in Leviticus	Name(s) of offering	What was offered	Use of offering	Purpose of offering	Possible New Testament parallel
1:1-17; 6:8-13					
2:1-16; 6:14-18					
3:1-17; 7:11-36					
4:1—5:13; 6:24-30					
5:14—6:7; 7:1-10					

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Lesson Two

Teaching Plan—Varied Learning Activities, Step 1, Assignments

Assignment 1: The Tabernacle

- Find a drawing of the tabernacle and other information on it in a Bible dictionary, Bible commentary, or Bible handbook (such as the *Halley Bible Handbook* on Exodus 35).
 - Show what the tabernacle looked like by creating a three-dimensional model of the tabernacle and surrounding court; or by making a poster showing the outline of each part of the tabernacle; or by drawing on the class chalk/marker board an outline of the tabernacle and its furnishings.
 - Be prepared to explain the items that are part of or in the tabernacle (such as holy place, holy of holies, altar of burnt offering, laver, table of show bread, golden candlestick, altar of incense, ark of the covenant).
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Assignment 2: Cleansing the High Priest

Read Leviticus 16:2-4, 6, 11-13. Share with the class the high priest's preparation and activities to make atonement for his sins and those of his family.

Assignment 3: Cleansing the People

Read Leviticus 16:5, 7-10, 15-17, 20-22. Share with the class the high priest's activities to make atonement for the sins of Israel. Explain the use of the "scapegoat."

Assignment 4: Cleansing the Holy Place

Read Leviticus 16:14-19. Share with the class the high priest's activities to make atonement for the tabernacle and its furnishings.

Assignment 5: Preparation for the Day

Read Leviticus 16:29-34. Share with the class the way the Israelites were to observe the Day of Atonement.

Lesson Two

Teaching Plan—Varied Learning Activities, Step 9, Worksheet

A Comparison of Systems ¹	
Old Plan	New Plan
1. First high priest was _____. (Exodus 28:1; Leviticus 16:2)	1. Only “great high priest” is _____. (Hebrews 4:14)
2. From tribe of _____. (Hebrews 7:5)	2. From tribe of _____. (Hebrews 7:14)
3. Used blood of _____. (Leviticus 16:14-15)	3. Used blood of _____. (Hebrews 9:12-14)
4. Required _____ sacrifices. (Hebrews 9:25)	4. Requires _____ sacrifices. (Hebrews 9:28)
5. System was _____. (Hebrews 8:13)	5. System is _____. (Hebrews 7:21, 28)
6. Functioned where? _____. (Hebrews 8:4)	6. Functions where? _____. (Hebrews 8:1-2)
7. Aaron sacrificed for his own _____. (Leviticus 16:11)	7. Jesus had no _____. (Hebrews 7:26-27)

¹ Adapted from *Life Application Study Bible* (NIV), (Zondervan Publishing House, Grand Rapids, Michigan, 1991) 193.

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Lesson Three
Teaching Plan—Varied Learning Activities, Step 5, Personal Evaluation
Form

How Holy Are You?

How are you walking in holiness with regard to the items below? Circle the number that best reflects your progress in holiness on each item. This is for personal evaluation only. Do not turn this sheet in!

	Sinner	-----	Saint
1. Respect for parents	0	1	2 3 4 5
2. Use of the Sabbath	0	1	2 3 4 5
3. Idols (what I worship)	0	1	2 3 4 5
4. Response to the poor	0	1	2 3 4 5
5. Integrity	0	1	2 3 4 5
6. Feelings of hatred	0	1	2 3 4 5
7. Love for my neighbor	0	1	2 3 4 5

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Lesson Four
Teaching Plan—Varied Learning Activities, Step 3, Festival Form

Festival Form

1. Scripture: _____
 2. Festival/feast name(s): _____
 3. Length (in days): _____
 4. When held: _____
 5. What it remembered: _____
 6. Why important: _____
-

Festival Form

1. Scripture: _____
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-

Lesson Five

Teaching Plan—Varied Learning Activities, Step 2, “Not Your Land” Test

“Not Your Land” Test

Fill in the blanks with the appropriate word or letter(s). Do **not** return this test!

- (1) The Sabbath of the land was to be observed every _____ years. (Leviticus 23:3)
- (2) The Hebrews were to _____ their fields, _____ their vineyards, and _____ their crops in the six years preceding the Sabbath. (Lev. 23:3)
- (3) During the Sabbath year they were not to _____ their fields, _____ their vineyards, or _____ crops. (Lev. 25:4-5)
- (4) The Jubilee year came after _____ Sabbath years. (Lev. 25:8)
- (5) The Jubilee year began on which day of the next year? (Lev. 25:9) Choose one _____
 - a. Passover
 - b. Pentecost
 - c. Day of Atonement
- (6) Each Hebrew was to return to: (Lev. 25:10) Choose one _____
 - a. The land that belonged to their ancestors
 - b. Egypt
 - c. Sinai
- (7) When buying property, the price was to be based on the number of years since the last: (Lev. 25:15) Choose one _____
 - a. Passover
 - b. Day of Atonement
 - c. Jubilee Year
- (8) The person selling the property was actually selling a certain number of _____. (Lev. 25:16)
- (9) The property was never to be sold on a permanent basis because it really belonged to: (Lev. 25:23) _____
 - a. The original owner
 - b. God
 - c. One of the original twelve tribes

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“Not Your Land” Test *Continued*

- (10) If a Hebrew became poor and sold his property, he could regain possession: (Lev. 25:25-28) Choose one or more _____
- a. If a close relative bought it back for him
 - b. If he accumulated the money to buy it back
 - c. If the second owner died
 - d. At the next Year of Jubilee if he was the original owner
 - e. All of the above
- (11) Houses sold in a walled city became the permanent property of the buyer if not redeemed within _____ year(s). (Lev. 25:29)
- (12) The Levites: (Lev. 25:32-33) Choose one or more _____
- a. Could not own property
 - b. Could own property but could not sell it
 - c. Could own, sell, and redeem property
 - d. Were not affected by the Year of Jubilee
- (13) If a relative of a Hebrew became poor and could no longer support himself: (Lev. 25:39-40) Choose one _____
- a. The Hebrew could become a slave to his relative
 - b. The Hebrew could sell himself to his relative as a hired worker

Lesson Six

Teaching Plan—Varied Learning Activities, Step 5, Assignments

Assignment #1—Focus on Numbers 13:1-20 and report on God’s detailed instructions through Moses for surveying the land.

Assignment #2—Focus on Numbers 13:21-33 and give the argument for not taking the land. Be sure to include the spies’ positive view of the land as well as their fears.

Assignment #3—Focus on Numbers 13:21-33 and tell the group what Caleb and Joshua saw in the land and how they responded. Emphasize their faith in God to be able to occupy the land that God had promised.

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Lesson Six

Teaching Plan—Varied Learning Activities, Step 8, Reflection Questions

Reflection Questions

- (1) What is God's direction for your life right now?
 - (2) To what extent are you trusting and obeying God's direction?
 - (3) In what situation are you facing a fear or faith response?
 - (4) Which will you choose? Fear? Faith?
 - (5) Write out a prayer for yourself. Keep it in your Bible as a reminder this week to be aware of opportunities for faith in following God.
-

Reflection Questions

- (1) What is God's direction for your life right now?
- (2) To what extent are you trusting and obeying God's direction?
- (3) In what situation are you facing a fear or faith response?
- (4) Which will you choose? Fear? Faith?
- (5) Write out a prayer for yourself. Keep it in your Bible as a reminder this week to be aware of opportunities for faith in following God.

Lesson Six

Teaching Plan—Lecture and Questions, Step 3, Worksheet

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

I. Exploration Instructions (Numbers 13:1-3)

- A. What instructions did God give Moses about surveying the Promised Land?
- B. Why were leaders chosen from each tribe?

II. Assessment Instructions (13:17-20)

- A. What was the purpose of the exploration of the land?
- B. What were the spies to look for?
- C. What were the spies to bring back?

III. Assessment Report (13:25-33)

- A. What was the positive report from all the spies?
- B. What was the negative report?
- C. What was the positive report?

IV. Fear and Faith Factors (14:1-10a)

- A. What were the two different reactions to directions from God?
- B. Why were there different reactions to the same set of facts?
- C. In what situations are you facing a fear or faith response?

V. Fear Consequences (14:30-31)

- A. What were the consequences of the response of fear?
- B. What were the consequences of the response of faith?
- C. Fear brings about certain consequences. So does faith. Which will you choose?

Lesson Seven

Teaching Plan—Varied Learning Activities, Step 4, Assignments

Assignment 1. Facing Opposition and Problem-Focused People (Numbers 20:1-5)

- Read Numbers 20:1-5.
 - List the people’s complaints.
 - Share insights on how the people must have felt.
 - Consider whether you are the kind of people who are part of the problem or the solution. Consider also how to be part of the solution.
-

Assignment 2. Finding Solutions from the Source of Hope (Numbers 20:6-8)

- Read Numbers 20:6-8.
 - Enlist one person to speak as Moses, explaining his reaction to the complaints of the people and why he reacted as he did.
 - Enlist another person to speak the words of God to Moses.
 - Consider this question from the *Study Guide*: “When was the last time you took time to seek God’s mind on a matter too complex to solve yourself?”
-

Assignment 3. Failing to Implement God-Given Solutions (Numbers 20:9-11)

- Read Numbers 20:9-11
- Use the rock and staff (walking cane) to demonstrate Moses’ actions (but not too vigorously!).
- Explain how Moses arrived at justifying this action.
- Consider the question from the *Study Guide*: “Frustration, fear, and anger seem to push us to that place of no return or to the breaking point. . . . What are your strategies for surviving at the breaking point?”

Lesson Eleven

Teaching Plan—Varied Learning Activities, Step 2, The Greatest Gift

The greatest gift that I can imagine giving to my children or children with whom I have contact is. . . .

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Lesson Thirteen

Teaching Plan—Varied Learning Activities, Step 9, Outline

Choosing Obedience or Disobedience

- Adam—Genesis 2:16-17; 3:6-7
 - Noah—Genesis 6:22
 - Abraham—Genesis 12:1-4
 - Saul—1 Samuel 15:11
 - Rich Young Ruler—Mark 10:21
 - Ananias and Sapphira—Acts 5:1-11
 - Jesus—Philippians 2:8
 - Paul—Acts 21:13
-

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- Noah—Genesis 6:22
- Abraham—Genesis 12:1-4
- Saul—1 Samuel 15:11
- Rich Young Ruler—Mark 10:21
- Ananias and Sapphira—Acts 5:1-11
- Jesus—Philippians 2:8
- Paul—Acts 21:13

Easter Lesson

Teaching Plan—Varied Learning Activities, Step 3, Assignments

Assignment One. Write a conversation between the two women discussing the details of the events of Matthew 28:1-10. For additional help, see the material on these verses in the *Study Guide*. Be sure to include the status of women before and after this incident. Discuss their *joy* and fear.

Assignment Two. See Matthew 28:16-18 and the material on these verses in the *Study Guide*. Prepare a report on the *worship* of Easter. Include information on the importance of Galilee, the place of retreat for Jesus. Consider: Where is our Galilee?

Assignment Three. See Matthew 28:19-20 and the material on these verses in the *Study Guide*. Prepare a report on the command to “make disciples” (Matthew 28:19). Include the emphases of going, baptizing, and teaching. Where are we to go to make disciples? What does “all nations” mean? How do we teach disciples?