**Bible Story Lesson Plan Template: Workshop**

Building Blocks of Faith Based Ministry (Oct 21, 2017)

Carey Institute

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**Session Process**

1. Prayer
2. Basics for Bible session lesson planning (template)

* Vocabulary preparation (The Lost Son)
* Skill: reading out loud (thought groups)

1. Sample Intermediate Lesson plan

The Lost Son (ESV and Easy English versions)

1. Workshop group work package

* Lower level Intermediate level

Isaiah says Baby will be born (p.1) The Birth of Jesus (p.3)

The Shepherds meet Jesus (p.2) Jesus as Child & at Passover (p.4)

1. Session Follow up Option

* Please put your name, email & affiliation on the sheet.
* A typed compilation will be distributed to each of you ASAP.

**Handout contents Page**

The Basics: Bible Lesson Planning Guidelines 2

Facilitator Skill development

Vocabulary Preparation 3

Thought Groups (reading out loud) 3

Practice Text: “the Lost Son” 5

Lesson Template 4

Lesson Plan: Parable of the Prodigal Son 6

Luke 15: 11 – 32 English Standard Version 7

The Lost Son is found (Easy English story) 8

Lesson Plan: Ruth and Naomi 9

Ruth 1: New International Readers Version 10

Ruth 1: Good News version 11

Additional Materials

These lessons are a compilation of ideas that were developed by workshop participants at an event at Trinity Baptist in Nov 2014.

Abram, Sarai & Hagar 12

Esau & Jacob 13

David & Bethsheba 14

Mary Martha & Lazarus 15

Sauls’ Journey to Damascus 16

**Bible Lesson Planning Guidelines**

**The Basics**  for leading English Language Learners (ELLs)

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| **Preparation Steps** | | | |
|  | Prayer |  | |
| Focus | * What do you want them to take away from this lesson? * **KSA goals:** knowledge, behavior and/or attitude | |
| References | * Copy the passage on a paper so they can make notes, etc. * Most people are uncomfortable marking up holy books. * 12/14 font with 1.5 or 2 line space for notetaking * Choose the appropriate Bible translation for your level   [**http://www.biblestudytools.com**](http://www.biblestudytools.com)   * **Has 16 translations & versions available to cut & paste**   [**https://www.biblegateway.com/**](https://www.biblegateway.com/passage)   * **Has numerous English versions & many other languages**   **Beginner:**  [www.easyenglish.info](http://www.easyenglish.info/)  **Intermediate**:  English Standard Version <http://greatstoriesofthebible.org/>  **Advanced:**  New International Version [https://www.biblegateway.com](https://www.biblegateway.com/passage) | |
| Language/ Vocab prep | **Vocabulary Preparation**– figure out BRIEF ways to explain low frequency words (if other ELLs don’t know) | |
| Materials | Any pictures or realia (items) to support the story | |
| **Lesson Stages**  **Timing guide** | | | |
|  | Welcome | | Allow 10 minutes for people to connect and settle down |
|  | Ice Breaker/  Motivation | | * Something to pique their interest & participation * Possibilities: Who’s Who? / Question re: culture/ True & False statements * Start on time. Late people can join in as they come |
|  | Prayer - general | | For guidance; ease of communicating; absent ELLs |
|  | Bible Reading | | * Let learners read verses out loud. * Teach & model thought groups/meaningful chunks to encourage comprehension, pausing & easier reading * Ask them if there are words they don’t understand * **Ask OTHER LEARNERS FIRST for help with meanings.** * IF NO ONE knows, then explain the term **briefly** |
|  | Text Discussion | | * Be sure to get the Who, What, When , Where and Why aspects of the story (“closed questions” – 1 answer) * Include some “open ended questions” (not 1 answer) |
|  | Application | | Questions about how to apply the lesson and spiritual truths in real life situations. |
|  | Prayer - specific | | * Ask if anyone would like prayer * Be open and share some of your requests to show our life isn’t “perfect” and that we rely on God for strength and guidance as well. |

**Facilitator Skill Development**

**Pre-class: VOCABULARY PREPARATION**

* Anticipate the words your learners may not know.
* Figure out a high frequency word (synonymn) to use **only if** still necessary.

IF Learner asks, “What does \_\_\_\_\_\_ mean?”

* + Step 1: See if anyone in the group knows the word (L1 or English)
  + Step 2:Support them in figuring out the meaning.

Context clue strategies that help in developing overall reading skills:

* + - Common sense (logic)
    - Explained in text
    - Contrast given
    - Punctuation
    - Word parts (grammar of the word)

**Note:** Consider the concept of overload. Which words are really worth the time and energy to work on? Squandered?

* **Review** “The Lost Son Luke 15: 11- 32” (ESV) - this handout p. 5
* **Circle** the words you think your learners may not know.
* **Categories of words & strategies/ importance**

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| * **Used frequently in everyday life - teach and review those often** |
| * **Used frequently in Bible Stories – will likely see again (cultural, topic specific)** |
| * **Can be figured out from context:**   (16) He was longing to be fed with **the pods** that the pigs ate  (17) I **perish** here with hunger  (20)ran and **embraced** him and kissed him  (21) no longer **worthy** to be called your son  (25) and as he came and **drew near to** the house  (28) His father came out and **entreated** him  (30) You killed the **fattened** calf  (32) it was fitting **to celebrate** and be glad |

**In Class - READING OUT LOUD (leader/ individuals/ group)**

**“Thought groups”**

* Research has shown that most people can usually understand an ELL that has an “accent.”
* It is the intonation and rhythm aspects of pronunciation that English speaking and other listeners have trouble with.
* To aid comprehension and group chorus reading, reading the words in CHUNKS (thought groups) helps ELLs with this. This is an aspect of RHYTHM.
* For example, think of how we recite the Lord’s Prayer alone and in groups.
* How many pauses do you make when you recite the Lord’s Prayer? \_\_\_\_

**How do we figure out the thought groups?**

* Just think of when you pause. (It’s often natural for native speakers).
* Most brains can’t process more than 7 pieces of info at a time in short term memory.
* It’s usually a noun & verb or a noun phrase (if there are lots of adjectives, etc.)

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| * Read the first 4 lines of “The Lost Son” out loud with a partner. * Put a / (slash) where a thought group could occur |

**Date: Topic:**

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| **Preparation Steps** | | | |
|  | Prayer |  | |
| Focus |  | |
| References |  | |
| Vocabulary Prep |  | |
|  | Materials |  | |
| **Lesson Stages**  **Time guide** | | | |
|  | Welcome | |  |
|  | Ice Breaker/  Motivation | |  |
|  | Prayer - general | |  |
|  | Bible Reading | |  |
|  | Text Discussion | |  |
|  | Application | |  |
|  | Prayer | |  |

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| http://greatstoriesofthebible.org/ the lost son **English Standard Version;** Crossways Bibles   * click on the **A Listen English**. To listen to the script in English for review. (Mandarin text also) |

**The Lost Son Luke 15: 11 – 32** *[font - 12, line spacing – 2]*

**11**And he said, “There was a man who had two sons. **12**And the younger of them said to his father, ‘Father, give me the share of property that is coming to me.’ And he divided his property between them. **13**Not many days later, the younger son gathered all he had and took a journey into a far country, and there he squandered his property in reckless living.**14**And when he had spent everything, a severe famine arose in that country, and he began to be in need. **15**So he went and hired himself out to one of the citizens of that country, who sent him into his fields to feed pigs. **16**And he was longing to be fed with the pods that the pigs ate, and no one gave him anything.

**17**“But when he came to himself, he said, ‘How many of my father's hired servants have more than enough bread, but I perish here with hunger! **18** I will arise and go to my father, and I will say to him, “Father, I have sinned against heaven and before you. **19**I am no longer worthy to be called your son. Treat me as one of your hired servants.”’ **20**And he arose and came to his father. But while he was still a long way off, his father saw him and felt compassion, and ran and embraced him and kissed him. **21** And the son said to him, ‘Father, I have sinned against heaven and before you. I am no longer worthy to be called your son.’ **22** But the father said to his servants, ‘Bring quickly the best robe, and put it on him, and put a ring on his hand, and shoes on his feet. **23**And bring the fattened calf and kill it, and let us eat and celebrate. **24**For this my son was dead, and is alive again; he was lost, and is found.’ And they began to celebrate.  *[Sorry - The rest is in 11 font in order to fit onto one page]*

**25**“Now his older son was in the field, and as he came and drew near to the house, he heard music and dancing. **26** And he called one of the servants and asked what these things meant. **27**And he said to him, ‘Your brother has come, and your father has killed the fattened calf, because he has received him back safe and sound.’ **28**But he was angry and refused to go in. His father came out and entreated him, **29** but he answered his father, ‘Look, these many years I have served you, and I never disobeyed your command, yet you never gave me a young goat, that I might celebrate with my friends. **30**But when this son of yours came, who has devoured your property with prostitutes, you killed the fattened calf for him!’ **31** And he said to him, ‘Son, you are always with me, and all that is mine is yours. **32**It was fitting to celebrate and be glad, for this your brother was dead, and is alive; he was lost, and is found.’”

**Lesson: Bible Story 🡪 Parable of the Prodigal Son**

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| **Preparation Steps** | | | |
|  | Prayer |  | |
| Focus | To know God’s love is unconditional  God forgives those who truly ask to be forgiven (repent) | |
| References | Luke 15: 11 – 32 | |
| Vocabulary Prep | **Depending on version you use: Possible difficult words**  gambling, entertained, possessions, pods, embraces, gestured, commanded, astonished, squandered, inheritance, celebrate, parable | |
| Materials | **In handout:** English Standard Version 🡪 <http://greatstoriesofthebible.org/> (  Simplified English 🡪 [www.easyenglish.info](http://www.easyenglish.info/) | |
| **Lesson Stages**  **Time Guide** | | | |
|  | Welcome | |  |
|  | Ice Breaker/  Motivation | | What’s the biggest party or celebration your family has ever had?  In you culture, how is the inheritance given out to the children? |
|  | Prayer - general | |  |
|  | Bible Reading | | ELLs read paragraph by paragraph. Help with pronunciation. If they don’t know a word, ask others first. Then explain if no one knows. |
|  | Discussion of story | | 1. Why did the younger son want to leave home? 2. Why did he come home? 3. How would you describe the father’s personality or   character?   1. Why didn’t the older son want to go to the homecoming party? |
|  | Application | | 1. If you had been the father, would you have given the son his inheritance early?   1. If you were the older brother, how would you feel? What would you do? 2. What of the father’s qualities do you need to develop? 3. What is the lesson in this parable for you? 4. The father – son relationship is like our relationship with God.   Where are you in connection with God?  Are you home? – never left him  You are in the distant country? Left him  Did you return back home? – feeling God’s forgiveness  Do you want to go to his home or return to him? |
|  | Prayer | | How can we pray for you this week? |

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| http://greatstoriesofthebible.org/ the lost son **English Standard Version;** Crossways Bibles   * click on the **A A Listen English**. To listen to the script in English for review. (Mandarin text also) |

**The Lost Son Luke 15: 11 – 32**

**11**And he said, “There was a man who had two sons. **12**And the younger of them said to his father, ‘Father, give me the share of property that is coming to me.’ And he divided his property between them. **13**Not many days later, the younger son gathered all he had and took a journey into a far country, and there he squandered his property in reckless living.**14**And when he had spent everything, a severe famine arose in that country, and he began to be in need. **15**So he went and hired himself out to one of the citizens of that country, who sent him into his fields to feed pigs. **16**And he was longing to be fed with the pods that the pigs ate, and no one gave him anything.

**17**“But when he came to himself, he said, ‘How many of my father's hired servants have more than enough bread, but I perish here with hunger! **18** I will arise and go to my father, and I will say to him, “Father, I have sinned against heaven and before you. **19**I am no longer worthy to be called your son. Treat me as one of your hired servants.”’ **20**And he arose and came to his father. But while he was still a long way off, his father saw him and felt compassion, and ran and embraced him and kissed him. **21** And the son said to him, ‘Father, I have sinned against heaven and before you. I am no longer worthy to be called your son.’ **22** But the father said to his servants, ‘Bring quickly the best robe, and put it on him, and put a ring on his hand, and shoes on his feet. **23**And bring the fattened calf and kill it, and let us eat and celebrate. **24**For this my son was dead, and is alive again; he was lost, and is found.’ And they began to celebrate.

**25**“Now his older son was in the field, and as he came and drew near to the house, he heard music and dancing. **26** And he called one of the servants and asked what these things meant. **27**And he said to him, ‘Your brother has come, and your father has killed the fattened calf, because he has received him back safe and sound.’ **28**But he was angry and refused to go in. His father came out and entreated him, **29** but he answered his father, ‘Look, these many years I have served you, and I never disobeyed your command, yet you never gave me a young goat, that I might celebrate with my friends. **30**But when this son of yours came, who has devoured your property with prostitutes, you killed the fattened calf for him!’ **31** And he said to him, ‘Son, you are always with me, and all that is mine is yours. **32**It was fitting to celebrate and be glad, for this your brother was dead, and is alive; he was lost, and is found.’”

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| [www.easyenglish.info](http://www.easyenglish.info/) <http://www.easyenglish.info/aee/lukestor/lukestor32-afw.htm>  The lost son is found Luke 15: 11 – 32 No. 32  An Easy English Story Unit (AEE) from Luke's Good News rewritten by Joyce Ferrie |

**The Lost Son is Found**

Jesus told this story.

There was a man who had two sons. He was a rich man.

The youngest son asked his father for money.

He wanted his share of his father's riches.

The father gave him his share. The son left home with the money.

 He went far away. He spent the money.

He wasted all his money on having a good time.

A famine came to the country. He was very hungry.

He had no money. He had no friends. He got work looking after some pigs.

He was so hungry that he wanted to eat the pigs' food.

No-one gave him anything to eat.  The son began to think about home.

All the workers on his father's farm had plenty to eat. He was starving.

"I will go home and tell my father I have done wrong. I will tell God too.

I will ask my father to let me work for him."

So he set off for home.

His father was looking out for him. He saw him coming. He was sorry for his son.

The father ran to meet his son. He hugged him and kissed him.

The son said, "Dad, I have done wrong things.

I have done wrong to you and to God.

I am not fit to be your son. Give me some work to do.

Let me be one of your servants."

His father said, "Bring him some clothes. Bring shoes for his feet.

Bring a ring for his finger. Let us be joyful. Let us have a party.

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Get the food ready. My son was lost and is found. I thought he was dead but he is alive."

The older son came back from his work. He asked why there was a party.

The servants told him that his brother had come home.

The older brother was not pleased. He did not want to go to the party.

"I have worked for you every day", he said to his father. "You never had a party for me."

The father said to the oldest son, "You are always with me.

All that I have is yours, but we must be happy and joyful.

This young brother of yours was lost and is found."

**Lesson: 🡪 Women of the Bible 🡪 Ruth and Naomi**

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| **Preparation Steps** | | | |
|  | Prayer |  | |
| Focus | Understanding that God loves us and is concerned about all people – even our enemies (Israel’s enemies) | |
| References | Ruth 1: 1 - 22 | |
| Vocabulary Prep | **Words they may not know:** mother/daughter –in-law; famine, buried; punishment; separate; determined; exclaimed; bitter; condemned; crops- harvest; | |
| Materials | **In handout**: NIV & Good News | |
| **Lesson Stages**  **Time Guide** | | | |
|  | Welcome | |  |
|  | Ice Breaker/  Motivation | | Make a list of the reasons why people leave their countries and immigrate to Canada.  Put a star beside the reasons people in your group came. |
|  | Prayer - general | |  |
|  | Bible Reading & Vocabulary | | **In package**: New International & Good News |
|  | Story Discussion | | 1. What personal disaster did Ruth have?   How do you think Naomi felt?   1. What is happening in her home, Judah? 2. What did Naomi decide to do? 3. Why did Naomi tell her daughters-in-law to return to their homes? 4. Why did Ruth insist on going and staying with Naomi?   (What could have influenced her action?)   1. In your culture, when someone becomes a widow, does someone in your family take care of her and her family?   **Optional:** Ruth and Orpah are Moabites. Why was there hatred of the Moabites?  (Genesis 19:30 – 39; Numbers 25: 1 – 3; Deut 23: 2 – 4) |
|  | Application | | 1. In verse 20, Naomi wants to be called “Mara” (bitter). Why? 2. Has there been a time in your life when you felt punished or abandoned by God? 3. Like Ruth, you have crossed to another ethnic and cultural group. Were you able to adjust and fit in or did you remain a stranger? 4. At what point can you identify with the events of the story? 5. Lost a loved one 6. Lost part of your identity 7. Blamed God for a loss 8. Felt unworthy of support from others 9. Who has been a “Ruth” to you? Has someone gone out of their way to be there for you when you needed it? |
|  | Prayer | | How can we pray for you? |

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| <https://www.biblegateway.com/passage> **New International Reader's Version** (NIRV) Ruth 1 |

### Ruth Goes to Bethlehem With Naomi Ruth 1

1 There was a time when Israel didn’t have kings to rule over them. But they had leaders to help them. This is a story about some things that happened during that time.

There wasn’t enough food in the land of Judah. So a man went to live in the country of Moab for a while. He was from Bethlehem in Judah. His wife and two sons went with him.

2The man’s name was Elimelech. His wife’s name was Naomi. The names of his two sons were Mahlon and Kilion. They were Ephrathites from Bethlehem in Judah. They went to Moab and lived there.

3Naomi’s husband Elimelech died. So she was left with her two sons. 4They got married to women from Moab. One was named Orpah. The other was named Ruth. Naomi’s family lived in Moab for about ten years. 5Then Mahlon and Kilion also died. So Naomi was left without her two sons and her husband.

6While Naomi was in Moab, she heard that the Lord had helped his people. He had begun to provide food for them again. So Naomi and her daughters-in-law prepared to go from Moab back to her home. 7She left the place where she had been living. Her two daughters-in-law went with her. They started out on the road that would take them back to the land of Judah.

8Naomi spoke to her two daughters-in-law. “Both of you go back,” she said. “Each of you go to your own mother’s home. You were kind to your husbands, who have died. You have also been kind to me. So may the Lord be just as kind to you. 9May he help each of you find a secure place in the home of another husband. May he give you peace and rest.”

Then she kissed them good-by. They broke down and sobbed loudly. 10They said to her, “We’ll go back to your people with you.”

11But Naomi said, “Go home, my daughters. Why would you want to come with me? Am I going to have any more sons who could become your husbands?

12“Go home, my daughters. I’m too old to have another husband. Suppose I thought there was still some hope for me. Suppose I got married to a man tonight. And later I had sons by him. 13Would you wait until they grew up? Would you stay single until you could get married to them? No, my daughters. My life is more bitter than yours. The Lord’s powerful hand has been against me!”

14When they heard that, they broke down and sobbed again. Then Orpah kissed her mother-in-law good-by. But Ruth held on to her.

15“Look,” said Naomi. “Your sister-in-law is going back to her people and her gods. Go back with her.”

16But Ruth replied, “Don’t try to make me leave you and go back. Where you go I’ll go. Where you stay I’ll stay. Your people will be my people. Your God will be my God. 17Where you die I’ll die. And there my body will be buried. I won’t let anything except death separate you from me. If I do, may the Lord punish me greatly.”

18Naomi realized that Ruth had made up her mind to go with her. So she stopped trying to make her go back.

19The two women continued on their way. At last they arrived in Bethlehem. The whole town was stirred up because of them. The women asked, “Can this possibly be Naomi?”

20“Don’t call me Naomi,” she told them. “Call me Mara. The Mighty One has made my life very bitter. 21I was full when I went away. But the Lord has brought me back empty. So why are you calling me Naomi? The Lord has made me suffer. The Mighty One has brought trouble on me.”

22So Naomi returned from Moab. Ruth, her daughter-in-law from Moab, came with her. They arrived in Bethlehem just when people were beginning to harvest the barley.

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| Ruth 1: 1 – 22 **Good News** from <http://www.biblestudytools.com/ceb/ruth/1.html> |

**Ruth and Naomi Ruth 1**

**1** Long ago, in the days before Israel had a king, there was a famine in the land. So a man named Elimelech, who belonged to the clan of Ephrath and who lived in Bethlehem in Judah, went with his wife Naomi and their two sons Mahlon and Chilion to live for a while in the country of Moab. While they were living there, **3** Elimelech died, and Naomi was left alone with her two sons, **4** who married Moabite women, Orpah and Ruth. About ten years later **5** Mahlon and Chilion also died, and Naomi was left all alone, without husband or sons. **6** Some time later Naomi heard that the Lord had blessed his people by giving them good crops; so she got ready to leave Moab with her daughters-in-law.

**7** They started out together to go back to Judah, but on the way **8** she said to them, "Go back home and stay with your mothers. May the Lord be as good to you as you have been to me and to those who have died. **9** And may the Lord make it possible for each of you to marry again and have a home." So Naomi kissed them good-bye.

But they started crying **10** and said to her, "No! We will go with you to your people."

**11** "You must go back, my daughters," Naomi answered. "Why do you want to come with me? Do you think I could have sons again for you to marry? **12** Go back home, for I am too old to get married again. Even if I thought there was still hope, and so got married tonight and had sons, **13** would you wait until they had grown up? Would this keep you from marrying someone else? No, my daughters, you know that's impossible. The Lord has turned against me, and I feel very sorry for you."

**14** Again they started crying. Then Orpah kissed her mother-in-law good-bye and went back home, but Ruth held on to her. **15** So Naomi said to her, "Ruth, your sister-in-law has gone back to her people and to her god. Go back home with her."

**16** But Ruth answered, "Don't ask me to leave you! Let me go with you. Wherever you go, I will go; wherever you live, I will live. Your people will be my people, and your God will be my God. **17** Wherever you die, I will die, and that is where I will be buried. May the Lord's worst punishment come upon me if I let anything but death separate me from you!"

**18** When Naomi saw that Ruth was determined to go with her, she said nothing more. **19** They went on until they came to Bethlehem.

When they arrived, the whole town became excited, and the women there exclaimed, "Is this really Naomi?" **20** "Don't call me Naomi," she answered; "call me Marah, because Almighty God has made my life bitter. **21** When I left here, I had plenty, but the Lord has brought me back without a thing. Why call me Naomi when the Lord Almighty has condemned me and sent me trouble?"

**22** This, then, was how Naomi came back from Moab with Ruth, her Moabite daughter-in-law. When they arrived in Bethlehem, the barley harvest was just beginning.

**Abram, Sarai and Hagar Genesis 16 – 18**

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| **Preparation Steps** | | | |
|  | Prayer |  | |
| Focus | Let go and let God!  **OR** Children are a gift from God. | |
| References | Genesis 16 – 18  Choose a Bible version that is best suited to your learners. | |
| Vocabulary Prep | *Depending on the Bible version, words the may not know:* conceive, harshly, barren, descendants, “father of many nations,” circumcised, covenant, (mistress/ bigomy) | |
| Materials | map | |
| **VITAL INFO** | Abraham is an important figure in Islam, Christianity and Judaism. However, the teachings are different. For example, *the Koran* teaches that Abraham was asked to sacrifice Ishmael (not Isaac). Modern day conflicts stem from these differences, and many consider the Arabs to be “cousins” of the Jews. | |
| **Lesson Stages 🡪 Ideas compiled from 4 pairs (Nov 2014)** | | | |
|  | Welcome | |  |
|  | Ice Breaker/  Motivation  **Compiled ideas from the workshop pairs** | | * List reasons why family members separate. * How many brothers and/or sisters did you have to leave behind in your home country? OR How many came with you when you immigrated? * In your culture, is bigomy legal and accepted by most people? * How many children are couples encouraged to have? * Have you given birth to a child in Canada? How is the process different from or the same as having a child in your country? * What songs are sung to help comfort babies in your culture? (Sing *Rock a bye baby,* etc.) |
|  | Prayer - general | |  |
|  | Bible Reading | | Depends on level of student  If ELLs ask about vocabulary, be sure to see if another learner knows the words before you briefly explain. |
|  | Discussion of story  **Compiled ideas from the workshop pairs** | | * What was God’s plan for Abram & Sarai? * Why did Sarai ask Hagar to conceive a child for her? * Why did Hagar run away? * What did the angel tell Hagar to do? * What promise did God give Abram when he was 99 years old? * What did they name Hagar’s child? What’s the meaning of his name? * What did they name Sarai’s child? What’s the meaning of his name? * Who are the descendants of Hagar and Sarai? * Why did Abram and Sarai change their names? |
|  | Application  **Ideas from the workshop pairs** | | * Do you agree with how Sarai treated Hagar? * If you were Hagar, what would you do? * What happens when we have our own plan that is different from God’s plan? How does God respond? * In your culture, if a man’s mistress bears a child, how does society react? * Do the descendants of Hagar and Sarah still struggle? |
|  | Prayer | |  |

**Esau and Jacob Genesis 25, 27**

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| **Preparation Steps** | | | |
|  | Prayer |  | |
| Focus | Birthrights.  Sibling rivalry or parental favoritism  Isaac blesses Jacob | |
| References | Genesis 25, 27 | |
| Vocabulary Prep | *Depending on the Bible version, words they may not know:*  Blind, twins, famished, stew, birthright, firstborn, blessing, curse, demanded, exchange, to give up rights | |
| Materials | Make some lentil stew, make unleavened bread (or buy flatbreads from a Persian or Jewish bakery) | |
| **Lesson Stages 🡪 Ideas compiled from 3 pairs (Nov 2014)** | | | |
|  | Welcome | |  |
|  | Ice Breaker/  Motivation  **Compiled ideas from the workshop pairs** | | * What’s a common stew or soup in your culture? What’s your favorite? * If you were very hungry, what would you want to eat? * Enjoy a bowl of stew! * In your culture, do mothers teach their boys how to cook? Why or why not? * When you grew up, did you get along with your siblings? * Why do children not get along? * In your culture, does the oldest child have any special rights or responsibilities? * Have you ever lied to get your way? |
|  | Prayer - general | |  |
|  | Bible Reading | | Depends on level of student  If ELLs ask about vocabulary, be sure to see if another learner knows the words before you briefly explain. |
|  | Discussion of story  **Compiled ideas from the workshop pairs** | | * Esau and Jacob were twins. Who was older? * How were the 2 boys different? * Who was Isaac’s favorite child? * What did Esau exchange for the lentil stew? * Who helped Jacob deceive his father? * Why was Esau willing to give up his rights as a firstborn child? * What did Isaac do and ask before giving his blessing? |
|  | Application  **Compiled ideas from the workshop pairs** | | * God had already told Rebekah that Jacob would rule over his brother. Why did she also help him deceive Isaac for the blessing? * Do you always trust God to do what He has promised? * What can parents do to prevent favoring one child over another? * Have you ever given an important thing away in order to get something else? * Have you ever lied or used deception to achieve a goal? What was the result? |
|  | Prayer | |  |

**David and Bathsheba II Samuel 11 & 12**

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| **Preparation Steps** | | | |
|  | Prayer |  | |
| Focus | Sin & Temptation & consequences / nothing is hidden from God/ | |
| References |  | |
| Vocabulary Prep | *Depending on the Bible version, words they may not know:* carrying his child, messenger, encamped, war general,  mourned, prophet, loyal, possession, cruelty | |
| Materials | Pictures of middle eastern housing – showing the flat roofs, etc. | |
| **Lesson Stages 🡪 Ideas compiled from 2 pairs (Nov 2014)** | | | |
|  | Welcome | |  |
|  | Ice Breaker/  Motivation  **Compiled ideas from the workshop pairs** | | * Make a list of sins that are common for kings/leaders * Make a list of common sins of leaders and then the consequences which should be given. * Make a list of sins related to relationships. Have the ELLs rank them in order from most serious to less serious. * Make a list of personality/ qualities that an army general needs * In ancient history, was it acceptable for a leader to have many wives? Why? * Discuss: Imagine a very good leader of a country. If this great leader commits just one sin - adultery – should she or he lose the leadership position? |
|  | Prayer - general | |  |
|  | Bible Reading | | Depends on level of student  If ELLs ask about vocabulary, be sure to see if another learner knows the words before you briefly explain. |
|  | Discussion of story  **Compiled ideas from the workshop pairs** | | * Who is David? Bathsheba? * Do you think David’s actions with Bathsheba were common for him? * What did David do to Bathsheba’s husband Uriah? * Was God pleased with David’s action? * Who is Nathan? Retell the story he told David. * What was David’s reaction to Nathan’s story? * Do you agree that David is like the rich man in the story? Why or why not? |
|  | Application  **Compiled ideas from the workshop pairs**  **Possible Extension** | | * Do you think that David’s action towards Bathsheba were really “wrong for a king” at that time in history? * In current history, do you think that an army general would act like Uriah and not go to his wife? * Are there people today who are like Nathan that tell others about their sins? * What would you do if someone like Nathan came and told a story that connected to your sin? How would you react? Why? * Are there sins that God does not forgive? * If we ask God to forgive our sins, what should we talk about?   Listen to Leonard Cohen’s Hallelujah. Find references to story |
|  | Prayer | |  |

**Topic: Mary, Martha & Lazarus Luke 10 (first part), John 11**

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| **Preparation Steps** | | | |
|  | Prayer |  | |
| Focus | Importance of Faith / How to show our love for God | |
| References |  | |
| Vocabulary Prep | *Depending on the Bible version, words they may not know:*  Resent, disciples, to mourn, grief, resurrection, tomb, grave, linen shroud; astonishment | |
| Materials |  | |
| **Lesson Stages 🡪 Ideas compiled from 2 pairs (Nov 2014)** | | | |
|  | Welcome | |  |
|  | Ice Breaker/  Motivation  **Compiled ideas from the workshop pairs** | | * Make a “Who’s Who” task. List common home duties (bake, clean stove, cook, do laundry, etc.). ELLs ask others “Do you like to\_\_\_?” The person who answers  “Yes” signs name on questioner’s paper. (great for vocabulary and getting to know names). * Discuss “Proper Hospitality Rules” in your culture. Make a list and rank the top three. * What causes the most stress when you have guests over for a meal or a visit? * When you are working hard and someone else is not working, how do you feel? Give an example. |
|  | Prayer - general | |  |
|  | Bible Reading | | **The source the participants had combined the 2 stories of Mary listening to Jesus & Martha complaining. Then, the story of Lazarus’ death.**  Depends on level of students; If ELLs ask about vocabulary, be sure to see if another learner knows the words before you briefly explain.  **Context:** In many cultures today (especially Islamic ones), dead people are buried within 24 hours. |
|  | Discussion of story  **Compiled ideas from the workshop pairs** | | * What do we learn about the 3 siblings? (facts, personality, etc.) * How did Martha feel about working while Mary was listening? * What is Jesus’s idea about Mary’s actions? DO you agree she was wiser than Martha? * What happened to the brother? * When Jesus heard the news about his good friend Lazarus, why didn’t he rush back? * Why is Martha upset with Jesus? |
|  | Application  **Compiled ideas from the workshop pairs** | | * Before (or now) in your family, did you think you had to do all the work? * Do you think Jesus’s words to Martha were unfair or not? Explain. * What do you think is more important – Doing things for God or Learning about God? * Do you believe Lazarus was really dead? Can people be raised from the dead? * What did you learn about Jesus from the Lazarus story?   (JGTP - the movie *“Heaven is for real”* may be interesting for your group to watch and discuss) |
|  | Prayer | |  |

**Saul’s Journey to Damascus Acts 9**

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| **Preparation Steps** | | | |
|  | Prayer |  | |
| Focus | Obedience to God | |
| References | Acts 9 - Saul’s Journey to Damascus | |
| Vocabulary Prep | *Depending on the Bible version, words they may not know:* enemies, persecute, high priest, obtained, authority, arrested, suspected, approached, blinding white light, surround, staggered, | |
| Materials | Map – Jerusalem, Damascus | |
| **Lesson Stages 🡪 compiled from 2 pairs (Nov 2014)** | | | |
|  | Welcome | |  |
|  | Ice Breaker/  Motivation  **Compiled ideas from the workshop pairs** | | * When have you felt misunderstood? * Do you know someone who has completely changed their behavior – from “night to day”? Explain. * Is it easy to legally change your name in your country? In Canada? * When some people come to Canada, they choose to use an English name (however, few make it legal). Why do they do this? How do they choose a new name? |
|  | Prayer - general | |  |
|  | Bible Reading | | Depends on level of students; If ELLs ask about vocabulary, be sure to see if another learner knows before you briefly explain.  **Context:** Paul is a Roman name. |
|  | Story Discussion  **Compiled ideas from the workshop pairs** | | * What was Saul’s job in Jerusalem? * Why did he go to Damascus? * What happened on the way to Damascus? * Whose voice did he hear? * For how many days was he blind? * Who came to help him? * How do you think Ananias felt? * What happened when Ananias came to Saul? * What was the result of Ananias’ obedience to God? |
|  | Application  **Compiled ideas from the workshop pairs** | | * Have you ever believed in something that you were willing to “die” for it? OR willing to “kill” for it? * When have you been afraid? Explain. * Have you ever had to do “the right thing” when it was difficult? * What helped you to do “the right thing?” * What stops some people from doing “the right thing?” * In many countries, it is illegal to be a Christian. However, Christians still exist and even meet in secret groups. Do you have any experience with this? Do you think they should meet if it’s “illegal”? * What can happen in a society when a belief is considered illegal? Does it get stronger or weaker? |
|  | Prayer | |  |